

**INSTITUTIONAL EVALUATION IN THE PRESENCIAL CONNECTED
TEACHING OF UNOPAR**

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ABSTRACT

This article presents collected data in the research, in process, about institutional evaluation as administration tool in the distance teaching. It contemplates the students' opinion about: the teacher's activities; the electronic tutor; didactic material; learning; and infrastructure. The data collection instrument was accessed on-line, initially, by students of the Superior Normal Course, of 13 Brazilian states, distributed in the Northeast, Southeast and South areas. In a second phase, by students of technological courses, in the units of the Northeast, Center-west, North, South and Southeast. The objective questions were analyzed by statistical treatment and to the subjective one, was established categories: possibility of professional and social growth; possibility of the teaching offer in different territories; critical and appreciation point of view. The results demonstrate that the students, in general, register high satisfaction degree with the teacher's performance, with the didactic material, and with the course. It is observed that, in all the courses, the northeast area evaluates in a positive way the researched dimensions; in the Normal Superior, the southeast area has tendency to be more critical, while, in the technological courses, the north area is the more critic. The principal results of the analysed categories refer to the possibilities of professional and social growth.

KEY-WORDS: Institutional Evaluation – Distance Education - Administration

1 INTRODUCTION

The North of Paraná University (Unopar), before even of your transformation in university, already practiced activities of institutional evaluation. With the transformation in university in 1997, the evaluation process was systematized and it was created the Institutional Evaluation division, linked to the Planning and Evaluation Department. The primordial function of that section is to advise the superior administration, by the wide use of the obtained data as orientation tools in the decisions processes.

With the implantation of the Superior Normal Course in the Presencial Connected education system (SEPC), in the distance modality, in 2000, it was necessary to add the acquired experience in the traditional teaching to the peculiarities of the distance teaching (EaD) also concerning the evaluation, being justified, therefore, the present research project in development, whose results are presented in this article.

2 METHODOLOGY

The Normal Superior course, first Unopar degree course offered by SEPC, constitutes the studied population. The instrument used to data collection stayed on-line to 6387 students of the modules I, II and III, of 13 Brazilian states, distributed in the Northeast (3483), Southeast (1286) and South area (1614).

In a second phase, it was on-line to 5435 students of three technological courses: Administration module I and II, Tourism module I and II and Marketing Administration module I, of the North (15), Center-west (397), Northeast (1844), Southeast (1981) and South (1198) area.

The questionnaire is composed by 29 statements and a subjective question in which the student spontaneously can register opinion, suggestions and comments. The objective answers were elaborated in agreement with the Likert scale, composed for the alternatives: CT - I Agree Fully; CNT - I Agree although

Not Totally; NO - I don't have Opinion; DNT - I Disagree although Not Totally; DT - I Totally Disagree; and it were organized in sections or dimensions: about teacher: aspects related to the clarity, objectivity, content domain, interactivity; about electronic tutor: explanation of doubts, aid and incentive and quality of the emitted orientations; about didactic material: clarity and quality of the course guide and of the didactic material of the modules (printed paper and electronic); about the evaluation of the learning: compatibility of the level of the evaluation with the supplied contents; the result of the evaluations of Portfolio and the quality of the evaluations accomplished by the tutors; about student: participation and the students' involvement with the course and your activities; about the course: the students' satisfaction area, with the tele-classes and with the tutors; and about the Infrastructure: the satisfaction with the tele-classes transmission, internet connection, readiness of the computer science equipments and of the didactic material.

3 RESULTS

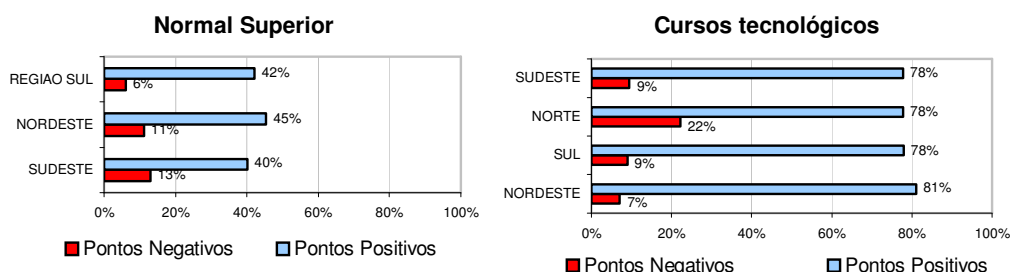
6086 students of the Normal Superior are the total population, that was obtained 1912 answers, distributed in the following way: 1023 of the Northeast; 280 of the Southeast; 609 of the South area.

