



ISSN: 2230-9926

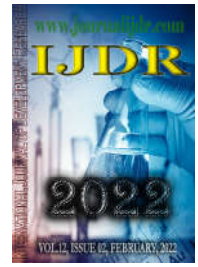
Available online at <http://www.journalijdr.com>

# IJDR

*International Journal of Development Research*

Vol. 12, Issue, 02, pp. 53805-53808, February, 2022

<https://doi.org/10.37118/ijdr.23919.02.2022>



RESEARCH ARTICLE

OPEN ACCESS

## REFLECTIONS ON THE EVALUATION OF REMOTE EDUCATION LEARNING UNDER THE STUDENT PERSPECTIVE AT THE LANGUAGE PROGRAMS AT THE PUBLIC STATE UNIVERSITY OF MARANHÃO

<sup>1</sup>Diana Barreto Costa and <sup>2</sup>Perla RINETTE Alves Lima

<sup>1</sup>Director of the Undergraduate Programs of Languages (Teaching Licensing) in Portuguese, English, and Literature, and Languages (Teacher Licensing) in English and Literature. Adjunct professor level IV, linked to the Center of Human and Social Sciences and Languages (CCHSL) at the Universidade Estadual da Região Tocantina do Maranhão (UEMASUL);

<sup>2</sup>Undergraduate Student, Senior Year (8th semester) in Languages (Teaching Licensing) in Portuguese, English, and Literature at the Universidade Estadual da Região Tocantina do Maranhão (UEMASUL)

### ARTICLE INFO

#### Article History:

Received 10<sup>th</sup> November, 2021

Received in revised form

06<sup>th</sup> December, 2021

Accepted 28<sup>th</sup> January, 2022

Published online 20<sup>th</sup> February, 2022

#### Key Words:

*Emergency Remote Education (ERE).  
Literature. Teaching-learning process.  
Learning evaluation.*

#### \*Corresponding author:

*Diana Barreto Costa,*

### ABSTRACT

This is an empirical and conceptual research that aimed to reflect about the evaluation of learning during the Emergency Remote Education (ERE) under the perspective of students from the Language programs at a public state university of Maranhão, during the semesters of 2020-2 and 2021-1. The study was conducted in a populational sample from two classes of English Language interns. We used the extensive direct documentation technique via online questionnaires. The research was based on works from Hofmann (2002), Luckesi (2003), Pimenta and Ghedin (2002), Vasconcelos (2005), among others. As for student progress concerning their learning and the evaluation practices developed by teachers, we found that, despite ERE compromising the mental health of some participants in this survey, most were satisfied with learning to explore the technological resources and with being evaluated in a more dynamic, diversified, and flexible way. That the teaching-learning process does not fit the traditional model, but evaluative practices lean towards it. In addition, they pointed out the lack of feedback from the evaluation activities, which compromises their best performance and advancement. They suggested that the teacher's self-assessment should also be carried out throughout the evaluation process.

Copyright © 2022, Diana Barreto Costa and Perla RINETTE Alves Lima. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Diana Barreto Costa and Perla RINETTE Alves Lima. "Reflections on the evaluation of remote education learning under the student perspective at the language programs at the public state university of maranhão", *International Journal of Development Research*, 12, (02), 53805-53808

## INTRODUCTION

This paper discusses the evaluation of learning during remote education under the perspective of the students from the programs of Languages (Teaching Licensing) in Portuguese, English, and Literature and Languages (Teacher Licensing) in English and Literature at the Universidade Estadual da Região Tocantina do Maranhão. This complex theme points to many challenges, as it is not enough for the student to get access to higher education, but also for them to be given opportunities to reflect on their learning, so as to improve the professional profile of the graduates, contained in the Program Pedagogical Projects (PPC<sup>1</sup>). This pandemic dramatically altered the reality of teaching, and higher education institutions had to

