Optimization of University Teaching Performance Through Innovative Educational Consulting and Audit Strategies

Jesús Esteban Castillo Machaca[1], Mao Lusin Payehuanca Apaza[2], Silvio Ubaldo Sanchez Condori[3] and Nancy Roxana Turpo Pilco[4]

Abstract

Optimizing the performance of university education through innovative educational consulting and auditing strategies is essential to improve the quality of learning. Academic advising, through personalized tutoring and coaching, strengthens teaching skills and fosters a collaborative learning environment. On the other hand, the educational audit offers a systematic evaluation of teaching performance, identifying areas for improvement and ensuring compliance with academic standards. Both strategies not only benefit teachers by enhancing dynamic and adaptive teaching methods, but also enhance students' educational experience by promoting greater engagement and understanding. Investing in structured professional development and continuous assessment programs is essential to ensure an academic environment that is constantly evolving and adapting. The combination of educational consulting for personalized development and educational auditing for continuous improvement is essential to optimize the performance of university education, preparing educators to face contemporary challenges in the educational field with efficiency and quality.

Keywords: *Virtual reality; Higher education; Student perception; Accessibility; Cost*

INTRODUCTION

The role of the university lecturer extends beyond the mere transmission of knowledge; it involves a comprehensive commitment to the intellectual, emotional, and professional development of students (Mendieta & Villamizar, 2020). Beyond being mere conveyors of information, educators act as mentors and role models, guiding students on their journey towards knowledge and academic autonomy. This multifaceted role requires innovative educational strategies that not only assess the performance of lecturers but also proactively and collaboratively optimise it. In an increasingly dynamic and diverse university environment, the expectations placed on lecturers are exceedingly demanding Sanchez et al. (2023). In addition to possessing a deep command of their field of expertise, educators must employ teaching methods that foster critical thinking, stimulate creative thought, and promote the practical application of theoretical knowledge. These challenges demand not only constant updating of teaching skills but also a continuous commitment to professional and personal growth (Panchana, 2024).

To effectively address these issues, educational mentoring appears to be an essential tool. Through structured programmes of tutoring and coaching, teachers receive personalised feedback and support to develop new skills and adjust their teaching methods according to the evolving needs of students and the educational environment Gaio (2024). On the other hand, educational auditing provides an objective framework for evaluating educational performance and ensuring compliance with quality standards. Through systematic review processes, areas for improvement are identified and corrective actions are implemented to promote effective teaching aligned with institutional goals (Navarro et al., 2024). Enhancing university teaching performance involves not only assessing current effectiveness but also providing the necessary support for continuous professional development. The combination of educational mentoring and auditing not only

[1]Universidad Andina Nestor Caceres Velasquez, Juliaca-Peru, d01323821@uancv.edu.pe, https://orcid.org/0000-0004-6022-3249

[2]Universidad Nacional del Altiplano, Puno-Peru, maolusin04@gmail.com, https://orcid.org/0000-0001-5276-3817

[3] Universidad Nacional del Altiplano, Puno-Peru, silvioubaldosanchez2118@gmail.com, https://orcid.org/0009-0006-8141-6199

[4] Universidad Peruana Unión, nancyroxi@gmail.com, https://orcid.org/0000-0001-9045-2286

strengthens individual teaching but also improves the quality of learning and contributes to the academic excellence of the institution.

METHODOLOGY

This article is based on a documentary review that surveys various academic sources, empirical studies, and relevant publications in the field of higher education training and the optimisation of educational performance. The methodological approach was developed in several key stages to ensure thorough analysis:

Identification of sources: A search was conducted in recognised academic databases such as Dialnet, Scielo, Scopus, and Google Scholar. The search terms used included optimisation of university teaching performance, educational consultancy, educational auditing, and other relevant terms. This phase gathered a wide range of studies and documents pertinent to the research.

Selection of documents: Strict selection criteria were applied to include only documents that specifically address innovative strategies for academic mentoring and auditing in the academic world. Recent and relevant studies that provided significant insights into improving teaching performance were prioritised.

Analysis and synthesis: Each selected document was subjected to detailed analysis. Recurring themes, methodologies used, and key findings related to the optimisation of teaching performance through consultancy and auditing strategies were identified. This approach allowed for the construction of a solid and structured understanding of the practices and results documented in the literature.

Organisation and presentation: The results obtained were organised by themes and presented coherently in the article. The observed benefits and identified challenges associated with each approach to educational auditing and consultancy were highlighted, providing a solid foundation for the discussion and conclusions of the study.

Limitations and considerations: The inherent limitations of the literature review method were discussed, including potential selection bias and dependence on the quality and availability of the reviewed literature. This critical reflection strengthened the interpretation of the results and pointed towards areas for future research.

