THE EVALUATIVE PROCESS IN DISTANCE LEARNING, IN A COLLEGE EDUCATION: A CASE STUDY

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Innovative Experience
College Education
Theories and Models
Project Description in Progress

RESUME

This article reflects on the evaluation process of the students, the institutional context of the first college in the form of Distance Education (DE) in a higher education institution. The assessment is a recurring theme at all levels and educational modalities. It is permanent in debates and research in higher education, where Distance Learning features in its complexity, expanding the challenges inherent in the course area. In this mode, the evaluation process is linked to, also, the analysis of instruments and technological free resources. The methodological approach and institutional assessment in the eyes of the student whose data were collected in 2014-2 and 2015-1. To both, the course is contextualized, showing its nature and profile of academic theoretically addressing the assessment issue in distance learning and the perception of academics, through the reports generated by the Institutional Evaluation Division (SEAI).

Keywords: Distance Education; Methodologies; Face Assessment; Online assessment.
1. Introduction

The Distance Learning (DL), legitimized as a mode of education at all educational levels, from the Law No. 9,340 / 96 of the National Education and regulated by Ordinances and Decrees, it is shown as an option in the formation of subjects that require greater flexibility of time and space, respecting their limitations and accessibility.

The planning and execution of projects in distance education mode is intense and requires constant evaluation and re-evaluation. Several factors interfere directly in teaching and learning like a teacher performance to the autonomy and motivation of the student, monitoring and mentoring system, teaching resources and support technology, among others. The evaluation of processes in educational management in distance education is relevant for promoting the ability to diagnose a situation and, based on identified needs, create opportunities conditions to modify it (SANT'ANNA, 1995).

In this context, it has as a general objective, analyze the assessment process of the proposed methodology of a degree in the form of distance education, the student look in the institutional evaluation context. It justified the relevance of the study by the perceived need to analyze the academic evaluation scenario on the pedagogical proposal, the actions taken to date, self-assessment and teacher performance in an graduate degree nearing completion of the first class, aimed at improvements in the educational process.

2. The Evaluation System in Distance Education

The evaluation is constituted as one of the foundations of distance education in the context of analysis of the evaluation of learning, graduate and modality. In the pedagogical perspective, the processing system responds to the course objectives with defining the instruments and their implementation, defined in its pedagogical project. The preparation of these instruments, from the teaching of the course design, it takes place during the preparation of teaching material and its realization occurs during the development of the disciplines study units. Cortelazzo (2013) mentions the importance of evaluation of the process so you can redirect the actions, guidelines and re-planning of activities.
For Méndez (2002), the assessment should be procedural, continuous and integrated into the curriculum and, with it, integrated learning. Luckesi (2010) states that the act of evaluating implies assigning a value or quality from certain criteria assumed to be valid and therefore are not absolute, but committed to the circumstances in which they occur, based on their properties, compared with certain criteria established: social, cultural, philosophical or political.

According to Leite (2010), the evaluation also defined as an innovator when there are other forms of interaction, relationship, whether between the subject and the object of knowledge or between the subject and the resources associated with current technologies. In distance education, these features are important and necessary for the evaluation process. The standard of the multiplicity of activities is relevant and integrates the importance of interaction between the tutor, teachers and distance education team, the definition of guiding criteria and evaluation of activities. Vallim (2014) mentions that the procedural and formative assessment does not prevent or prevents the summative assessment of learning at the end of the process, with zero notes through ten. It is a form of students, teachers and institution-situate on the results of teaching and learning, helping statistics and policy decisions.

In this context, the institutional assessment is in a continuous process of improving the quality of teaching, research, extension and administrative management. Ristoff (2011) states that the continuous institutional evaluation promotes the construction of the culture of evaluation, allowing the comparability of data, the degree of effectiveness and reliability of the instruments, the results and the measures taken, based on the detected results. It should provide for the quality indicators in Distance Education in Higher Education, the Ministry of Education (MEC). As mentioned by Bittencourt (2013, p.70), these benchmarks guide the distance education projects and involve dimensions that include “the pedagogical aspects, human resources and infrastructure to meet the complexity and the need for a systemic approach,” noting that institutional evaluation it must be understood in the context of an essentially educational process.
3. The Research Methodology

According to Oliveira (1999, p. 15), "the survey is to establish a series of understandings in order to find answers to questions or issues that exist in all branches of knowledge." We sought, in this article, investigate and analyze the result of academic ratings in the context of self-assessment and assessment methodology and performance teachers. The research was carried out in 2014-2 and 2015-1. The target population of the survey composed by 100 academic class 1 (4th stage) and group 2 (3rd), the Course of Technology in Business Management (TGC), in the distance learning, of Universidade do Extremo Sul Catarinense (UNESC), Criciuma/SC. As a research tool, were used: the logbook for recording data ascertained; consulting the result of institutional evaluation by subject and consulted the Pedagogical Course Project (PPC). After collection, the data were tabulated and analyzed from the theoretical foundations obtained, but also analyzed in the research context quantitative and qualitative, whose purpose should not be the accumulation of facts, data, but their understanding.