reinvent themselves to enable continuity of pedagogical activities. Resolution no. 108/2020 – CONSUN/UEMASUL – established guidelines and standards for emergency remote education and altered the Academic Calendar of 2020 due to the exceptional situation resulting from the pandemic of the new coronavirus (SARS-CoV-2), regulating for one third of the classes to be synchronous (web conference), and two thirds asynchronous. That is, in a 60 (sixty) hours course, only 20 (twenty) hours demanded the simultaneous presence of the teacher and the students, in a virtual classroom; the remaining 40 (forty) hours should be distributed for activities to be done by students. The replacement of presential classes for remote classes produced overload and anxiety for teachers, low teaching efficiency and low student motivation, resulting in more frequent interruption of courses and also of the major itself. In this challenging scenario, the structure of the teaching-learning processes, in which evaluation is inserted, deserved to be investigated. Our time frame consisted of semesters 2020-2 and 2021-1, as there was equality of

<sup>1</sup>Translated from *Projetos Pedagógicos dos Cursos (PPC)* in the Portuguese original.

methodology among them, that is: the courses were worked concurrently, not by blocks, as it happened in 2020.1. For this investigation, the following guiding questions were elaborated: how has student progress been in terms of learning the contents worked remotely? Have evaluation practices been more traditional or transformative?

Reflecting on the evaluation of learning in Emergency Remote Education (ERE), from the student perspective, in the Language courses at UEMASUL, is the general objective of this work and from where the following specific objectives were developed: to research the evaluation of learning in federal and state regulation documents, as well as the available literature on the subject; and to carry out research with students who studied in the aforementioned Literature majors about the evaluation process in the period and their learning, during the semesters of 2020-2 and 2021-1. So far, no research has been carried out on the evaluation of learning in remote teaching from the student perspective in the aforementioned higher education institution. This research is made relevant not only for its originality, but also for the opportunity to listen, to give visibility and to value what students have to say about the subject.

**Emergency Remote Education (ERE):** We will contextualize Emergency Remote Education (ERE) in a brief retrospective. In December 2019, the World Health Organization (WHO) announced the occurrence of a disease of unknown causes in the province of Wuhan, China. A month later, that same body declared a Public Health Emergency of International Concern (PHEIC) on all continents. In Brazil, in February 2020, the Ministry of Health declared a National Health Emergency and, from then on, the suspensive effects of social coexistence became the guideline for organizing life in society. States, and municipalities, edited decrees regarding the suspension of classes as a protective measure. Then, in March 2020, the Ministry of Education and Culture (MEC), through Ordinance no. 343/MEC advised the substitution of presential classes in favor of classes in digital media, for as long as the COVID-19 pandemic situation lasted. The aforementioned MEC Ordinance no. 343, of March 17, 2020, in its Art. 1, paragraph 2, provided for the replacement of in-person classes with remote classes during the pandemic period, establishing that:

§ 2º It will be the responsibility of the institutions to define the disciplines that may be substituted, to provide students with tools that allow them to monitor the contents offered, as well as to carry out assessments during the authorization period mentioned in the caput.

Therefore, the National Education Council (CNE<sup>2</sup>) issued normative acts providing for the organization of academic calendars, scholastic and teaching activities for all levels and teaching modalities. In order to continue classes, the State Council of Education of Maranhão (CEE/MA<sup>3</sup>), in the use of its legal and regimental attributions, published Resolution no. 94/2020, considering that the emergency teaching used as a complement of learning or in emergency situations, should:

Art. 1 - Public or private educational institutions linked to the State Education System of Maranhão, which offer Basic Education and Higher Education, in this emergency public health situation, in order to mitigate the educational consequences caused by the Coronavirus pandemic, may propose to in addition to replacing face-to-face classes, ways of carrying out non-face-to-face curricular activities to comply with the school calendar. (CEE/MA RESOLUTION No. 94/2020, p.3).