In the analysis of the quantitative data, accomplished by statistical treatment, it is considered the mediana on the frequency registration of percentage responses, to neutralize the deviations that the extreme marked results can cause when of the general frequencies accumulation. The results are presented by reports and comparative graphs, with the variables crossing (REA; PARKER, 2000).

In the discursive answers, were registered 1359 depositions by students of the Normal Superior Course, which were also joined in areas. These qualitative data are treated, identifying the most important dimensions of the registered speeches. In the technological courses, 693 comments are registered, being these joined in course, due to the particularities of the three researched courses.

Initially, the results are analyzed in areas, but the particularities of modules and units are also considered.

GRAPH 1 - ELECTRONIC TUTOR



In the Normal Superior course, about the Electronic Tutor, the largest positive index is 45% in the northeast area, followed by 42% in the south area and 40% of the southeast. The negative responses vary from 13% to 6%.

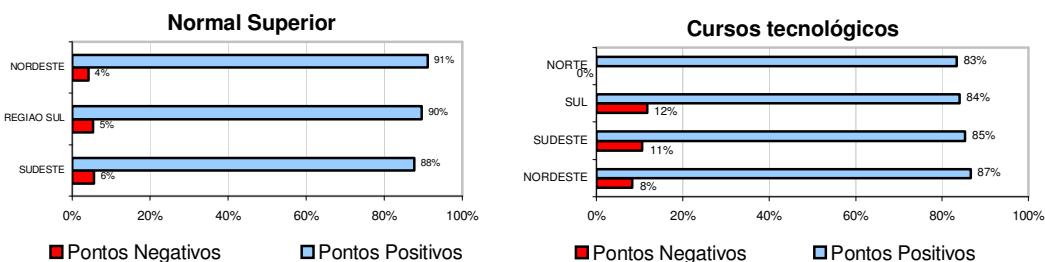
The sum of the positive and negative responses reveals a high index of responses NO, it means that many students didn't know how to answer or they prefer not to say about the Electronic Tutor.

In the technological ones, the largest registered satisfaction is in the northeast area (81%). The southeast, north and south areas present 78% of

positive responses. It is noticed a small satisfaction variation among the first and the others, only 3%. However, it is verified the high index of negative responses in the north area (22%).

The Electronic Tutor is the responsible for the articulation among students, room tutors, specialist teachers in the development of the modules. They are specialists, with basic formation in the degrees and they are mediators in the process, because they accompany the classes, removing doubts, guiding papers, evaluating and identifying problems, for instance.

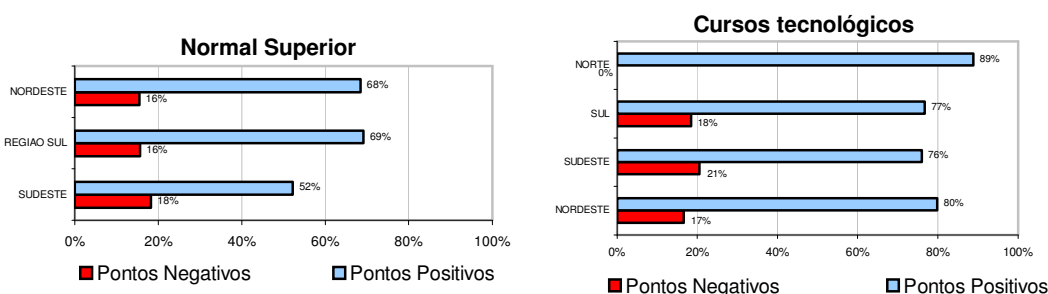
GRAPH 2 - DIDACTIC MATERIAL



In the Normal Superior, about the didactic material, the indexes present small variation of positive responses among the areas, only 3%. The largest satisfaction is registered in the northeast (91%) and the smallest in the southeast (88%). Values that demonstrate the quality of the didactic material, mainly, when observing the low index of negative notes (4 to 6%).

