# 164 - POSSIBILITIES AND APLICABILIDADES DA *(TRUE?)* EVALUATION FORMATIVA IN HIGHER EDUCATION BRAZILIAN: A LOOK FOR GRADUATE IN PHYSICAL EDUCATION

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**1- The University Brazilian Identity and his Conservative**

The Higher Education in Brazil developed across the professional Colleges, which had a characteristic peculiar to be isolated, that is, if presented outside the standard university it is seen that the majority of universities were created with the principle of juxtaposition of Colleges isolated.

In their studies, CUNHA indicates that:

During the imperial period, the Institutions of Higher Education, created from 1808, were all state, immediately after the Proclamation of the Republic (1889), the action of the policy of liberal and positivists promoted successive changes in the legislation in order to encourage establishment of Private Colleges. That resulted in the existence, currently, of 50 Universities Public and 20 University Private, there are still some of 200 Colleges isolated (or federated) Public and 600 Private ... (1989: 10)

The establishment of the first university in Brazil, the University of the State of Rio de Janeiro, in 1931 occurs as a result of the union of Polytechnic School, the School of Medicine and School of Law. This model was adopted in the formation of many of the universities Brazilian-junction of Colleges isolated. In the course of his real function proximity of the nucleus powerful, the Federal Universities end up being ever more exposed to his speech.

Cunha (1989: 16) emphasizes that "the control of Federal Universities developed by means of the statutes dictated by presidential decree, in which it is sought not leave out any aspect."

* Degree in Psychology

Academic Course, and Bachelors Degree in Physical Education

** Degree in Physical Education

Specialist Training Sports-Area: Technician in Sports-Volleyball

Master of Education-Concentration Area: Higher Education and Educational Policy

Starts then, the project for storage and processing of Higher Education in Brazil, with the groups of schools and faculties. Around 1935, Anísio Teixeira, see the university as a Brazilian "center of free discussion of ideas", adopting a perspective highly Brazil. It occurs that with the deployment of the so-called New State, in 1937, just going by land across the prospect of a university with "freedom of ideas and discussions."

At that time, there was a proliferation of academicism, along with a teaching to verbalize and repetitive. There is then that were several attempts to reform and change in the educational process. With the government tax system, all attempts ended born dead. As end, falls by land around the idealism of Anísio Teixeira to see the university as a "center of discussions."

In view of CUNHA, the Hit from 1964 showed the vulnerability of the university in an unknown even in the era of the dictatorship of Vargas. Therefore, the castration of the production of knowledge was deeply enhanced by the Revolution of 1964, through repression and ideological deployed in the country, especially in universities and institutions for research.

That measure eventually causing an exodus of intellectuals, scientists and teachers, and, as if it were not enough, even banned the debate in universities, under the allegation that there was only "studying".

Even in the period of dictatorship two were built decrees that allowed universities to come to reformulate its statutes (1966 and 1967), determining also changes in their structures based on the principles organizational Tayloristas[1].

Since the nineteenth century the basis of Higher Education was the Brazilian system of Cátedras, which was being replaced by the department, in order to productivity teacher, coming to facilitate greater ease on the hiring and dismissal of teachers. To CUNHA (1989: 26) `the regime departmental provided a rapid growth in the number of teachers as a prerequisite for the expansion of enrollment in universities."

As a result of this imminent fact, we can see the exact moment in which just experiencing a fragmentation of content that once were taught in a way full, triggering, in sequence, a fragmentation in the evaluation.

Even today there are obstacles that get the university Brazilian lose its own identity, thus an institution without autonomy, without power, without jurisdiction, and, without a real commitment to the society.

Among these many obstacles, which is evaluating whether it is in an important mechanism that will legitimize the current model of the university and, therefore, obviously, of society, where he selects, eliminates, discriminates and ultimately ensure the social hierarchy.