Also, we have CEE/MA Resolution No. 200/2020, in its article 16, considering, among others, MEC Ordinance No. 544, of June 16, 2020, on the replacement of presential classes with classes in digital

media while the situation of the novel coronavirus (COVID-19) pandemic lasts:

Art. 16 To higher education institutions, observing the constitutional autonomy, for the reorganization of the academic calendar and the fulfillment of the minimum workload for each course, required by the National Curricular Guidelines and by the internal institutional regulations, the following possibilities are indicated:

I- use of information and communication technology to develop the pedagogical activities of the curricular components in a non-presential way;

II- use of institutional social networks to encourage students to continue their studies and to develop social, life and professional projects;

III- development of research and extension activities in a non-face-to-face manner, with the use of technological resources, aimed at serving the community, including actions to prevent the spread of COVID-19;

IV- adequacy of virtual learning environments, together with other technological resources available in Universities for the development of synchronous and asynchronous pedagogical activities, in compliance with the provisions of the PPCs of each course; [...] (BRAZIL, 2020).

It is clear with these regulations that, despite the unprecedented moment of crisis, which combines health and economic factors, the right to education has not been lost sight of, even in contexts of threat to life. From March 15, 2020, until June 24, all face-to-face activities were suspended, due to the Covid-19 pandemic; then, on June 25, Resolution no. 107/2020 – CONSUN/UEMASUL was published, reopening the 2020 Academic Calendar in order to establish rules and procedures for the Special Academic Period 2020-3, which was equivalent to vacation courses through remote teaching, and whose period lasted from July 15 to August 17 of that year. In effect, the Teaching Centers were supposed to organize the offer of curricular components, which would occur by joining the courses, limited to a single one per period. Courses of practical nature, however, were vetoed by this norm. On August 10, Resolution no. 108/2020 - CONSUN/UEMASUL was published, establishing the guidelines and standards for Emergency Remote Education, as well as other research and extension activities during the suspension of in-person activities, in addition to changing the Academic Calendar of 2020 due to the exceptional situation arising from the new coronavirus (SARS-CoV-2) pandemic. Thus, it was regulated that one third of the classes would be synchronously (web conferencing), and two thirds asynchronous. SIGAAUEMASUL's synchronous and asynchronous communication tools were made available to all teachers, and a brief training was carried out for handling it (SIGAAUEMASUL) and other active methodologies. Semesters 2020-2 and 2021-1 were not worked in blocks; that is: classes had to take place from January 4 to April 16, 2021. Learning in a virtual environment requires students to have a greater degree of autonomy and academic skills, such as reading, writing, and the use of digital resources. It also requires teachers to reflect on their teaching concept and on the resulting activities: whether traditional teaching, centered on the teacher and the conveying of content, or teaching centered on students and their more active involvement in learning activities (ZHU; LIU, 2020), in order to promote the development of the required professional behavior.

**The evaluation of learning in higher education:** The evaluation practice in higher education is not yet investigated as often as it should be. Teachers and students, despite being subjected to the action of evaluation, are not willing to reflect and discuss about it in order to face the problems concerning the evaluation. Law no. 9.394/96, known as the Law of Directives and Bases of National Education (LDBEN<sup>4</sup>), when dealing with evaluation, does so not specifically in relation to higher education, but makes the following clear:

<sup>2</sup>Conselho Nacional de Educação, in the Portuguese original.

<sup>3</sup>Conselho Estadual de Educação do Maranhão, in the Portuguese original.

<sup>4</sup>Lei de Diretrizes e Bases da Educação Nacional, in the Portuguese original.

Art. 24. Basic education, at the elementary and secondary levels, will be organized according to the following common rules:  
[...]

V – the verification of school performance will observe the following criteria: a) continuous and cumulative assessment of the student's performance, with a prevalence of qualitative aspects over quantitative ones and the results throughout a period over those of eventual final exams; [...] (BRAZIL, 1996).