In the technological courses, the satisfaction with the didactic material is not as high as in the Normal Superior: 87% of positive points in the northeast, 85% in the Southeast, 84% in the south and 83% in the north area. The negative responses vary from 8 to 12%.

GRAPH 3 – LEARNING EVALUATION

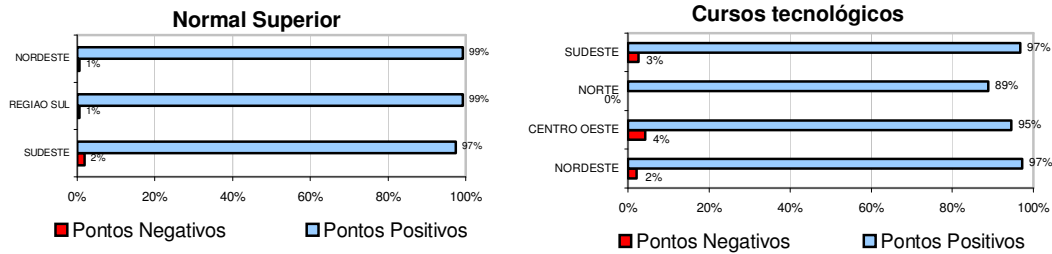


The learning evaluation is a critical dimension. In the Normal Superior course, the positive responses vary from 69 to 68% in the northeast and south area, respectively, and 52% in the southeast area. The negatives responses are the highest in all the appraised dimensions in this course, 18% to 6%.

In the technological courses, although the positive responses are higher comparing to the Normal superior, 89% in the north area, 80% in the northeast, 77% in the south and 76% in the southeast, the negatives responses are significant, they vary from 17% to 21%.

The low indexes reveal the students' little satisfaction with the time to return the result and with the quality evaluations done in the portfolio.

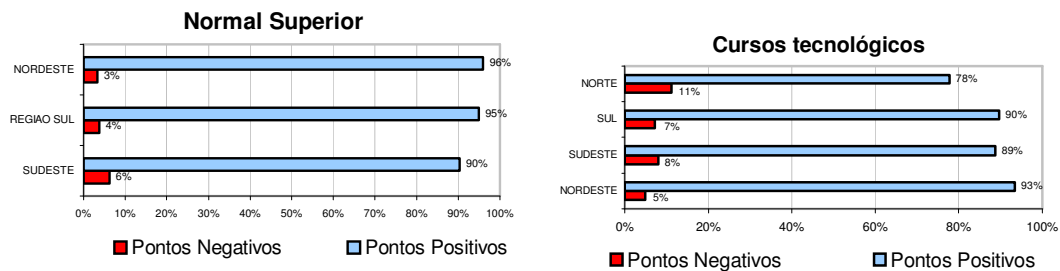
GRAPH 4 - ABOUT THE STUDENT



The students of the Superior Normal course are self-evaluated in a positive way about the execution of the activities demanded by the teacher, complementation of the studies and participation in classes. The largest positive response is 99% and the smallest is 97%, in the northeast and southeast areas, respectively.

The students of the technological courses, of the northeast and southeast area, register 97% of positive responses for the same researched items. The smallest index is presented in the north area, 89%.

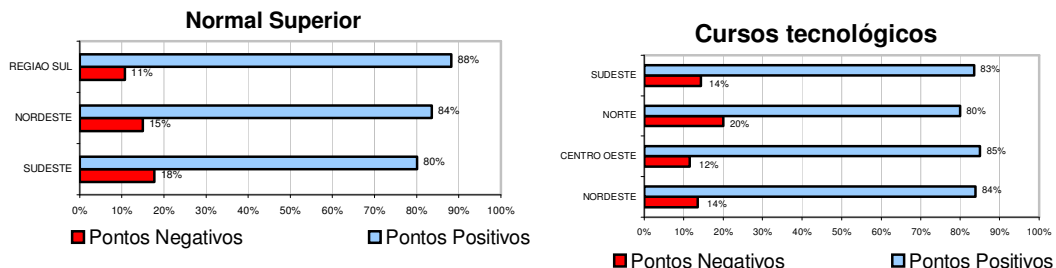
GRAPH 5 - COURSE



The students of the Normal Superior demonstrate satisfaction with the course: 96% of responses CT + CNT in the northeast, 95% in the south area and 90% in the southeast. As in others dimensions, the southeast area is the one that presents smaller index satisfaction.