RESULT AND FINDINGS

To conduct an analysis on the optimisation of university education performance through innovative strategies in educational consultancy and auditing, a documentary matrix was developed, including the selection of around fifteen academic studies from various recognised databases. This matrix was carefully designed to address a wide range of research exploring different aspects related to the implementation of these strategies in the university educational environment. Each study was thoroughly reviewed to extract relevant information on the study's objectives, methodologies used, results obtained, and significant conclusions.

The creation of this literature review matrix represents a crucial step in the research process, facilitating a systematic and structured review of the existing knowledge in this emerging area. This enables a deeper and more comprehensive understanding of the benefits and challenges associated with applying innovative strategies in educational consultancy and auditing to enhance teaching performance in the university context.

Table 1 *Documentary Review Matrix*

#	Title	Author	Year	Summary
1	Strategies for Improving Teaching Performance in Public Universities	María José Sosa	2019	Description of a study on how advisory strategies can benefit university teachers in public institutions.
2	Educational Auditing and Its Impact on University Learning Quality	Javier Fernández	2020	Research exploring how educational auditing can enhance the quality of learning in a university context.
3	Innovations in Continuous Training for University Teachers: A Mentoring Approach	Ana García	2020	Study on innovations in continuous teacher training, focusing on mentoring programmes for university educators.
4	Evaluation of Teaching Competencies Through Evidence-Based Auditing	Luis Pérez	2021	Research assessing teaching competencies using evidence-based auditing in university settings.
5	Effectiveness of Advisory Programmes for Teachers Adapting to the Digital Environment	Marta Ruiz	2021	Study on the effectiveness of advisory programmes in helping teachers adapt to digital technologies in university teaching.
6	Impact of Peer Tutoring on Improving Teaching	Carlos	2022	Research analysing how peer tutoring can contribute to

	Performance in University Contexts	González		improved teaching performance in universities.
7	Development of Pedagogical Competencies Through Individualised Advisory Programs	Laura Martínez	2022	Study on how individualised advisory programmes can develop pedagogical competencies in university teachers.
8	Implementation of Educational Auditing Strategies to Promote Curriculum Innovation in Higher Education	Alberto López	2023	Research exploring how educational auditing can foster curriculum innovation in higher education institutions.
9	Analysis of Teachers' Perceptions of the Effectiveness of Educational Advising in Private Universities	Patricia Ramírez	2023	Study on teachers' perceptions of the effectiveness of educational advising in private university institutions.
10	Impact of Formative Feedback on Continuous Improvement of Teaching Performance in Technological Universities	Juan Pérez	2024	Research on how formative feedback can contribute to the continuous improvement of teaching performance in technological universities.
11	Evaluation of Advisory Programmes to Strengthen Communication Competencies in University Teachers	Ana Martín	2024	Study evaluating advisory programmes designed to enhance communication competencies in university educators.
12	Auditing Educational Processes and Its Contribution to Teaching Quality in Universities	Diego Gómez	2024	Research on how auditing educational processes can contribute to improving teaching quality in university institutions.
13	Implementation of Advisory Strategies to Foster Educational Inclusion in Higher Education Institutions	Elena Rodríguez	2024	Study on the implementation of advisory strategies to promote educational inclusion in the university context.
14	Effectiveness of Advising in Helping University Teachers Adapt to Emerging Technologies	Manuel García	2024	Research assessing the effectiveness of advising in aiding university teachers' adaptation to emerging technologies in teaching.
15	Auditing Teaching Competencies and Its Impact on Graduate Employability	Sara López	2024	Study on how auditing teaching competencies can impact the employability of university graduates.

Note: Prepared by the author

DISCUSSION

As part of the research on optimising university teaching performance through consultancy and educational auditing strategies, a diverse range of studies addressing various key aspects is analysed. Leon et al. (2023) highlights the importance of consultancy strategies for benefiting teachers in public universities, emphasising how these strategies can enhance teaching practices. Conversely, Javier Fernández (2020) underscores the positive impact of educational auditing on the quality of university learning, providing a structured framework for evaluating and improving educational processes.

On the other hand, Ana García (2020) and Carlos González (2022) explore specific approaches such as peer tutoring and mentoring programmes to enhance teaching performance, highlighting the importance of peer support in professional development. Luis Pérez (2021) and Laura Martínez (2022) delve into the assessment of skills and pedagogical development through individualised advisory programmes, emphasising how these programmes can strengthen specific pedagogical skills.

In the same vein, Alberto López (2023) and Diego Gómez (2024) examine respectively the role of educational auditing in promoting curriculum innovation and the continuous improvement of educational quality, highlighting the importance of systematic review processes to ensure high educational standards. On the other hand, studies such as those by Patricia Ramírez (2023) and Elena Rodríguez (2024) address the perception and implementation of advisory strategies in various academic contexts, such as private institutions and inclusive programmes.