**2- Democratization of the University and Elitism of Evaluation**

Presenting an opinion about the democratization of society and, given the changes which are necessary, FERNANDES (1989: 13) emphasizes that:

[...] The education itself functions as one of the factors of democratization of society and the meaning of any 'democratic educational policy' aim to certain key changes in society. In terms of a synthetic vision and totality, we would say that education and democratization of society are concrete entities and processes and interdependent-one not become nor can transform itself without the other, both each other and determine if any educational policy 'democratic' it would have to take into account that all historical, dynamic and creative.

Thus, it becomes too difficult we have democracy at the university without that before there is a democratization in the society, therefore, we believe that the university can not be examined without links with the society that surrounds, but if the social situation were to oppress `the university must fight injustice, if the people are not politicized, the university will strive for its politicization, is the development of the country is reflected, the university will strive for develop -

1 The Taylorismo (Frederick W. Taylor) is the first attempt to administration of the perception of workers, since his project was not only from the study of the best way to produce.

ping standalone, or if the hand - the workforce is exploited, the university will strive for not holding the work. "(RIBEIRO cited by SILVA, 1992: 37)

We then make reading that this was a period of transition, where the military government was leaving to exist and

democracy start its trajectory with a speech differently than hitherto paraded. You can also see that the authoritarian traditionalism of the teacher, very sharp during military, opens space for those with a new philosophy of work and a speech innovative. In addition to these facts, the university has maintained a department and includes discussions on how to democratize also access to higher education, believing that could act as processing of reality that is presented.

On this point, we believe that the high selectivity and elitism of Higher Education are determined by the level of income of socio-economic groups that determine. Inferred then that the Higher Education is designed, preferably, to the elite. This is so, which set new selective internal mechanisms. These can highlight a post-graduate courses and short courses.

That is what the assessment educational ends, in the context of the university, came to be an impartial mechanism in the selection process, since "it is not necessary to resort to physical force, since there are 'feathers', sanctions, for those fleeing the rule as a 'hold' or a 'exclusion'. "(GADOTTI, 1991: 65)

And in this regard, the evaluation, according LUCKESI (1986: 29) "shall be the function of static classify an object or a human being in a historical pattern definitively determined. In terms of school learning, can be definitely classified as lower, middle and upper. "

By to go the field of sociology of education, we can see that there are, essentially, two ways to approach that permeates the whole issue of educational assessment, they are: the sociology of the implied assessment[2] and sociology explicit assessment[3].

Thus, the evaluation from the point of view of the system, will represent a form of inspiration with a background and ideological course accompanied by a selection social, which for teachers presents as a way to control and judge the educating, and for parents has been a significant rise socially.

The assessment, in a context where higher education ultra-elitist, where the distribution of educational opportunities in regard to that level, it is conditioned by factors economic, social, political and of the families of students, just being a tool legitimate of this idea, a since the entrance to the called 3º rd Degree is for those who have, in theory, greater purchasing power to invest in a better preparation for the selection process that will be subject, usually in Public Institutions of Higher Education.

What we can see is a process that is going to reverse, since it is "putting more people may (at least in theory), free schools, and who can least (or may not) in schools paid." (SANTOS, 1988:7)

In this regard the implementation of an assessment democracy depends, ultimately, the democratization of society, where the university fulfills the role of social selection. To do so, just look at the mechanisms for selective admission (tests, exams, vestibular) to demonstrate this idea, mechanisms which normally has been employed as a value and quantify knowledge.

The goal the assessment is a tool legitimate official, or has any legal backing of the system to approve or disapprove, remove and delete to the university to stay there for the registration, for the diploma.

**3- The Assessment Formative and Graduate Education in Physics**

We understand the difficult task of trying to make the issue of assessment training[4] will be included as an agent of change regarding graduation in Physical Education. We must be aware of the difficult task of trying to make the evaluation process is an agent of transformation

[2] translates into a set of references and analysis on evaluation, scattered and fragmented into work whose object is a generic school education.

[3] This is the result of many efforts theoretical and empirical, intentionally structured around the assessment as an object of research (sole or central)

[4] "It is all the assessment that helps the student to learn and to develop, or who works for the regulation of learning and development for a design education." (HADJI, Charles. Assessment demystified. Porto Alegre: Medical Arts, 2001)

of the current education process that constantly contemplate in our professional expertise, as we can, in most cases, is the fact observe the disregard with which the systems of evaluation are treated by many professionals included in the educational process Brazilian.