When analyzing the device above, "aspects" do not refer to grades, but to the student academic records, so that their weaknesses represent learning that needs to be achieved and that the teacher can use them to resume their pedagogical practice. The "results throughout a period" emphasize the procedural character of the evaluation, signaling that it should not be punctual. Therefore, the evaluation practice will correspond to the conception that one has of education, teaching and learning. In higher education, the old practice of judging results at the end of school periods reinforces the authoritative nature of evaluation. According to Hoffmann (2002, p. 66) "for many university professors, a high degree of demand in tests and exams is synonymous with competent teaching. It is incompetent to pass all students". This being so, we observe the primacy of the classificatory, quantitative aspect, which goes against what is established by the LDB. In evaluative practice, there may be variations in the instruments to be used, but this does not occur when analyzing what is done with the results obtained. For Luckesi (2003, p. 25), "the methodological procedure is summarized in transmitting the content, setting the date of the test or any other instrument, applying the evaluation activity, correcting, delivering the work". Once this is done, the next cycle of pedagogical work is resumed, and routine follows. In times of Emergency Remote Education (ERE), students of Language programs expressed themselves about the object of study in question; more specifically, the evaluation of learning in remote teaching that, which we will know better after the methodological procedures section.

**Methodological Procedures:** To be a teacher in the programs of Languages/Teaching Licensing in Portuguese, English, and Literature and Languages/Teaching Licensing in English and Literature has greatly facilitated the realization of this research, since the contact with students in Emergency Remote Education (ERE) was weekly, through the course of Supervised Curricular Internship in English, during semesters 2020-2 and 2021-1. It is a research with a qualitative approach.

**Research Delimitation:** This research was carried out at a public university in Maranhão, located in the interior of the state, and contained the participation of 27 students of the Languages Course.

**Technique Employed:** The Extensive Direct Documentation technique was used. Our data collection instrument was the online questionnaire, which constituted nine questions, being eight open and one multiple choice. Data obtained in the virtual field research is presented through an excerpt from the participants' speeches, followed by their interpretative analysis. Due to the limitation of pages in this article, only the most relevant issues will be explored, as will be seen below.

**Evaluation of Learning under the Student Perspective:** As presented in the introduction, the pandemic directed us towards remote teaching and the university, through a resolution, determined that one third of the workload should consist of synchronous classes, with two thirds asynchronous. The students were asked to compare and give their opinion on the learning evaluation system adopted during presential teaching and during Emergency Remote Education (ERE), to which they responded:

E4- [...] in the remote system, there is more autonomy and more opportunities for research and learning. They become more dynamic, more flexible, and more diversified. If students are researchers and builders of their own knowledge, this will help in their evaluation.

E6 - [...] in Emergency Remote Education, debates and seminars are more explored, aiming at the development of students, exploring technological resources, encouraging creativity, in addition to extinguishing the evaluation through written tests, which caused a lot of tension and we did not always have a fair and effective result.

E8 - [...] It was common, in the presential mode, for some teachers to have a single type of evaluation, such as, for example, only textual production or solely debates. In the remote mode, the variety of ways to evaluate was a point that improved our program.

E9 - [...] unfortunately I didn't have the ability to organize myself properly, which was bad for my mental health. I felt and still feel very busy, which caused me anxiety attacks and lack of energy to even get out of bed.

E13- It got worse, excess exposure time to the computer or cell phone made the task of studying something exhausting. There is an absurd mental fatigue. In many lectures the discouragement of the class was noticeable, the interaction between teacher and student became much more difficult. I could see the wear on both sides, both were tired.

As can be seen above, there were students who highlighted that the evaluation of their learning during ERE was more flexible, dynamic, diversified. It favored exploring the use of technological resources, of creativity, quite differently from the presential mode in which the test instrument was prevalent, something that strained them. According to Andrade (2021, p. 10), there is a need to:

[...] to diversify students' learning experiences using videos, podcasts, interactive texts, and even virtual games that enable the learning of curricular components, guarantees the creation of an assertive routine in face of a scenario of instability and so many changes.