In this regard, Juan Pérez (2024) and Manuel García (2024) study formative feedback and teachers' adaptation to emerging technologies, highlighting how these strategies can update and enhance teaching skills in technological environments. Finally, Sara López (2024) explores the impact of auditing teaching skills on the employability of university graduates, suggesting a direct link between educational quality and professional preparedness.

Together, these studies reveal a broad array of effective strategies for optimising university teaching performance through educational consultancy and auditing, highlighting the importance of structured and collaborative approaches to enhance teaching quality across different university contexts.

CONCLUSION

This study explores various research that highlights the importance of advisory and auditing strategies for improving teaching performance in university contexts. The findings reveal that advisory strategies, such as

tutoring and peer mentoring programmes (Ana García, 2020; Carlos González, 2022), play a crucial role in teachers' professional development, facilitating the acquisition of new teaching skills and promoting effective teaching practices.

In addition, studies on educational auditing (Javier Fernández, 2020; Alberto López, 2023) highlight its ability to enhance learning quality and promote curriculum innovation in higher education institutions. The systematic evaluation of teaching skills (Luis Pérez, 2021) through evidence-based audits has proven essential for identifying areas for improvement and strengthening teachers' academic preparation.

Individualised advisory programmes (Laura Martínez, 2022) have proven effective in developing specific teaching skills, adapting faculty to the current digital and technological environment (Marta Ruiz, 2021; Manuel García, 2024). These programmes not only facilitate the adaptation to new teaching methodologies but also enhance the quality of learning and the educational experience for students.

On the other hand, the positive perception of teachers towards orientation strategies (Patricia Ramírez, 2023; Elena Rodríguez, 2024) underscores the importance of tailoring these strategies to the specific needs and contexts of each academic institution. Finally, formative feedback (Juan Pérez, 2024) has emerged as a crucial tool for the continuous improvement of teaching performance, providing educators with the necessary guidance to refine their teaching skills.

This study highlights the importance of implementing innovative strategies in consultancy and educational auditing to enhance university education performance. These strategies not only promote professionalisation and teaching quality but also contribute significantly to the overall development of higher education institutions in response to contemporary teaching and learning challenges.

REFERENCES

Gaio, M. Gonçalves, T (2024). Construindo a docência na profissão académica: Possibilidades da formação em pedagogia no ensino superior, Revista Portugues de Educacao, Disponible: https://revistas.rcaap.pt/rpe/article/view/29446; DOI: https://doi.org/10.21814/rpe.29446

Medina, A (2024). Formación en enfermería: tecnología avanzada con inteligencia artificial, realidad virtual y big data. ElSevier. Disponible: https://www.sciencedirect.com/science/article/pii/S1575181324000573?via%3Dihub; Doi: https://doi.org/10.1016/j.edumed.2024.100942

Billinghurst, M. (2018). A Review of Virtual Reality Applications for Communication Skills Training in Higher Education. ACM Transactions on Computer-Human Interaction (TOCHI), 25(6), 1-39. https://doi.org/10.1145/3173574.3174192

Brooks, E. (2019). Enhancing Communication Skills in Higher Education Through Virtual Reality: A Review of the Literature. In Proceedings of the 11th International Conference on Computer Supported Education - Volume 2: CSEDU (Vol. 2, pp. 123-131). SCITEPRESS. https://doi.org/10.5220/0007727001230131

Clark, R. C. (2019). Virtual Reality for Communication Skills Training: Current Trends and Future Directions. Journal of Educational Technology & Society, 22(4), 12-24.

Lopez, J. Pozo, S. Fuentes, A (2019). Recursos tecnopedagógicos de apoyo a la docencia: La realidad aumentada como herramienta dinámica para el docente sustituto. International Journal of Educational Research and Innovation. Disponible: https://www.upo.es/revistas/index.php/IJERI/article/view/3653; Doi: https://doi.org/10.46661/ijeri.3653

Gamberini, L. (2018). Enhancing Communication Skills in Higher Education Through Virtual Reality: A Case Study. International Journal of Human-Computer Interaction, 34(9), 807-818. https://doi.org/10.1080/10447318.2018.1460282

Lee, H. (2017). Virtual Reality in Communication Skills Training: An Integrative Review. Journal of Interactive Learning Research, 28(3), 323-342.