A good example of this fact is noted at the time that it shows the little importance given to the System of Evaluation of a considerable number of teachers whose performance area of the Physical Education.

This fact has generated numerous problems, since these systems (and by consequence objects) for evaluation just becoming confused, with a smaller definition of the real goals that formative assessment is intended, and to become, in large part , untied the social reality where the IES (Institution of Higher Education) is located, and which I think would be worse, completely misrepresenting Project Education Course in question.

The disregard for the system of assessment can be assigned and join the connotation practice that is advocated by many teachers for the courses to graduate, they may be at the level of degree or Bachelor.

Thus, the interpretations made about the evaluation process conducted over several graduations of IES and show it is suffering from a certain degree of contradictory. From the theoretical point of view, we educators aware that arrive pointing to the students the shortcomings of the evaluation process, criticize them in a consistent manner and with a lot of reasons and depth, but in contrast ultimately develop its practice of a rigid and if not authoritarian, often improvised.

So occurring, just not giving importance to the valuation, but always disapprove, remove, select. There are, currently, a whole discussion around the topic assessment, but the main clash is in tariff in technical issue that involves the process, which, although very important item, can not be solved within the IES, we must go much further the camp purely technical.

Thus, we believe strongly in the scientific community who has devoted special attention to the issue of formative assessment. What we need (the eyes visas) are people who are coming back to work focused directly to this very valuable instrument of measurement. Maybe even go the same way the issue curriculum (in Physical Education) posted by FRASSON (1994) in the moment in which it emerges to be the device (curriculum) the first area of education which received a significant advance, since there is a curriculum minimum established.

And he still continues:

It is also the commitment of this community, first by it is a guiding path for the formation of our future professionals, and secondly the constant evolution of the sport and professional schools, new systems of training, the need and demand of the population in academy of activities, leisure, the concern with the physical well being, the involvement in sports marketing, which came to transform the old and outdated concepts of thinking Physical Education, which made it an object of study of the most requested in the area social and educational. (1994: 146-7)

What we need now, as happened with the example above, you begin to take forward on the process of evaluation in Physical Education in practice Brazilian university with the intention of establishing a proposal to build a new model of assessment.

**4- A Contemplation of the issue of the Graduate Evaluation in Physical Education**

We stress the fact that it is not just to seek will be another sociology (even if specialized), dichotomy the sociology of education, but before timely the visibility of the assessment, attention should be focused on ways, means and operational, which is

not a very easy task to be performed.

First, the evaluation (as we understand it) is not a discipline, but a mere object of research which, by their nature, remains open to different approaches (disciplinary and interdisciplinary). Furthermore, there is still a focus which outline specific[5] that might to allow talk of a sociology of the evaluation.

Thus, we can contemplate the presence of two key vectors in the field of sociology of evaluation: one converges to the study evaluation of practices that, in short, support the learning of students or that justify the certification school[6].

The other vector concerns the problems the relationship of those practices of evaluation (formative) with the different forms of accountability of the education system used. So it is not only the formal and informal evaluation practices and their consequences (social, educational, ethical, political, among others) that may interest a sociology of the evaluation in Physical Education, but also those involving mold (or not) the teachers.

The sociology of the assessment can also instruct the problem of the relationship of the assessment with the processes of social change as well as discussing its use as support for processes of political legitimacy and regulation / deregulation, verifiable levels in different social and institutional.

Accordingly, the shaft diacronnic, the study of educational assessment can only refer to the various and scattered or legal frameworks and regulations state that over time have come to affect the choice of different systems, schedules or forms of assessment - they own referential the anthropological conceptions, philosophical or educational, whose understanding requires thorough knowledge of the specific historical periods, or of certain climate political, social and economic ... as a result of the interaction of internal and external factors, and the functions that update assigned to the same assessment. (AFONSO, 2000: 17)

To tackle the issue of the assessment within the degree in Physical Education, that, at any time, could be considered as a process that occurs in isolation within the classroom, ending up as a product that instantly becomes the object of that area teacher who do not know how to transform its results into something productive capable of promoting a significant improvement in education.