However, it is also observed that for some it has been challenging: mental health shaken; anxiety attacks; discouragement; excess of tasks and time in front of a screen; have all been compromising the pace and quality of learning. Therefore, socio-emotional aspects need to be considered by the professors when planning their classes (evaluations), and the promotion of digital inclusion should be addressed by the Higher Education Institution (HEI<sup>5</sup>). We must recognize the efforts of HEI directors to reduce the damage brought by the pandemic to the teaching-learning process with the distribution of chips, but more investment is needed in this regard. We sought, through closed questions, to find out if the teaching-learning process is close to the traditional model of "banking education", as stated by Paulo Freire, to which 60% answered no. In this sense, it was asked if, when evaluating, the teacher prioritizes the reproduction of memorized knowledge and out of all of them, 40% said no, while 33.3% reported that some teachers did. We also inquired if the evaluation represents an instrument of investigation of the difficulties of the student, to what they affirmed it to be so for 35.7% of the professors and, for some of them, 42.8%. As the last closed question to be presented here, we sought to know if it is common for the teacher to give feedback on the corrected evaluation activities and, unfortunately, 66.6% said that some teachers do it and 33.3% said yes. A brief analysis of the responses gives us a glimpse that the quality of the teaching-learning process deviates from the traditional model. However, the evaluative practices indicate that they need adjustments because they are not characterized as an opportunity for critical reflection of the process. Most students state that not all teachers review the evaluation instrument to explore it together, so as to know the reason for successes and errors, and what to do to resume unassimilated contents. This flirts with traditional evaluation, which extracts grades in attendance to the bureaucracy of the education

<sup>5</sup> IES in the Portuguese original, meaning *Instituições de Ensino Superior*.

system. According to Vasconcellos (2005), what has to be changed must be evaluated in order to change.

Finally, we asked students what message they would like to relay to their teachers for the evaluation process to be effective, to which they responded:

E6: Challenge students, get them out of their comfort zone, encourage creativity, use dynamism in activities, and have empathy to deal with the situation of each student.

E7: [...] it is necessary to assess the evaluation by the professors, overcoming the traditional concept of only evaluating the student, but also evaluating the professor and their teaching strategies.

E9: Take into account that many students do not have a good structure at home, not only technological, but familiar as well. [...]

E13: [...] that when making an evaluation, they take into account the entire trajectory of the student during the course and not just a specific moment to acquire a grade.

E15: Do not assign large works for the last grade. Almost everyone assign extensive works for the last grade, we have huge chores for pretty much the same deadlines.

Student trajectory has always been permeated by this traditional practice of being graded instead of being evaluated, as is evident in their discourse. However, intuitively, they talk about evaluation when they propose teaching strategies that stimulate creativity, taking them out of their comfort zone, and that it should be a two-way process, that is: when evaluating the student, the teacher must also evaluate their own work. This is the proposal of the reflective teacher, of self-evaluation and, according to Pimenta and Ghedin (2002, p. 19), "reflection, analysis and problematization of professional practice also become fundamental for the production of knowledge". In conclusion, ERE, much more so than presential teaching, cannot ignore the adverse realities of the public university students who, as a rule, present social, psychological, emotional and many other vulnerabilities. So, when they ask for empathy from teachers and explain why, as highlighted by their speeches, evaluative practice needs to consider such peculiarities.

[...] the university and the faculty must adopt, with a welcoming attitude, the habit of listening to students, so that they can express their anxieties about academic activities and then, together, solve problems in a practical way, so as to not turn them into traumatic experiences (TEIXEIRA; DAHL, 2020, p.45).

Thus, several studies in the country have shown that, during the pandemic, the psychological health of teachers and students has been strongly affected and that, despite being temporary, this is a great learning opportunity for everyone. The evaluative practice must be included in the list of teaching learning.

### Final Thoughts

During the pandemic, educational institutions in general had to reinvent themselves to guarantee the right to education of students. At the Universidade Estadual da Região Tocantina (UEMASUL) it was no different. To that effect, it legislated ensuring the return of classes through Emergency Remote Education (ERE). Although synchronous classes were reduced to a third, semester 2020-1 started in August of that year.