4. The Evaluation System of Technology in Commercial Management Course in the Distance Learning

The UNESC is accredited to offer degree courses in the distance, by Ordinance No. 45 of 01.22.2013, the Ministry of Education, in his polo headquarters. The TGC Superior Course of UNESC occurs in presentiality and in the form of distance education, which began in 2013. The institutional option of a single-pole-to-face support limited access to the course for academic geographically distant from UNESC, as mencionated by Giacomazzo and Zanette (2014). The members of the first two groups, 73.79% live in the municipalities close to the academic headquarter. They are students already working in the labor market (100%), aged between 20 and 40 years (87.38%) mostly. More than 50% of the group is male.

The analysis of the evaluation system implies pedagogical architecture knowledge of the course of TGC, which is organized in six-month modular curriculum with Professional Quality Certification, according to Resolution No. 03/2002 / CNE-CP establishing the Curriculum Guidelines General to the national higher education technology as the modules are completed. In each
module, the subjects take place for six (6) months, concomitant with two subjects, according to the travel schedule, within the concept of structured design. The teaching materials are developed by teachers authors collaboratively with the Distance Learning Department production team (SEAD) of UNESC and made available to students in the beginning of disciplines.

The presential online classes happen weekly in polo headquarters through web conferencing. They are recorded in video classes, edited and published in AVA. The teacher plans this time between presentation and online debate on the contents. With an average production of thirty video classes per discipline, it was possible to provide a digital course materials library. The video classes can be recorded and made available in advance and methodology of face online class focuses debates, questions and insights of the studies. Scholars have the option of participating in the class in person or follow by web conferencing, interacting by chat. The tutoring system, with a weekly schedule of care occurs through the AVA features, web conferencing, mail, email, phone, fax or in the Institution SEAD room.

The assessment is like a process evaluation (PPC / UNESC, 2014), with a preponderance of the qualitative aspects of the quantitative and it is responsibility of all those involved. Based on the Institutional Educational Project (PPI), conceived to processuality of integrated assessment in teaching and learning. The involvement of academic learning and self-assessment should provide the formation of intellectually competent professional capable of working in a team, committed to social and educational responsibility.

The evaluations organized in distance activities. Weekly, from a script learning, the academic has access to evaluation activities in a total of six, of many different shapes, according to the nature and specificity of each discipline and are performed with the tools available in AVA (PPC / UNESC, 2014). The teacher evaluates and returns the academic, enabling its reassessment when necessary include 40% of final average of discipline.

In the distance evaluations, are considered: the realization of the proposed activities in AVA; interaction with the professor in the period of holding of the discipline; participation in group activities; between others. Like said by Leite (2010), evaluation is innovative when there are other forms of interaction,
relationship, whether between the subject and the object of knowledge or between the subjects and the different technological resources.

The required presential evaluation contributes to verify that the academic appropriated of main study concepts, legitimizing the process of teaching and learning. Occurs on Saturdays in UNESC headquarters, at the end of each block of two disciplines and represents 60% of final average subjects. They also used for administrative and pedagogical guidelines, recovery, socialization, presentation of works, delivery of materials, general warnings and others. The content retrieval and learning is oportuned to students who do not reach the minimum score in the activities (PPC / UNESC, 2014, p. 38-40). In this sense, it is conceived as an investigative evaluation, interactive and ongoing process of appropriation and resizing of knowledge.

5. Data Anaylsis: Evaluation of Pedagogical Process in Perception of Academic

In analyzing the perception of academics on the educational process, it is considered important to analyze the accession process and evasion in the various disciplines. There was a sharp movement of migration of students from presentsials courses Unesc to take courses at a distance. In this regard, 159 scholars from other courses have participated in courses of degree in TGC on distance mode being 73.5% (117) attended a discipline, 14.4% (23) attended two disciplines; 7.5% (12) attended three and the rest, 4.4% (7), attended between four and seven discipline in distance education mode, in classes 1 and 2 in the study.

Similar accession movements were observed in isolated disciplines, whose enrollment occur every six months, according to data obtained in the course coordinator. In 2013-2, they enrolled 25 (11%) academics; in 2014-1, there were 50 (21%) enrolled students; in 2014-2, there were 60 (26%) enrolled, and 2015-1, were effected 98 (42%) enrollment in the distance Learning. Is therefore discernible to progress in the search for distance disciplines, every six months and the most routed, integrate the common core of the Academic of Social Sciences Unit (UNA CSA), where program is allocated, allowing flexibility and access to scholars from other courses equivalence menus.
The evasion of academics is also a significant factor in the analysis of acceptance of the pedagogical proposal of the course: class 1, made up of 52 academics, has averaged 18.5% dropout. It started with 65 students enrolled and presented evasion of 14 (21.54%) at the end of first semester; 11 (21.57%) at the end of second semester; 5 (12.5%) at the third semester. During the semester, they were still enrolled 17 students, the selection process "various stages". The second class with 48 students, has averaged 10.8% dropout. It started with 66 students and presented evasion of 14 (21.21%) at the end of first semester; 4 (7.69%) at the end of second semester. In presential education, later ten-year of course, this average was 12.48%. The research of SEAI (Institutional Evaluation Sector) of Unesc indicates the reasons for escape the distance course: 19% of the students say they have given up or abandoned, not to identify with the course. To 8%, the reasons were personal and 43% chose not to tell the reason. Problems related to the occupation and the demands of studies led to the evasion of 6% of academics and 6% justified the withdrawal due to the high tuition and unemployment; 2% of students justified the withdrawal by limited mobility to participate in classroom tests.

