

Teacher Training and Teaching-Learning Evaluation: Documentary Cartography in Pedagogy Courses

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Abstract: The teacher training developed in undergraduate courses should compose the theoretical and practical aspects, as well as contribute to students seize knowledge about planning, methodological aspects and evaluation processes, elements that constitute the teaching work. The research object was based on the formative proposal in evaluation of pedagogy courses of a public HEI in Ceará. The objective was to cartograph the evaluation training in pedagogy courses. This documentary and bibliographic research had as theoretical-basic methodological basis the writings of Minayo (2011), Rolnik (2014), Sordi and Ludke (2009), Viana (2012), among others. The documents used were the Law of Guidelines and Bases of National Education (LDB), National Curriculum Guidelines (DCN) and Pedagogical Projects. The methodological indications started from the qualitative approach, combined with cartography and documentary dimensions through the analysis of the Pedagogical Projects of seven courses, specifically the proposal of training in the area of evaluation aimed at future pedagogues. The evaluation process is a fundamental part of the teaching-learning process, so we find that in the mapping carried out in the researched documents, training was present in the field of evaluation in pedagogy courses concentrated in the disciplines of Didactics and Evaluation.

Key words: teaching-learning evaluation, cartography, teacher training, pedagogy

1. Introduction

The information that the evaluation of teaching and learning produces is intended for teachers and students. To the teacher, the evaluation process is recognized for its usefulness, in the perspective in which it allows reflection on the practice, analyzing the coherence between the objectives defined at the beginning of the discipline, as well as the teaching procedures used and the results obtained, serving to guide the decision-making of relevant decisions that assist in the continuity of teaching and are favorable to the students' learning. It is through the results of the evaluation that the student is aware of how his/her learning is, what he/she has stopped learning and, mainly, the

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consequences that such facts entail in their training.

Our study aimed to cartograph the evaluation training in pedagogy courses of a public Higher Education Institution (IES) in the State of Ceará, Brazil, since the requirement of evaluative knowledge is destined to the undergraduate degree in Pedagogy and revealed, in the National Curriculum Guidelines (NCD), specifically in Article 2, stating that, through theoretical-practical studies, research and critical reflection, this training should provide students with knowledge of the planning, execution and evaluation of educational activities (Brasil, 2006). According to the documentary indications, the evaluation of teaching-learning is shown as an activity that should be known by teachers and students in undergraduate courses, in our study in Pedagogy, that is, teachers need to understand the aspects related to the evaluation and its scopes. With this premise, we have as specific objectives: To understand the relevance of the evaluation of teaching-learning in Higher Education; To analyze the legal dimensions about the evaluation process in the NCDs and ppPs of pedagogy courses; To characterize the evaluative specificities in the formation of the pedagogue.

The elaboration of the map of the evaluative training of students in pedagogy courses was constituted with support in the qualitative approach, with the results of documentary research carried out in the NCDs and pedagogical projects of the Courses (PPC) and Pedagogical Political Projects (PPP) of Pedagogy. Mapping a trajectory constitutes a type of knowledge that goes beyond drawing a static reality. Cartography consists of the description of the procedures, the outline of the choices, the understanding, through the knowledge of the processes and the formative trajectories, professional, as, the evaluation proposal that is intended for the graduates in Pedagogy. Even more for Silva Neta, Magalhães Junior and Machado (2019, p. 391): “Cartographing enables experiences that link researchers, sources, subjects, collection instruments and everything else that is part of the *métier* of those who become researchers.”

The elaboration of the paths that unveiled the evaluation training occurred, with the scope of enabling the orientation and reorientation of the processes of teacher education in pedagogy courses concerning the dimension of teaching and learning evaluation. The cartographer must avoid automatic recognition, since it aims to map a territory which, in principle, was not inhabited. It is not a question of moving in a known city, but of producing knowledge along an investigative path, which involves the attention and creation of the observational territory.