The satisfaction with the technological courses is 93% in the northeast, 90% in the south, 89% in the southeast and 78% in the north. The negative responses vary from 5 to 11%.

GRAPH 6 – INFRASTRUCTURE



About the infrastructure dimension, the course normal superior contains 80% of positive notes in the southeast area, 84% in the northeast area and 88%, the largest index, in the south area. The variation of negative responses is high, 18 to 11%.

Analyzing the appraised aspects in this section, it is verified that the largest dissatisfaction is with the internet connection, 21% of negative responses (DNT+ DT), followed by the technological equipments, 19%.

In the technological courses, there is not great variation in the positive responses: 85% in the center-west, northeast (84%), southeast (83%) and north (80%). The negative responses vary from 12 to 20%.

About teachers's performance of the Normal Superior Normal course, the data are: Module I - Nocturne, it were answered from 809 to 1119 questionnaires, depending on each teacher. It were appraised 5 professors, and 4 of them present positive responses up to 80% in the items clarity, content domain, interesting class and doubts explanation.

Module II - Nocturne, it were appraised 3 teachers, totaling 912, 840 and 822 questionnaires answered for each one. In the three cases, the mediana is CT and the positive responses in the questioned aspects stay among 92 and 100%, revealing high satisfaction by the students.

Module II (afternoon) - were appraised 4 teachers, with variation from 143 to 165 answered questionnaires. As the previous module the mediana stays in CT and the sum of CT + CNT is up to 92%, reaching, in some aspects, 99%.

Module III - Nocturne, the answered questionnaires vary from 199 to 277, for 7 teachers. The mediana is CT, except for one that maintains CNT in the aspect "interesting class". The sum of positive responses (CT + CNT) varies from 92 to 100%.

In the discursive question of the collection data instrument, of a statement about the Normal Superior Course, it is requested that the students justify the relevance of the course offer in their area and for their formation.

Due to the emergent themes from the comments, it were settled categories to analysis: 1) possibility of professional and social growth; 2) possibility to teaching offer in different territories; 3) critical and appreciation point of view.

It were registered 1359 comments: 777 (57%) refer to the possibility of professional and social growth, 326 (23%) of the category 2, and 256 (18%) of the category 3.

In the Northeast, the larger index of discursive answers, 751 comments were registered, which 451 refer to the possibility of professional and social growth, 172 relative to possibility to teaching offer in different territories, 128 are critical and appreciation point of view. In the southeast, it were 199 comments, distributed in: 96 in the category 1, 53 in the 2, and 50 in the category 3. And in the south, 409 comments were registered, 230 about the possibility of professional and social growth, 101 on possibility to teaching offer in different territories and 78 presented to critical and appreciation point of view.

Category 1, the data prove that Normal Superior Course is reaching your objective of graduating teachers for the initial series of the fundamental teaching. It was especially created to assist a significant demand of people that reside in cities that don't have universities or don't have courses that propitiate this qualification. Some examples can be verified:

South Area: "It is mainly a course of accessible value, practical, very good for our area it was exactly what it was lacking for me, because with the wage working in a supermarket, I would not have conditions of doing another course due to the value, I am very satisfied. [Name of the city] Congratulations, and to me for

being studying the normal superior of the unopar. I never imagined in studying an university, it is very good to be with you. Hugs".

Southeast Area: "I finished the course in 1986, I Have working 16 years as teacher. I seek myself to update taking courses in my city. There is some time, it was already feeling the need study again, but the value and the time that I would have that spent was not in agreement with my expectations. The normal superior offered by Unopar, it came from encounter to my interests, because your value is accessible, and it is only 2 times a week. I am having the opportunity to update me, by the classes, of study groups in class room and of complemental researches (individual / group)."

Northeast Area: "That course came to fill out a gap in my life, because I always dreamed in entering in a pedagogy course and I never had opportunity. Thanks to the progress of the technology and the Unopar teachers' initiative as me can accomplish the dream of returning to the class room to improve our acting as educator. Congratulations Unopar for the quality work, coherent with the reality, that is turning true to Brazilian citizen's formation, because by us teachers Unopar are getting to reach great part of the student population of this country that live in the social exclusion".

Category 2, it refers to the distance education mediated by the new technologies of the information and communication, it is possible to identify a process that it's possible to teaching offer in different territories. The teaching is not more linked to a geographical zone, but to a virtual community of listeners, spectators, readers. The local singularities are universalized and they are mixed, as it can be observed in some comments:

South Area: "Unopar Virtual encounter vein to the needs of a slice of the market that it don't have available useful time during the day to frequent an university of the day and it don't have many commitments that they are accomplished in the shift of the night, not remaining a long time for the studies. She still can to mention about positive point the monthly fee and the most moderate costs and the fact of there not being displacement need for other cities".

Southeast Area: "In my area we don't have university with the normal superior course. Therefore the advantage of could study this distance course. Because as we worked, we don't have a long time of surpluses for us to move around us for other cities. In search of improving our knowledge and our pedagogic practices. Still in the opportunity to thank the initiatives of Unopar in the support and development of our area".

Northeast Area: "The course is essential for being a small district and an area of difficult access, difficultly we would have the chance of studying an university. The distance course came to help us to accomplish a dream that judged impossible, besides the private benefit I have conviction that the distance university it is bringing benefits for the area and mainly for our district".

Category 3, it confirms the critical and appreciation point of view of the students about the new technologies, especially the internet, that help to drop a classic paradigm of the distance as physical separation among teachers / institution and students - proposing the new model of virtual integration. The employment of these new resources for the education is turning if more intense, providing a renewal in the manners of teaching and of learning. The distance teaching is a form of democratization of the teaching, once the need to move to the points which it take place the present teaching is being substituted by a more democratic movement, in which the space barriers are overcome and the costs, to have access to courses in distant places, they are being reduced. According to Pierre Lévy (1999, p. 189), it should be stimulated new space projects for the

teaching, mainly the superior, being taken in consideration the current technological possibilities. As example, it is shown some students' speeches:

South Area: "It [the course] offers us the opportunity of formation in little time, but it supplies all the needs that we have for us to accomplish a good learning. By it, we are offered new and updated teaching forms. It is very good to participate in this course. The classes are complemented with extra activities that demand to look for more knowledge on the subject studied out of the offered material, this is what done me like the course".

Southeast Area: "Particularly, I believe in this teaching proposal as a form of continuing building my own knowledge. Activities where innovative didactic resources are used as technologies, methodologies and strategies make possible the development of an independence of the learning, to administer my time is a great challenge".

"The course has a differentiated methodology (the distance) and this force the student involving with the technological resources. In the development of the classes, it takes us to reflect the importance of the human being valorization in any situation. Due to these factors and others consider of highest importance the development of this course in my area. This teaching methodology facilitates the access to the knowledge and it should be enlarged".

Northeast Area: " About the course I think it has good quality although it can get better in some fields. Mainly in local character because we have been facing some problems of administrative order. Possible situations of being resolved. The qualities of the classes notice that the subjects could be more specific to certain areas in order to be more practical because the realities are different area to area. However, I recognize that with the progress and the constant evaluation that it has been accomplished many problems will be easily resolved. Something that also became me happy is to notice that this evaluation reflects the concern in the improvement in the quality of the teaching".

In the discursive question of the technological courses, 693 comments were registered: 590 refer to the Administration course, 78 to the marketing course and 25 to the Tourism course. The relevance of the offer of those courses in the area and for the formation is justified for: 1 - progress of the city and of the community; 2 - Personal development and perspectives; 3 – course quality. It can be verified in the following comments:

Tourism: "The district needs specialized work. Reminding that we are a border between Brazil and Paraguay, and [name of the city] it is located in a strategic point due to the mercosul. After its implantation the demand of the tourism has perspective of increasing considerably and for that we should be prepared".

