

THE EVALUATION SYSTEM OF PROGRAMA ENSINO MÉDIO COM INTERMEDIÇÃO TECNOLÓGICA (EMITEC): EFFECTIVE POSSIBILITIES IN KNOWLEDGE CONSTRUCTION

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SUMMARY

Thinking about evaluation in the perspective of knowledge construction is always a challenge in an educational task, since it gives possibilities to the students develop their autonomy like citizenships and permits to the teacher a time to reflect about their pedagogical practice. In this way, this article aims to present and describe the evaluative instruments used by the Programa Ensino

Medio com Intermediação Tecnológica (EMITec), which one of its functions is to provide the development of students' autonomy and at the same time provide to the teachers the opportunity to review their activities along the teaching learning process. Methodologically, this work made use of the case study and bibliographical research, counting with theoretical contribution Luckesi (1996), Perrenoud (1999) and Hoffmann (2001) among others.

Keywords: Evaluative Instruments; Technological Intermediation; Evaluative System.

1 - Introduction

The Programa Ensino Médio com Intermediação Tecnológica (EMITec) is a pedagogical alternative to meet young people and adults who primarily live in distant locations or difficult to access in relation to teaching and learning centers where there is no high school offer, in addition to meeting the locales that have deficiency in trained professionals specifies in certain areas of education. The development of the lessons of the disciplines that make up the high school curriculum includes the use of various media that act in an integrated manner in order to promote different ways of learning, having the technology at the heart of this mediation process, as shown in Figure 1. Thus, the methodology implemented is based on collaborative design learning with *teletransmitidas* classes and classroom activities performed by videostreaming individually and in a group.

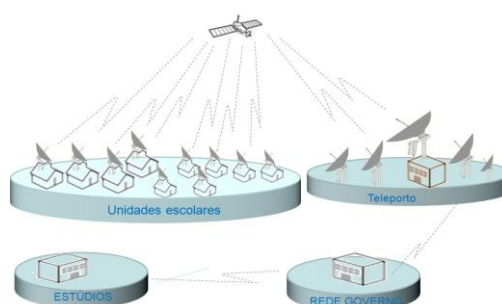


Figure 1-Schematic technological solution – EMITec
Source: Authors, 2012.

The teaching model deployed by the State of Bahia, through the Department of education, is considered face-to-face with use of technological resources and constant monitoring of a mediator. This methodology of teaching and learning requires the construction of an evaluation system that allows contribute and not just to assess the performance of students, making it a challenge to all who work with technology brokering.

Despite the broad assessment constitute a social practice by the ability of the human being has to observe, reflect and judge, this practice is in most evaluative systems school as an action more qualification than the diagnostic process of teaching and learning. According to Luckesi (1996), the evaluation with function in qualification does not assist in anything to the development and growth of the student and the teacher, because it constitutes an static instrument of all educational process. The assessment with diagnostic function, unlike the assessment qualification, constitutes a dialectical moment to the process in the development of growth and action autonomy.

In this way that was designed the program evaluation system of Programa Ensino Médio com Intermediação Tecnológica (EMITec), aiming at effective possibilities in the construction of knowledge. Methodologically, this work made use of case study and bibliographical research, counting with theoretical contribution Luckesi (1996), Perrenoud (1999) and Hoffmann (2001) among others. This research may contribute with all those who work with technological resources-mediated education and foresee the assessment as a means of improving the quality of your own teaching work and give students another opportunity of learning and human development.

2 - The Evaluation System Description

The evaluation system adopted by Program Middle School with technological Intermediation (EMITec) represents a diverse and dynamic, that seeks to assure the development of the autonomy of the students. The activities that make up this system are shown in figure 2.