Being a teacher of a Supervised Curricular Internship in English Language, in the Language major, during 2020-2 and 2021-1, made it possible to carry out this research. Here, we presented the answers to the guiding questions regarding the students' progress in relation to learning and regarding the evaluation practices developed by the teachers. We found that, despite the ERE compromising the mental health of some participants in this research, most students deemed it significant to learn how to explore technological resources and to be evaluated in a more dynamic, diversified, flexible way, in addition to being able to enjoy academic mobility, as it became possible to enroll in courses taught on other campuses. Regarding the teaching model, they stated that it is not the traditional one, but that the evaluative instruments still require the reproduction of knowledge and that most teachers do not give feedback in relation to the evaluation process. Thus, what is observed is that the classes favor student protagonism, but the evaluative practices tend to be traditional. In view of the complexity of the topic, it is suggested that further investigations be carried out from this point of view for a better understanding of the subject.

## REFERENCES

- ANDRADE, Natália Avilla. Como avaliar os alunos do ensino fundamental durante o período de ensino remoto. *EDUCAR E EVOLUIR*, v.1, n.3, p. 7-12, 2021.
- BRAZIL. Lei de Diretrizes e Bases da Educação Nacional. Lei número 9394, 20 de dezembro de 1996.
- BRAZIL. Ministério da Educação. Portaria MEC nº 343, de 17 de março de 2020. Available in: <https://www.gov.br/mec/pt-br>. Access in: 07 sep. 2021.
- gênese e crítica de um conceito. 2. ed. São Paulo: Cortez, 2002.
- HOFFMANN, Jussara. Pontos e contrapontos: do pensar ao agir em avaliação. Porto Alegre: Mediação, 2002.
- LUCKESI, Cipriano. A avaliação da aprendizagem escolar. São Paulo: Cortez, 2003.
- MARANHÃO. Resolução CEE/MA nº200/2020. Estabelece normas educacionais complementares para as instituições integrantes do Sistema Estadual de Ensino do Maranhão, enquanto permanecerem as medidas de prevenção ao novo Coronavírus – COVID-19, conforme os dispositivos da Lei nº 14.040/2020, e dá outras providências. Available in: <http://conselhodeeducacao.ma.gov.br>. Access in: 19 dec. 2021.
- MARANHÃO. Resolução CEE/MA nº94/2020. Estabelece normas educacionais complementares para as instituições integrantes do Sistema Estadual de Ensino do Maranhão, enquanto permanecerem as medidas de prevenção ao novo Coronavírus - COVID-19, conforme os dispositivos da Lei nº 14.040/2020, e dá outras providências. Available in: <http://conselhodeeducacao.ma.gov.br>. Access in: 19 dec. 2021.
- MARANHÃO. Resolução nº 108/2020 CONSUN/UEMASUL. Estabelece diretrizes e normas para o ensino emergencial remoto e demais atividades de pesquisa e extensão, durante a suspensão das atividades presenciais, e altera o Calendário Acadêmico 2020 da Universidade Estadual da Região Tocantina do Maranhão. Available in: [uemasil.edu.br](http://uemasil.edu.br). Access in: 10 sep. 2021
- PIMENTA, Selma G.; GHEDIN, Evandro (org.). Professor reflexivo no Brasil:
- TEIXEIRA, Melissa Ribeiro; DAHL, Catarina Magalhães. Recriando cotidianos possíveis: construção de estratégias de apoio entre docentes e estudantes de graduação em Terapia Ocupacional em tempos de pandemia. *Revista Interinstitucional Brasileira de Terapia Ocupacional-REVISBRATO*, v. 4, n. 3, p. 509-518, 2020.
- VASCONCELLOS, Celso. Avaliação: concepção dialética libertadora do processo de avaliação escolar. 15. Ed. São Paulo: Libertad, 2005.
- ZHU, X.; LIU, J. Education in and after Covid-19: Immediate responses and long-term visions. *Postdigital Science and Education*, [s. l.], Apr. 2020.