ASSESSMENT AS MANAGEMENT INSTRUMENT IN EDUCATION PROGRAMS FOR DISTANCE

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Classification of Research Areas in distance education

C systems and institutions in distance education

Nature of work-C - Planning Models

ABSTRACT

The present article aims to discuss the evaluation process as a distance education learning management tool. The methodological approach used for this study came from an exploratory analysis and content, concerning the organization of forums developed in three disciplines commenting on the pedagogical discussion promoted by tutors and the related students that participated in the tendered disciplines. As a contribution to we bring practical approach proposal for as much of teaching as on the resources used in support of distance education.

Key Words: 1. evaluation of experiences; 2. Information and communication technologies; 3. management projects of Distance Education

1 INTRODUCTION - PROJECT ASSESSMENT IN DISTANCE EDUCATION AND INSTITUTIONAL ASSESSMENT

With the advent of new digital and interactive technologies that surround Distance Education, they emerge new management models order for the relationship between teaching and learning is established in concrete form by the pedagogical mediation in education programs of distance focused on student learning. Is not a matter only of what the institutions can offer their students, but also the responsibility that everyone has in the scenario of a higher quality education, more human and more just, in which all agents have their role.

In the development of distance education projects, there are countless specific needs to be pursued when planning and the development of a course. It is necessary to analyze the content to be transmitted available technologies, the targeted public in, the application layer (education or capacitation) in addition to all management features and operation. Thus, it is practically impossible that any distance education institution uses a single template in all your projects (AMARAL & ROSINI, 2013)

2 EVALUATION PROCESS AS TEACHING AND LEARNING IN DISTANCE EDUCATION

The evaluation of process teach and learning is a common theme for discussion in education, because in this process are evaluated not only knowledge but also attitudes and habits. The pedagogical practice of assessment of learning aiming at the improvement the educational process, seeks to develop a democratic education that welcomes everyone that responds the needs presented by the assisted public.

In the distance education is no different, and according to in the signals Cortellazo (2014), in the pedagogical perspective, the evaluation system is designed to respond to the objectives of the course; their instruments, their activities and their applications that need to be defined in the pedagogical project of each course devised.

The assessment in distance education must have as its proposal and action a qualitative relation with learning. Certainly, we must does not withdraw formal way evaluation practice, but we should not make of him a unique form of evaluating, based solely on evidence and notes.

There must be, on the part of those involved in the evaluation process in the distance education, the understanding that the conception of knowledge determines the directing of the pedagogical practice. It is necessary to we question the assessment of the object, that is, what is the meaning which this act leads to response of what is the meaning attributed to knowledge.

Confers on the tutoring teacher and everyone involved in this process to launch studies and reflections on the evaluation practice developed in the courses and subjects in the the distance education mode without losing sight that this practice is imbedded in the whole process of teaching and learning.

Programs in Distance Education we've ever had the opportunity to perform and also to assess many programs opting for qualitative assessment. What characterizes this conception is the understanding of results during the process of teaching and student learning, not just in a quantitative form but also qualitatively, through perceptible phenomena or not. For that from happening the qualitative evaluation design all should be very well involved in the construction process of learning.

According to Saul (cited Chueiri, 2008), the qualitative assessment has Another particularity which is flexible design that allows a progressive approach, that is, the evaluation centered processes is in itself a process that evolves by virtue of successive discoveries and transformations context.

The qualitative assessment in distance education must be emancipatory character, since this democratizes learning and creates collective spirit (teamwork) and also promotes participatory research to overcome empiricism, so common in education models already known.

Finally, the qualitative design assessment in distance education programs, various actions will be present at all times. Thus, it is in an action inherent in the organization of educational work, as long as involved in in the learning context and reflected in the interior of the organization of curricula in distance education, bringing new meaning to the evaluation. So came to be understood as part of the teaching and learning process and not an end in itself.

3- THE INFORMATION TECHNOLOGY AND COMMUNICATION – TICS

ICTs need to be inserted in the pedagogical model of teaching distance mode of the institution as an important organ support this mechanism. These tools

facilitate the access and the recovery of the curricular content and information which need to be available whenever the student needs them. This is an important issue for the student to study and partake of activities suggested by the teachers and tutors.

These technologies, known to us as a virtual learning environment or AVAs need to be simple to employed, secure and nimble about your handling. It is also necessary which have friendly interface to users, which in this case are the students themselves and offer interface the extent possible snapshot other institution systems.

We know it these technologies are important for the teaching modality the distance, but they are only the way, the middle so that students have access to only; of course it is needed to guarantee as much for access as the recovery of pedagogical information.

4 SCENARIOS ASSESSMENT - THE FORUM AS BUILDER OF STUDENT LEARNING

When we work with online assessment, it is important to we reflect on some crucial questions for the success of distance education online, where this depends on the structuring of the proposed course and their pedagogical conception adopted. Drawing attention mainly on how we need the assessment relates to the various dimensions enclosed in the structure of the course, ie it takes more than the evaluation of the student; but also the assessment of the administrative and pedagogical coordination, tutoring, the teaching material, the methodology used, the type of technology employed, among others.

The development of this mode of education shall be linked to the quality level the teaching material. Reaching great potential when associated media, the New Information Technologies, logistics and dynamic institution. (AMARAL & Figueiredo, 2013).

Regarding the evaluation of learning, it must contribute to the student may develop more complex degrees of cognitive skills, abilities and attitudes, enabling it to seize the course objectives and discipline, as well as their personal goals.

Evaluation should be a continuous process to constantly check the progress of students, stimulating to be active and independent in the construction of knowledge. The teaching material is a powerful resource for teaching distance mode. It is through him / this feature students to study and learn. Therefore need to be written in a simple, easy and functional manner the student portraying the reality both

technically and in the labor market, should it be of interest to the student and the course is in question.

Tutors Teachers need to discuss certain form of teaching and clearly to the student, commenting on the definitions and clarifying with practical cases (cases) these texts students - maybe that's one of the great secrets of the kind of education, distance learning (DL); But for this to happen in practice it is necessary that teachers are motivated and committed.

In this paper, we present the speech of experience from the use of Discussion Forum as asynchronously tool in conducting collaborative learning also as formative evaluation Instrument for classroom graduate courses students studying semipresential disciplines of institutional training shaft that makes up 20 % in the partial distance modality, according to the Ordinance 4059/2004 MEC.

The reference framework presented is based on three semi-distance disciplines, namely, education for health and environment, Ethics and Citizenship and Philosophy Fundamentals in the second half of 2014 for Undergraduate courses in Law, Education, Business Administration, Accounting and Biology of institution of higher education, located in Rio de Janeiro.

It was possible we accompany the learning trajectory of students during 04 months starting in August and ending in November of that year, totaling 900 students participants and more 03 tutors. As a pedagogical strategy, we work with 03 scored forums, each worth 1.0 point for the first evaluation, which totals 3.0 points and more the face proves that is worth from zero to seven points.

According to, Driscool and Vergara (1997 apud Correa 2003) indicates five elements that are to guide the collaborative learning: Individual Social Responsibility: each participant is responsible for his own performance in group context; Positive interdependence: to achieve the intended objectives, members must depend on each other; Cooperative skills: skills needed for the group to function in an effective manner as teamwork, leadership and conflict resolution; Encouraging interaction: group members interact to develop interpersonal relationships and establish effective learning strategies; Reflection and evaluation: the group reflects on itself periodically and evaluates its operation, make the necessary adjustments to increase their effectiveness.

In the forum model used in order to promote the collaborative learning and employing formative evaluation, an attempt was from reflections proposals approach

the student in producing concepts in context, emanating from all educational materials available in each discipline.

In the analyzes of Kenski (2002) in the context of courses or virtual disciplines, participation in the space created by the forum calls for acting, usually promoted by adequate reading, research, redemptions and background specific to each student, among other search sources.

In this sense, we instituted a pedagogical model in order forum enabling students to search for institutions teaching materials for each discipline, how much in complementary texts, video lessons, among others, made available in the virtual learning environment and all with the aim of enable the student reflection and creation of knowledge, with the effective contribution of the tutoring teacher.

Each forum is open at the beginning of the week and closed at the end, with constant monitoring of the tutor teacher in the pedagogical mediation, seeking the active participation of students. Of note as shown in Kenski (2001) that interventions forum, to a great extent, which arose from the consciousness of equality among participants, strengthens the notion that the forum is one of the democratic spaces of the virtual environment, where the hierarchy dilutes and users are transferred in case the tutors, school counselors mentoring and students that the construction of knowledge promote collaborative learning, this turns out to be the big mechanism for evaluating that in addition to punctuate the student, the forwards it learning effective.

Below we present some forums that have been developed in three disciplines and the mediation promoted by the tutors and students teachers. The first discipline in question is called Public Policy and the Third Sector, in its central axis the aim that the student understands the social determinants that make up the government policies and the third sector. Thus affirming the understanding of public policies as holistic field of knowledge, contribute to further reflection of social inequalities and presenting the relations of the third sector (their duties) with the governmental field, through a new vision of society.

The Forum to be presented has had based development in the third class online.

"Rethinking Class 3, an analytical process" more doctors Program "(Law No. 12 871, OF 22 OCTOBER 2013. Institutes the Program More Doctors change the laws in 8745, of December 9, 1993, and 6932, to July 7, 1981, and other provisions - Available in: http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2013/Lei/L12871.htm)

We can say that this program is part of the model "cycle of public policy"? What do you conclude, according to our class? And how much to the conclusion that his colleague has published the just before posting your agreed with him? Comment. Please note: You will be the first to post a conclusion here? No problem! Publish your opinion and return to comment on the publication of the first 5 who posted this forum.Good job!"

As perceived the objective of this forum was to institute a reflection and discussion concerning a current public policy program where students must making allusion to concepts developed in class with the aid of extra materials. About 60 students (60% of the class) built direct interactions forum where the tutor feedback developed 40 actions (40% of interaction). That is, everyone who have interacted been obtained return their responses. The climate of "debate" extends at tutor's own answer in fact request an allusion to comment from another academic. Consider the example of an academic response and a tutor.

"The Program More Doctors is part of a wide-ranging pact to improve the service to users of the Unified Health System, which provides for investments in infrastructure of hospitals and health facilities, as well as bring more doctors to regions where there are shortages and lack of professionals. In accordance with the previous review, in Brazil there is a lack of interest in certain health professionals, lack of preparation on the patient's situation which is being serviced. In this case sufferers is the population that is helpless. In health care there is great hopes in time to meet. How often I witnessed people in SUS having to pretend it was about to fall to be served, and still not having such care. I myself was once at one doctor that it was looking at me, showing unprepared for that matter there exposed and without knowing exactly which medication to pass (Carla Alessandra Moraes da Silva / Accounting / 5 th period ")

The Tutor triggered the following response: "Hello, Carla. Regarding the wait is not a privilege only of the public system because the private hospitals that have emergency there is a waiting list many times greater than in the SUS service centers. Unfortunately our health care system is on the brink of chaos. Of course this is only one measure and others should and must be taken to ensure that this program obtain a satisfactory evaluation of its results. "

Understood that forums represents a qualitative and participatory evaluation mechanism, as they are considered the disclosed contents as well as the interaction (debate) with the class, so therefore one of the pillars of Distance Education is self-

learning. In this plan according Cortelazzo (2013) the tutor assumes role of mediator and dynamizing of this process, where from the forums becomes the classroom and the dynamic and meaningful content.

The third forum of discipline is focused on projection of social inequality concepts in relation to public policy.

"Hello, students."Public policies intended to offset inequalities and imbalances, legitimizing their actions in favor of disadvantaged groups, weaker, are designed and imposed in a liberal vision." Question: Do you agree with the above statement? Explain your position, according to the content of our Class 4. After explaining its reasoned opinion, take the opportunity to comment ethically's opinion colleague posted immediately preceding yours, so that complement and enrich your text. I look forward interventions! "

When viewing the answers it turns out the fact which students studied on the topic proposed in the discipline.

"Yes, I agree with the statement, and also believe in the usefulness and importance of such actions. Social inequality is something clear, real and dangerous in our society. Public policies to offset these inequalities try to guarantee the rights positivized in our Constitution of 88. Sometimes such actions are frowned upon by some, however, believe that such actions are also essential to the livelihood and dignity of many Brazilian families. I agree with Luana Belmiro, to support such actions in the historical context of our country, linking it to the importance of providing dignity to the most needy families and without access to opportunities that many other families have. All are equal before the law, but must be the extent of their inequalities, so that in this way, real equality is established. Lara Andrade de Sousa / Law / 3rd period "

The tutor replied as follows:

"Hello, Lara and Tayana. Public policy in our country are implemented first, and then to have a care for the result to be obtained. But I think we can not deny, the program itself is very interesting, needing other actions that complement as well as any public policy. Hugs. "

This forum contains in quantitative 70 students (70% of the class) and 40 teachers of response actions (36% of interaction).

The second discipline to note the forum is called Education for Health and Environment, aiming to highlight the interdisciplinary perspective to the understanding of issues relating for health and the environment. The same affirms in

its contents education as a form of health problematic understanding, identifying conceptual aspects, political, historical, cultural and social of the medium in question. The Forum to be presented has had based development at the third class online.

"According to what we read in class four, the knowledge society is a society of multiple learning opportunities. The consequences for the school, its students and for education in general are great. Comes the vision of a society where changes occur very quickly. Make a reflection on the role of education, school and teacher cope with the impacts of the new information society and communication; engendered by the discourse of democratization of knowledge.

The student Fabricio Pereira de Sousa Law course's first sentence replied as follows:

"Information and communication technologies allow the individual to have access to thousands of information and complexities of both coming contexts as far away from your reality that an educational process, can serve as a learning element, such as socialization space, generating scientific knowledge and expertise . Therefore, the internet should be used as a tool to aid in the acquisition of reading and writing, a tool that the school and the teacher should introduce the student's school career, as part of the daily life of the same, then it is up to school and the teacher democratize and guide students in the use of internet in order to lead them to the process of knowledge construction, enabling the teacher to be mediator, that is, monitor and suggest activities help resolve doubts and stimulate the search for new knowledge.

The impact of the new information society and communication can have on the teaching-learning process requires the education sector to the position of trying to understand the transformations in the world, producing the pedagogical knowledge of it assist man to be the subject of technology. "

It is missed the as individual from the academic response is required for this qualitative assessment.

The guardian told the following manner feedback "Hello Fabricio Pereira! Excellent hepely Congratulations ! Undoubtedly, it is essential that the production of pedagogical knowledge reflects the need for the aid to man in building their relationship as the subject of technology. Big hug! ". About 59 students (59% of the class) participated in the forum and obtained 40 teacher responses (41% of interaction).

5 - OF STUDY METHODOLOGY

The methodological approach used to conduct this study came from an exploratory analysis and content with the main theoretical goal of the research discuss and analyze the evaluation process as a management tool in the teaching mode from a distance.

Was used yet in this study an analysis of the organization of forums developed in three semipresential disciplines that make up the institutional training axis of recognized undergraduate courses College of St. Joseph in the city of Rio de Janeiro and in response to Ordinance 4059/04, which provides on the provision of integrants curriculum subjects utilizing semipresential modality, based on article. 81 of Law no. 9394, 1996.

The disciplines contemplated for this study is: Ethics and Citizenship; Public Policy and the Third Sector and Education for Health and Environment. The exploratory phase was based on a literature search, identifying the main books, periodicals and scientific articles related to the topic produced and subsequently a critical and reflective analysis of them was held. Besides the review.

6 - FINAL CONSIDERATIONS

It is believed that the practical conduct of teaching experiences on the learning environment for distance, the easier it is for that students have certain apprenticeship in fact, even though we know that the theory is fundamental - the big secret is to have a balance between theory and practice. Both the information and communication technologies used as teaching materials need to have a simple and practical language so that the generated learning to be bigger and better by the students

An formative evaluation management model for achieving a quality of interaction will have undoubtedly deep bases in using the forum mechanism. Where what is actually aims at is a projection of self-learning, assisted, supported and mediated. For this it is necessary that the content and forums allude to the most current forms of information and communication, as well as a specific language to your target audience, based on the general and specific pedagogical objectives.

Information obtained through participation forums allow the tutor view the cognitive growth of each student. The forum, in this sense, allows the assessment not only occur at specific moments but gradual and reasoned manner.

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