2. Literature Review

2.1 The Evaluative Dimensions in Higher Education and Their Meanings

Teaching, learning and evaluation are distinct actions, but belonging to the same educational action. the teacher needs to understand that evaluation is one of the necessary components and that it needs to be performed as a routine activity and intrinsic to the training that is intended for teachers and students. In this sense, an initial reflection for the understanding of the conjunction of the three constituent aspects of the educative action, the ensino, learning and evaluation — lead us to consider them as inseparable. Teaching is considered the organization of situations capable of contributing to the production of knowledge by the student; learning as a process of construction by the student, of own meanings, through synthesis about what he/she experiences and what he seeks to know; and evaluation, represents a component of the diagnosis and reorientation of teaching and learning by understanding the teaching practice and the formative trajectory of the student serving to guide the teacher in the mediation of the formative process.

Because the evaluation serves to reorient teaching and learning, we highlight that evaluative knowledge is a *sine qua non* condition for teaching work and consists in understanding the concepts and conceptions of evaluation in the perspective of fostering the choices of models, functions, techniques, instruments and criteria that can be used in the teaching process to obtain better information about the contents taught to students, aiming at understanding about learning difficulties, as well as in decision-making and proposing improvements in training, whether in Basic or Higher Education.

In this direction we are aware that in Brazil there are several studies with scope in the area of evaluation of teaching and learning, so we chose to map the concepts constituted by some evaluation scholars, because we believe that it is necessary to understand the evaluative relevance by those involved in the formative process, especially to teachers and students, being necessary to apprehend the conceptual dimension regarding the evaluation of teaching and learning.

In the writings of Sordi and Ludke (2009, p. 314), learning evaluation is “[...] a constitutive category of pedagogical work with high inducing force in the ways of acting of school actors deserves special attention in order to understand/unveil their *modus operandi*, inside and outside the classroom, inside and outside the formative institutions”. As a constituent dimension of pedagogical work, it is up to the teacher to understand the established standards and reflect to act on the information found, that is, what decisions will be made to induce the students' learning and meet the institutional and social demands inserted in the students and teachers.

It is therefore evaluated to promote and assist in the learning of students. Therefore, we highlight that there is a specific knowledge in the area of evaluation, so that it is necessary for the teacher to have it to assist in decision making in the course of the formative work carried out in the undergraduate courses, specifically in pedagogy. Evaluative knowledge can consist of the understanding of concepts, conceptions, models, types, instruments, evaluation techniques developed during training, practices and knowledge in the teacher's professional practice.

2.2 Dental Documeaspects and Evaluation of Teaching Learning in Pedagogue Training

Referring to the training, it is worth noting that the formative model of teachers in Brazil underwent changes during the twentieth century, especially with the implementation of the Law of Guidelines and Bases of Education — LDB no. 9394/96 and subsequent regulations, such as the promulgation of norms, guidelines, in which the teaching training is intended, we highlight the NCDs. Initially we would like to highlight the formative dimensions for the magisterium declared in the LDB:

Art. 62 The training of teachers to work in basic education will take center in higher education in undergraduate courses, full graduation courses in universities and higher education institutes, admitted, as minimum training for the exercise of teaching in Early Childhood Education and in the four grades of Elementary School offered at medium level in the normal modality (Brazil, 1996).

The previous evidenced article demonstrates that the initial academic training for teaching currently practiced in Basic Education is the minimum training for the exercise of teaching. In this sense, undergraduate courses are responsible for teacher training, either in the legal aspect, as well as because they have the theoretical, practical and specialized technical framework. Thus, it is the privileged locus of mobilization and systematization of professional knowledge. Thus, teachers learn and are recognized by their peers for having specific knowledge in a given area. For teaching in Higher Education, the legislation presents in its Article 66 the teacher education will be preferably in the specialization, master's and/or doctorate courses.

With regard to the evaluation training of teachers, we highlight the evaluative conception described in the NCD, by showing that the evaluation is an integral part of the training process, since it allows the diagnosis of gaps to be overcome, to assess the results achieved, considering the competencies to be constituted and to identify possible necessary changes of course, that is, evaluation serves for the teacher to identify the learning difficulties of the students, assist in decision making and propose strategies that minimize, remedy the learning problems detected during the formative process. Originating from the documentary dimensions that highlight evaluation as a constituent of the training process in undergraduate courses, we are encouraged to map the evaluation training of pedagogy graduates from the clues described in the Pedagogical Projects of the Courses or Pedagogical Political Projects.

We understand that the evaluation of learning is a constitutive category of pedagogical work with inducing force in the ways of acting of school agents, deserving special attention from the subjects involved in training, aiming to understand/unveil their *modus operandi*, inside and outside the classroom, inside and outside the formative institutions (Sordi & Ludke, 2009).

The scope of the evaluation goes beyond the acquisition of information, because it values the ability to trigger and seek knowledge that meets the formative objectives. Therefore, the evaluation instruments will fulfill their purpose, if they can diagnose the functional and contextualized use of knowledge. This aspect emphasizes that university teachers need to use more than one type and instrument to collect information about the learning of graduates.

In the context of teacher training in undergraduate courses, the evaluation should be carried out by explicit and shared criteria with the undergraduates, published in the classroom before the performance of the formative activities, since the evaluative object represents an important reference for those who evaluate and who is evaluated, both for the orientation of the studies and for the identification of the aspects considered most relevant for the training at each moment of the course. This allows each future teacher to invest in their learning process, making a personal training path.

In the localization of the evaluative aspects in the NCD's, we find indications that learning should be guided by the general methodological principle that can be translated by action-reflection-action and that points to the resolution of problem-situations as one of the privileged didactic strategies. With the proposal for teachers to use diversified strategies for learning evaluation and, as a source in their results, formulate proposals for pedagogical intervention, considering the development of various capacities of students.

3. Results

3.1 Evaluative Specificities: Documentary Cartography in PPC/PPP of Pedagogy Courses

Before we begin to present the findings of documentary cartography that revealed the evaluative training of pedagogues in the courses of a public HEI in Ceará, we inform that for ethical reasons and preservation of institutional dimensions we evidence that we will no longer specify the locus. The Pedagogical Projects were chosen as a documentary source that constitutes this investigation because we believe that the project goes beyond the production of an institutional document, for assisting in the consolidation of a process of action-reflection-action requiring participatory work and the political will of the institution's collective.

The cartography in the documents began using the IES website aiming to find the course documents, we emphasize that in five pedagogical projects we found the political expression, that is, they contained the name of

Political Pedagogical Project (PPP). Without success on the institution's website we conducted the search in the Pro-Rectorate of Graduation, through exploratory research in the Pedagogical Advisory Cell (CAP), to obtain the digital or printed versions of pedagogical projects. We got the seven copies of PPC or PPP in digital versions. With the documents in hand we read the pedagogical projects of pedagogy courses with the scope of identifying the formative objectives of the courses, knowing the curricular matrices, the ementários and the dimensions of the evaluative training of pedagogues.

This time we started to choose the clues, that is, the approaches that helped in the mapping of the evaluation formation. The three clues chosen were: evaluation of teaching learning, didactics and evaluation, the last two portrayed with capital letters referencing the curricular components of the course. Our incentive to list the three clues as a guiding principle, first, was based on the object of the investigation and its specificity described in the PPC/PPP of the courses, and the disciplines because they would have the possibility of addressing the theme investigated, the discipline of Didactics disseminates the dimensions belonging to the teaching work being the evaluation one of these didactic-pedagogical components and the discipline of Evaluation because it specifically addresses the investigative scope.

The searches in the seven documents used in the composition of the writing were performed from the three clues listed and mentioned above, which generated the following results, referencing the chosen disciplines of Didactics and Evaluation by locating 11 ementários of the curricular components that addressed the theme evaluation of learning in training in the Pedagogy course. Regarding the evaluation in five projects, we located the specifications on evaluation of teaching-learning, in which they presented the nomenclature of the evaluation plan, but dealt with the aspects of learning verification, informing about the grades, media and procedures that the teacher of the subjects should use for the recovery of grades.

In the first PPC analyzed the two disciplines that dealt with the evaluation are mandatory and belong to the pedagogical training axis, General Didactics I is offered to the undergraduates in the fourth semester of the course with 68 h/classes corresponding to four credits. The subject Evaluation is named Learning Assessment, offered to students in the eighth semester, with 68 h/classes, corresponding to four credits.