Marketing: "For me Marketing course appeared in the moment that I needed, because I work in a company, that would need people with formation in marketing area. I want to be formed, to do master... later to do doctorate".

Administration: "The distance teaching promotes the self-learning, facilitating the study, the locomotion (mainly for who works), where each one creates and it adapts your time of study, doing with that can become professional in the area in a short time 2 and a half years and with knowledge to guarantee my formation and specialization, because everything that I learn I try to bring for my reality in the work, in which the assimilation of the contents becomes easier".

4 DISCUSSION OF THE RESULTS

It is observed, in the analysis of the results, that the northeast area evaluates in a positive way the researched dimensions, while the southeast area

has tendency to be more critical. The dimension with smaller positive indexes is electronic tutor (40% - 45%), learning evaluation (52% - 69%) and infrastructure (80% - 88%). It is Observed that learning evaluation and electronic tutor are weak points of this evaluation. About electronic tutors, firstly, they was responsible to correcti and to turn the available result, but in elapsing of this research this task it became developed by the room tutor, for that, it is justified the discharge percentage of answers NO, because the students don't have more contact with eletronic tutors.

About learning evaluation, the Normal Superior course, the largest dissatisfaction index referring to the return of the result of evaluations, situation already solved with the change in the systematic of the works, that it will be done of form interdisciplinar, involving the three thematic axis of the course, in each module.

About infrastructure, the internet connection and the technological equipments are indicated as weak points. In this case, the problems happen in the units, fact that it also deserves attention of the Institution.

The division of the respondentes in modules and areas, mainly, in State and city, allows to verify differentiated perceptions about the course in according to the students culture, because Brazil presents significant cultural diversity and the tele-classes happen simultaneously in different geographical points.

The difference evaluation among the areas deserves some inquiries: is there difference among the proportionate structure to each one of them or is the difference due to you factor socioeconomic and cultural?

This question can only be answered if it is analyzed the socioeconomics characteristics of the population in those areas, to subsidize these inquiries it is observed the last Demographic Census, accomplished in 2000.

According to Inep (2002), the demand for new courses in superior education is more and more a reflex of the accentuated demand by vacancies in that teaching level. Every year, it is larger the number of students that is finishing or it already finished the high school and they intend start the graduation. As the opening of new vacancies in the superior education has been quite significant, the Brazilian indicators show a reduction in the candidates' relationship enrolled in the vestibular exam by vacancies offered in the deprived system of teaching, in spite of the demad increase. The competition to enter in the graduation is reduced in all the areas of the country. In the Northeast as in the North and Center-west, whose expansion of the higher education is a recent phenomenon, the pressure for a place it is still larger: 4,3 registrations for place, in 2001.

The Brazilian population reached an important improvement in your educational profile in the last years, detected by the Census. The tendency is that the education rate decreases while it increases the age, in function of several factors, being perhaps the principal fact that many young, from necessity of insert in the job market, abandon the studies. About regional aspect, the Northeast Area presents the literacy rates more drops of the country.

The revealed informations by the Demographic Census 2000 allow to weave some comments concerning the economical situation of population: 25,3% of busy people, 10 years old or plus, received a monthly revenue of until a minimum wage, while 66,5% noticed up to three minimum wages for your work. The regional and state inequalities are accentuated, while 15,9% of the busy people of the Southeast States noticed to a minimum wage, those residents in the North and Northeast areas counted 32,8% and 48%, respectively.

5 CONCLUSION

The presented results supply subsidies to the permanent implantation of the institutional evaluation system in the Presencial Connected teaching of Unopar, for consolidating as powerful administration tool, in the measure that makes possible to identify problems and to propose changes. The evaluation was already extended to the courses of SEPC. The teachers, tutors and technicians of the courses will be researched.

As exploratory research, the present project made possible to analyzis the different forms of the recent phenomenon that is the distance education mediated by the technological resources, and thus to establish cause and effect about the inclusion question and of the differences among geographic areas.

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