Due to the specificities of Physical Education, this process can not become simply a way to attach notes, acting only in order to raise data able to meet only the needs bureaucratic.

**5- The Job "Body and Mind" and the relationship between "Theory and Practice": Important Role of the Professional Physical Education**

When you work with body and mind, theory and practice, demonstration and implementation of gestures and acts sports, it is essential role of the teacher be fully aware of the educational act that develops at that moment, and the importance of all that assessment that must be made as a tool for support with full capabilities for diagnosing the little trouble after moving to favor the process of teaching-learning both what comes to the theory about the practical part.

In order to reach this stage, it is necessary that the models and also the instruments of assessment will be made in order to seek the equates that opportunity efficiency to ensure that all purposes can be achieved, among them, not only the certification or the benchmarking of results but also a certain quality of the education contemplated in order to set a certain standard in educating professional.

At this moment, we can not leave aside a certain degree of subjectivity, since in order to cooperate for the verification of the quality and, above all, should serve to explain how this process to evaluate came to help in the transformation that took place in the training of student.

[5] It may be relatively different from what is produced by other disciplines particularly in science education

[6] This practice is determined by the power of evaluating teachers' and the conditions of legitimacy of their judgments evaluation. Walo Hutmacher suggested precisely that a sociology of the evaluation could focus on evaluation as social relationship in which one of the actors is required to pronounce a judgment on another (it is necessary) to examine conditions for the legitimacy of this trial (. . .) ". (AFONSO, Almerindo J. Educational Evaluation: regulation and emancipation. São Paulo: Cortez, 2000.)

In this line of thinking, we have to comment on a situation especially in what concerns the need to be measured (evaluate) technical knowledge and / or skills relevant to the physical and sporting activities. We too often teachers applying tests or evidence in a completely alien environment that that once was used at a time of learning.

What we mean, in fact, is the fact that one can not discard any way that constant need to check whether what the student has remember what it was transmitted and shown, however, to develop content based on theory and practice we must always seek ways to evaluate the relevant practical skills, and if possible is in the same environment where the study developed practical, and will be better still if we assign a greater weight to those situations that can reflect the degree to which the skill was developed .

Our intent is not draw a roadmap, but take the evaluator to contemplate facts as to think the assessment considering the initial involvement of the students, those circumstances in which he came in a first time, then going to consider their questions, their needs and their reactions forward to the evaluation process.

It is therefore pertinent quote PAIVA (in FELTRAN) *apud* SAUL the moment in which he poses some difficulties encountered in the search for a Graduate rethink the evaluation of the higher level: `authoritarian that the trace are the ventures evaluation; the perception of a threat to a greater or lesser degree, all the work evaluation represents for the people involved, and an attitude irreducible regarding action sector, as a result of data evaluation. "(2002: 114)

Therefore, we can infer that the concerns and situations described herein with respect to the moment of assessment in Graduate Education in Physics, analyzing a theoretical point of view, have some concerns at the moment are addressing a whole issue in what concerns the construction a better education and, by consequence, the improvement of the techniques employed at the time to assess, all due to the fact of that evaluation gain serve as auxiliary this evolutionary process of learning.

We then move to Take perspectives on the fact that we must emphasize the need to be prominent analyze and adapt such models evaluation so that they can adapt to the reality of where IES is being applied, it is seen the idea of that, once developed and deployed, should be subject to constant review so as not to become an instrument that does not bring any benefit in all its aspects.

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**POSSIBILITIES AND APLICABILIDADES DA *(TRUE?)* EVALUATION FORMATIVA IN HIGHER EDUCATION BRAZILIAN: A LOOK FOR GRADUATE IN PHYSICAL EDUCATION**

**ABSTRACT**

This study it has as objective to raise perspectives on the process of evaluation in the practical one of the Brazilian university formation, standing out the identity conservative who the evaluation, while process, presents until the present. The indifference stops with the evaluation system can be attributed and be appended to the practical connotation that it is defended by many professors for the graduation courses, being able to be they in level of bachelor and/or licentiate. Therefore, they are not only the practical formal and informal to evaluation and its consequences that can interest a sociology of the evaluation in Physical Education, but also the molds that they involve, or not, the professors.