In the analysis of the curriculum matrix and in the ministry described in another PPP, we selected the general didactic discipline, for addressing the theme of learning evaluation. The documentary peculiarity consists in the offer of the discipline reviewed in the fourth semester, with a workload of 102 h/classes, being six credits.

With similarity in relation to the other project, the students' evaluation training is carried out in the General Didactics course, offered in the fifth semester of the course, with 68h/classes, corresponding to four credits. As in the pedagogy course of the unit mentioned in the previous paragraph, in the PPP of the Course there is no other discipline that looks at the dimensions of the learning evaluation.

In another PPP the didactic discipline is offered in the third semester, with a load of 68h/classes, corresponding to four credits and focusing on the theme in the formation of the pedagogue. In addition to this discipline, we find another curricular component that focuses on the dimensions of evaluative knowledge in the discipline, Didactics and Evaluation in Early Childhood Education and in the initial years of Elementary School, a compulsory discipline of the fifth semester, with a workload of 17 h/classes that is equivalent to a credit.

In the ente of another PPC of the Pedagogy Course, we located two disciplines that refer to the evaluation of learning, General Didactics offered in the fourth semester of the course, with 68 h/classes, corresponding to four credits. The other curricular component is the discipline Educational Evaluation, with four credits and a workload of 68 h/classes offered in the seventh semester.

The discipline located in the PPP of another unit of the HEI researched and that contemplated our investigation was General Didactics, with a load of 102 h/classes and six credits, offered in the fourth semester.

By the search carried out in another project we selected the didactic disciplines because it is a field of studies that bases the teaching-learning process, whose evaluation is a component of the didactic process, and the discipline Educational Evaluation, because the menu contains aspects that are intended for the evaluation of learning. The didactic discipline offered in the third semester corresponds to four credits of the course, with a load of 68 h/classes. In the fourth semester, the discipline Educational Evaluation is offered, with a load of 68 hours, which correspond to four credits.

In the cartographic course we found that each document presented its particularity in relation to the offer of evaluative training for teaching-learning, starting from this the nomenclatures of the disciplines that are differentiated by the fact that it appears didactic, General Didactics and General Didactics I, the specificities of denomination also described in the Evaluation generated the discovery of different terms Learning Assessment, Evaluation in Early Childhood Education and in the initial years of Elementary School and Educational Evaluation, another fact was the differentiated insertion of the disciplines in the axes of curricular training, of the offer, since the disciplines are subdivided into mandatory and optional, the period of offer, the workload and the quantitative credits.

4. Conclusion: The Contributions of The Study

With this research, by mapping the documents and trying to unveil the evaluation training in pedagogy courses in a public HEI, we seek to contribute to the teacher's reflection in the perspective of teacher training in undergraduate courses, especially pedagogy, since teaching-learning evaluation was concentrated in two curricular components, Didactics and Evaluation and that the evaluation plans in the training of pedagogues aimed at the verification of learning.

In the basic aspects, the pedagogical projects paid attention to the legal indications, as well as seek to meet the regional specificities. With the focus on the formative particularities in the PPPs/PPPs in the evaluation area, we found differences that came from the nomenclature of the disciplines, passing through different ementars, supply and workload.

Our cartographic study invites us to reflect on the evaluation and training of future professionals, specifically in the area of Pedagogy, being extended to those who work and study in undergraduate courses. In the mapping carried out we found that the evaluative training of pedagogues regarding the evaluation of teaching and learning is concentrated in the eight disciplines of Didactics and three of Evaluation. We reveal that in the menus of some PPPs there are other disciplines that are intended to study other areas of the evaluation field and no longer refer to teaching-learning.

Documentary mapping is the starting point of research, we have the science that we will still follow other paths, as well as encourage other researchers to map the evaluation training in other courses of teacher training. We believe that our research helps in the reflection of the subjects involved in the formative processes, especially those who work in higher education, especially in the undergraduate programs, so that they can pay attention to the training of students, remodeling their practices and knowledge and resizing the undergraduate courses of our country, assisting in the foundation of educational policies aimed at teaching, paying attention to the didactic-pedagogical aspects that will support the planning of initial and continuing training.

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