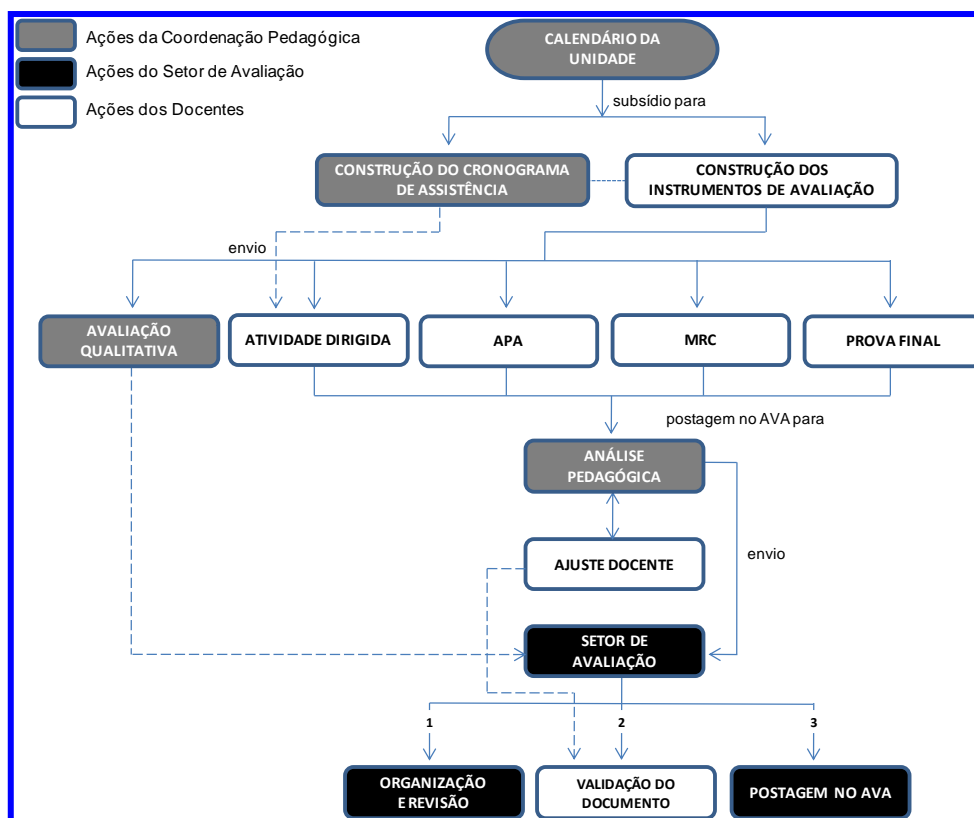


Figure 2. Flowchart of the appraisal system adopted by EMITec in academic year 2011. Source: Authors, 2012.

The organization of the evaluation system starts with the structuring of the calendar by the unit of the pedagogical team EMITec. This action works as a grant for the design of various instruments adopted in the same evaluative term.

Among the different types of assessment tools developed by teachers, under the guidance of the pedagogical team of the program include: the Object-oriented Activity (OD); Classroom Assessment by Area (CAA); Qualitative Assessment (QA); The Moment of Resumption of the Contents (MRC); and the Final Evaluation (FE), as described below.

2.1 - The Object-oriented Activity (OD)

From the prior definition of the unit, the schedule of teachers, EMITec conceive a set Program of theoretical-practical character assessments, planned

according to the load-time of discipline in the unit. These activities are developed in educational units or poles that adopt the above mentioned program, under the guidance and supervision of professor mediator. In its design should be assured of main contents of the learning unit, with a view to interdisciplinarity and/or complementarity between the disciplines of the same area of knowledge, highlighting the playful character and creative promoted by these activities. His description, in proper form, must present a wealth of details, in order to facilitate the understanding on the part of professor mediator and students. It is recommended that activities are planned in anticipation of the individual achievement and, primarily, in pairs and groups. For each unit the Object-oriented Activities are thought differently, for example: the gymkhana of knowledge, knowledge fair, among other activities. Figure 3 illustrates some of the results obtained from the development of the Object-oriented Activities at the 2011 school year.



Figure 3-presentation of a step of the gymkhana of knowledge (left) and a production of discipline Philosophy (right), developed at the poles of Altamira-Buritirama-BA and Ressaca-Patamutê-BA, in 2011.

2.2 - Classroom Assessment by Area (CAA)

This activity represents an assessment prepared by professors *videoconferencistas*, which must be held individually and without consultation by students. This evaluation is composed by 10 objective questions and 02 interdisciplinary essay questions, written in standard form.

The objective questions are divided equitably between the disciplines and should take into account the conceptual content and procedural posture enabling the students relate the theory with their daily routine, while the essay questions are constructed from an interdisciplinary way, involving the curriculum components of the same area of knowledge.

2.3- Qualitative Assessment (AQ)

Also composing the different types of evaluative instruments emphasized the importance of this procedural character assessment where relevant aspects are valued such as: attendance, punctuality, interaction, communicative ability, achievement and delivery of activities within the deadlines established by the Pedagogical Team program, being held by professor mediator.

2.4- The Moment of Resumption of the Contents (MRC)

This step consists in the review or resumption of main contents studying during the semester, in order to ensure students with the knowledge necessary for their training, through the monitoring of television lessons, live, from all disciplines that make up the middle school curriculum, it lasts one week only, in accordance with the timetable previously disclosed, with subsequent written evaluations. In this way, the MRC is a parallel and biannual recovery process.