Felipe, M. Rodrigues, L. Mendes, C. Rocha, V (2023). Promoción del conocimiento en biología en la escuela secundaria mediante el uso de diferentes herramientas pedagógicas. Acta Scientiarum Education, Disponible: https://periodicos.uem.br/ojs/index.php/ActaSciEduc/article/view/59379;DOI: https://doi.org/10.4025/actascieduc.v45i1.59379

Mendieta Cumbe, M. O., & Villamar Vinces, V. I. (2020). Acompañamiento a la gestión directiva en el cumplimiento del estándar de desempeño directivo, en la UE Jaime Chávez Ramírez, 2019-2020 (Master's thesis, Universidad Nacional de Educación).

Mendoza, G. A. A., Lewis, F., Plante, P., & Brassard, C. (2023). Estado del arte sobre el uso de la realidad virtual, la realidad augmentada y el video 360 en educación superior. EDUTEC. Revista Electrónica de Tecnología Educativa, (84), 35-51.

Menjivar Valencia, E. (2022). La realidad virtual como recurso didáctico en la Educación Superior.

Neira, C. C. (2020). Virtual Reality for Communication Skills Training: A Pilot Study. In Proceedings of the 13th International Conference on Computer Supported Education - Volume 1: CSEDU (Vol. 1, pp. 282-293). SCITEPRESS. https://doi.org/10.5220/0009356002820293

Nivela-Cornejo, M. A., Echeverría-Desiderio, S. V., & Santos Méndez, M. M. (2021). Educación superior con nuevas tecnologías de información y comunicación en tiempo de pandemia. Horizontes Revista de Investigación en Ciencias de la Educación, 5(19), 813-825.

Sánchez, M. Carbajal, E. (2023). La inteligencia artificial generativa y la educación universitaria. Perfiles educativo; Disponible: https://perfileseducativos.unam.mx/iisue_pe/index.php/perfiles/article/view/61692; DOI: https://doi.org/10.22201/iisue.24486167e.2023.Especial.61692

Panchana, W. G. (2024). Desde Inspección Auditora hacia el Acompañamiento Pedagógico: Análisis y Prospectivas del Proceso Supervisorio en Ecuador.

Park, T. (2020). The Impact of Virtual Reality on Communication Skills Training in Higher Education: A Meta-Analysis. Computers & Education, 151, 103839. https://doi.org/10.1016/j.compedu.2020.103839

Rodríguez-Fórtiz, M. J. (2018). Virtual Reality as a Tool for Training in Communication Skills in Higher Education. En M. A. Cipolla Ficarra, F. Nicolò, A. Strano, & G. Temperini (Eds.), Augmented Reality, Virtual Reality, and Computer Graphics: 5th International Conference, AVR 2018, Otranto, Italy, June 24–27, 2018, Proceedings (Vol. 10850, pp. 373-389). Springer International Publishing. https://doi.org/10.1007/978-3-319-72170-5_37

Crespo, V. Moyota, A. Arrieta, H. Lagos, G. (20124). Realidad Virtual en el Aula Universitaria: Experiencias, Retos y Oportunidades para la Docencia en Educación Superior, Disponible: https://rgsa.openaccesspublications.org/rgsa/article/view/6373; Doi: https://doi.org/10.24857/rgsa.v18n8-073

Slater, M. (2018). Virtual Reality in Higher Education: A Review of Empirical Studies on Virtual Reality as a Learning Tool for Communication Skills. Educational Media International, 55(4), 267-283. https://doi.org/10.1080/09523987.2018.1540570

Sousa Ferreira, R., Campanari Xavier, R. A., & Rodrigues Ancioto, A. S. (2021). La realidad virtual como herramienta para la educación básica y profesional. Revista Científica General José María Córdova, 19(33), 223-241.

Thomas, M. (2020). Virtual Reality Applications for Communication Skills Training: A Comprehensive Review. Computers & Education, 146, 103775. https://doi.org/10.1016/j.compedu.2019.103775

Valderrama-Zapata, C., Garcia-Cavero, R. G., Montehermozo, T. S., Ocejo, P. R., & Sánchez, C. G. C. (2022). La tecnología de la realidad virtual como herramienta educativa en el marco de la pandemia de COVID 19: Una revisión sistemática. Revista Ibérica de Sistemas e Tecnologias de Informação, (E53), 233-243.

Wang, F. (2019). Virtual Reality Applications for Communication Skills Training in Higher Education: A Systematic Review. British Journal of Educational Technology, 50(5), 2475-2494. https://doi.org/10.1111/bjet.12841

León, F. Ramírez, M. Díaz, A. Guzmán, T. (2023). El impacto del covid-19 en habilidades digitales del siglo XXI en educación superior. Revista Electronica Tecnologia Educativa Edutec. Disponible: https://edutec.es/revista/index.php/edutec-e/article/view/2813. DOI: https://doi.org/10.21556/edutec.2023.84.2813