KEYWORDS: - Assessment Formative - Society - Higher Education

**POSSIBILITÉS ET APLICABILIDADES DA (VRAI?) FORMATIVA ÉVALUATION DE L'ENSEIGNEMENT SUPÉRIEUR BRÉSILIEN: A CHERCHER DES DIPLÔMÉS EN ÉDUCATION PHYSIQUE**

**RÉSUMÉ**

Cette étude a comme objectif d'élever des perspectives sur le processus d'évaluation dans la pratique de l'université brésilienne de formation, et s'élève à l'identité de l'évaluation conservatrice qui, tout processus, présente jusqu'à présent. L'indifférence du seul ressort de l'évaluation du système et peuvent être attribués soit joint à la pratique de connotation qu'il est défendu par de nombreux professeurs pour la gradation des cours, pouvant être à leur niveau du baccalauréat et / ou de licence. Par conséquent, ils ne sont pas seulement les pratiques formelles et informelles à l'évaluation et à ses conséquences qui peuvent intéresser une sociologie de l'évaluation en éducation physique, mais aussi les moules qu'ils impliquent, ou non, les professeurs.

MOTS CLÉS: - Évaluation Formative - Société - Enseignement Supérieur

**POSIBILIDADES Y APLICABILIDADES DA (TRUE?) FORMATIVA EVALUACIÓN EN LA ENSEÑANZA SUPERIOR BRASILEÑA: UNA MIRADA PARA GRADUADOS EN LA EDUCACIÓN FÍSICA**

**RESUMEN**

Este estudio tiene como objetivo plantear perspectivas sobre el proceso de evaluación en la práctica uno de los brasileños formación universitaria, destacando la identidad conservadora que la evaluación, en tanto que proceso, se presenta hasta el presente. La indiferencia se para con el sistema de evaluación puede atribuirse y se adjuntará a la práctica connotación de que es defendido por muchos profesores de los cursos de graduación, pudiendo ser que en el nivel de licenciatura y / o licenciatura. Por lo tanto, no se trata únicamente de la práctica formal e informal a la evaluación y sus consecuencias que pueden interés de sociología de la evaluación en la Educación Física, sino también los moldes que se trata, o no, los profesores.

PALABRAS CLAVE: - Evaluación Formativo - Sociedad - Educación Superior

**POSSIBILIDADES E APLICABILIDADES DA *(VERDADEIRA?)* AVALIAÇÃO FORMATIVA NO ENSINO SUPERIOR BRASILEIRO: UM OLHAR PARA A GRADUAÇÃO EM EDUCAÇÃO FÍSICA**

**RESUMO**

Este estudo tem como objetivo levantar perspectivas sobre o processo de avaliação na prática da formação universitária brasileira, ressaltando a identidade conservadora que a avaliação, enquanto processo, apresenta até os dias de hoje. Ao percorrermos o campo da sociologia da educação, podemos observar que existem, fundamentalmente, duas formas de abordagem que permeia toda a problemática da avaliação educacional: a sociologia implícita e a sociologia explícita da avaliação. O que se pode constatar é que está ocorrendo um processo de inversão, uma vez que se está colocando quem pode mais em universidades gratuitas e quem pode menos (ou nada pode) nas universidades pagas. O descaso para com o sistema de avaliação pode ser atribuído e apensado à conotação prática que é defendida por muitos docentes para os cursos de graduação, podendo ser eles em nível de licenciatura e/ou bacharelado. Portanto, não são apenas as práticas avaliativas formais e informais e as suas conseqüências que podem interessar a uma sociologia da avaliação em Educação Física, mas também os moldes que envolvem, ou não, os professores.

PALAVRAS-CHAVE:- Avaliação Formativa - Sociedade - Ensino Superior.