2.5- Final Evaluation (FE)

This step consists in the accompaniment of recorded television lessons, contemplating the selected contents to the moments of resumption of contents of the 1st and 2nd semesters and then, the Final Evaluation by area. This step is restricted to students who have failed to take ownership of priority contents reviewed and consequently the approval in the discipline at the time of resumption of contents (1st and 2nd semesters). This exam should contain 20 objective questions by area.

3 - Monitoring and guidance on construction of evaluative instruments

The program EMITec develops several follow-up actions and orientation of evaluative instruments prepared by teachers and one of the subjects involved in these actions include the Pedagogical Team and the Assessment Sector on a

working partnership submit these evaluative instruments to a rigorous review in order to adjust these documents previously defined for each discipline, as well as to the interests and needs of the locations assisted by the program.

The dialogue is a potential tool for these actions, therefore the whole monitoring and advisory are developed between the coordination of area and teachers elaborators of instruments. After making some adjustments the documents are submitted for the Evaluation Sector which has the responsibility to perform the final review, organization and send them for the teachers to validate. Finally post them in the Virtual Learning Environment (VLE) for these files to be downloaded by the mediator and then printed and at last applied along to students.

It is important to say that, according to data from 2011, the EMITec Program served 15,000 students, 353 locations, 509 classes, 155 towns, 30 Diretorias Regionais de Educação (DIREC), as can be seen in Figure 5.



Figure 4. Data from EMITecSECBA, 2011.

4 - Partial results: validation of the evaluation system of EMITec

An evaluative system can be considered validated only after all their part has given opinion, participated, and experienced. In this way, the qualitative analysis of partial results of the evaluation process developed by EMITec based on data obtained by sending responses to a questionnaire of evaluation by teachers of mediators classes are located in Ipirá, (Bahia) and Buritirama (BA). The referred questionnaire focused on the research of impressions and

analyses personal information about the process of evaluation and evaluative instruments. It was composed of 12 open questions.

The Object-oriented Activity (OD) is one of the most important evaluation instruments, especially by its present theoretical-practical and playful character. About the students involvement while performing this activity the mediator describes it:

"Students are more motivated in doing playful activities therefore they learn more, for example, I can tell the Object-oriented Activities of the Unit III that were very playful. The students obtained excellent results "(Mediator Cleiton Souza, Buritirama-BA, 2011).

In relation to the Classroom Assessment by Area (CAA), the opinion of the mediators was quite positive, mainly due to the fact that the instrument includes essay questions, which allow the student to expose their ideas with argumentation and criticality. On this aspect was signaled that:

"The CAAs are essentials as a learning assessment, because the students should show their knowledge built during the unit (objective questions); about the argumentation (essay questions), they can show criticality and awareness of social problems; In addition, prior knowledge, logical reasoning and interpretation. About the number of questions, it is appropriate, because it allows the students achieve the expected objectives "(Mediator Cleiton Souza, Buritirama-BA, 2011).

As regards to the students' involvement and performance during the achievement of the Classroom Assessment by Area (CAA), the mediators report to the need to raise the recovery. They recognize there is a poor initial training that may be contributing to results that require attention and intervention.

"The performance has not being so good in objective questions. I see that it could be better. In essay questions, the students consider much easier because these questions contain the interdisciplinarity and they can express their ideas." (Mediator Jamiciely Santos, Ipirá-BA, 2011).

The Qualitative Assessment (AQ) was also described as a vital process and it had great acceptance by students, because it prints even more value to the actions necessary for the success of the teaching and learning process.

"Certainly, this is the best way for them to realize how important it is the attendance, participation, and to perform the tasks". (Mediator Jamiciely Santos, Ipirá-BA, 2011).

The adoption of the Moment of Resumption of Contents (MRC) in the evaluation system of EMITec was extremely well accepted by mediators that highlighted its impact on students ' behavior:

"This method of recovery was splendid; I always say that students really recover, both in relation to the grades as the interest in the classroom. I had a conversation with the students, I called the attention of those who were missing a lot and showed them the amount of opportunity

that they are having. And they really changed from water to wine. The event was a success and they began to worry much more, perform the tasks, and attending the classes".(Mediator Jamiciely Santos, Ipirá-BA, 2011).

5 - Final Considerations

The Ensino Médio com Intermediação Tecnológica program (EMITec), due to its specificities, developed an evaluation system of quantitative, qualitative character aiming a detailed monitoring of students ' progress throughout the process.

As it can be seen through the results presented in this article the evaluation system of the Ensino Médio com Intermediação Tecnológica program (EMITec) has been fulfilling its main objective, which is to enable the students develop their autonomy, build their knowledge and review issues that were not learnt during the pedagogical unit.

This evaluation system is a pioneer in the State of Bahia and it is in a phase of improvement for the future school years, in order to ensure effective further possibilities of knowledge construction.

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