Analysis of the perception of academics about the pedagogical process relied on the results of the instrument applied by SEAI, which is divided into three parts: student self-assessment, evaluation of the material and teaching resources and teacher performance assessment. The evaluation occurs at the end of each discipline, for accession objective the improvement of the indicators assessed, with a view to maintenance, renewal and improvements in processes. A membership ranged from 31% to 45% share of the analyzed academic disciplines.

The evaluation instrument of SEAI comes in subtitles: MS (very satisfied), S (satisfied), PS (partially satisfied), I (dissatisfied), MI (very dissatisfied), NA (not sure evaluate) and NR (not responded). The data is tabulated by legend and by weighted average, subsidizing by analysis, redirecting actions, guidelines and activities of redesign. They were analyzed, obtained in the evaluation of 14 disciplines for the semester-2 2014 and the first half of disciplines semester-1 block 2015, in two classes. It was decided to present in this study, the average obtained in all subjects on the weighted average of indicators.
From the four indicators of student self-evaluation, the highlight was the indicator "Compliance with distance activities ...", with the average of 9.12. The second indicator, "Active participation in the activities proposed by the teacher (forums, chat rooms, web conference and / or virtual meetings)", obtained an average of 8.94. The third indicator, "Using other sources (books, texts, etc.) than those indicated in the virtual environment by the teacher," obtained a general average 8.80. This was the lowest incidence and indicative of improvements in teaching and learning processes. It is necessary encouragement from the teacher to the student to seek other sources of studies and research. The last indicator, "Contribution to a favorable learning environment (respect, cooperation, contribution)," had an average 9.09.

The block about the evaluation of the material and teaching resources, organized into six indicators, obtained the following averages: "Quality of Educational material printed – book": 8.89; "Quality of digital-video classes Educational material": 9.08; "Clear and objective language of the content of the teaching material": 8.78; "Coordination between the activities and the content of the teaching material": 8.57; "Quality Web Conferencing": 8.07; and "Call of monitoring (availability, problem solving, monitoring)"; 8.80. It was observed that evaluation block material and the available teaching resources were highly rated by the students, highlighting the quality of the digital teaching materials – video classes. The evaluation associated with web conferencing quality indicates the need improvements in technological resource and teacher's pedagogic action.

The teacher performance seeks to generate indicators for the processes of improving the quality of education. Note assessed the "compliance schedule / calendar set for the discipline" reached an average of 9.08, followed by "Use of clear and objective language", with 8.83; "Clarification of doubts by tutoring during the course" with 8.76; "Organization of the room virtual-learning scripts, video classes, activities" with 8.68 and "articulates theory and practice in the development of content" with 8.48. Esses indicators are sent to teachers and then discussed with the ongoing coordination and every six months evaluated together by the Center Structuring Lecturer (NDE) and the Coordination of course, to think and rethink the methodological practice. In general, the evaluation of teaching performance, with five indicators, is the
block with the highest average overall, especially compliance with the schedule established by discipline. With that, it can be said that the routing of the classes is a decisive factor for the organization, planning and execution of teaching and learning process in distance education.

6. Preliminary findings

The evaluation and re-evaluation of actions in the pedagogical process of college education in the distance education mode are very important to the success of these projects. They make it possible to diagnose a situation and, as of needs, conditions create opportunities to modify them through new shares. The complexity of the method requires the permanent consideration of several factors that interfere directly in the educational process.

The academic participation in the institutional assessment is fundamental for contributing to the improvement of processes in the pedagogical management of distance education projects. Factors like as the increased accession of the enrollment academic in presental courses on distance education and reducing evasion in course – evasion average in the class 2 is 7.7% lower compared to the class 1 – may be indicators of new reviews and reflections on the pedagogical proposal, contributing to a better acceptance of distance education at IES.

Analysis of the perception of academics about the educational process in the three blocks- student self-assessment, evaluation of the material and teaching resources and teacher performance assessment – averaged higher approval to eight in all indicators. The participation in the academic learning process is evident in the self-assessment by the average obtained in carrying out activities in the distance, the active participation of the propositions of teachers in contributing to a favorable learning environment. The teaching materials and resources were well evaluated, highlighting the quality of the digital teaching materials. The same occurred in the evaluation of teaching performance whose block had a higher overall average.

This way, it can be said the institutional evaluation is fundamental to maintenance, renovation and improvements in educational processes. It is in a continuous process of improving the quality of learning and administrative management; it responds to the actions of teachers and managers involved,
legitimizing the commitment and the search of quality of course ant, with this, contributes to the design validation and enables IES to invest in new classes in this mode.

References:


