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## Artigo

### Distance learning in educational background: evaluation proposals

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#### ABSTRACT

This work presents, through theoretical contributions of Castells and Belloni, evaluative reflection on trodden paths within a Distance Learning (DL) from Universidade Aberta do Brasil (UAB) system. From the main aim to discuss and demonstrate the need and the possibilities of evaluation to DL courses that include more perceptions and more concrete experiences of individuals who participate in them, this paper proposes a reflection on the need of an evaluation model capable to overcome the structural dimension of distance education systems from DL, leading to the relationships between the elements that constitute the course. We built in parallel, the timeline of the evaluative way from such courses, their affinity and differences between DL and the traditional model. This paper has an introductory chapter and a second chapter presenting the Distance Learning in a technological context of innovations and intensification of public policy over DL. The third chapter questions

the challenge to study, develop and refine methods of evaluation of these processes and systems that support multiple dimensions; The fourth chapter discusses the data brought by evaluation about distance learning, it presents digital inclusion as an aspect of great relevance of the impact of distance learning course with their students. As conclusion, the paper argues the need to contribute to thinking about an evaluation model able to emphasize it on other relevant dimensions of distance courses.

**Keywords:** Distance Education; Institutional assessment; digital inclusion; Quality in Distance Education.

#### RESUMEN

Este trabajo presenta, por medio de contribuciones teóricas de Castells y Belloni, una reflexión sobre caminos evaluativos, elaborados en el interior de un curso de Educación a Distancia (EaD) del sistema Universidad Abierta de Brasil (UAB). A partir del objetivo

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principal de discutir y demostrar la necesidad y las posibilidades de realizar evaluaciones de cursos de EaD que incluyan las percepciones y vivencias más concretas de los sujetos que participan en ellos, el artículo propone reflexionar sobre la necesidad de un modelo de evaluación capaz de sobrepasar la dimensión estructural de los sistemas de EaD, dirigiéndose a las relaciones entre los elementos que constituyen el curso. Edificamos, en paralelo, el histórico de la forma de evaluación de tales cursos, su afinidad y diferencias con relación al modelo presencial tradicional. El artículo cuenta con un capítulo introductorio y un segundo capítulo que presenta la educación a distancia en un contexto de innovaciones tecnológicas e intensificación de políticas públicas para la modalidad. El tercer capítulo coloca en discusión el desafío de estudiar, desarrollar y perfeccionar modos de evaluación de estos procesos y sistemas que alcancen sus múltiples dimensiones; el cuarto capítulo abarca datos producto de la evaluación institucional del curso a distancia, se presenta la inclusión digital como un aspecto de gran relevancia del impacto del curso a distancia junto a sus alumnos. Como consideraciones finales, el artículo sustenta la necesidad de contribuir para pensar un modelo de evaluación capaz de colocar en relevo otras dimensiones relevantes de los cursos a distancia.

**Palabras clave:** Educación a Distancia; Evaluación institucional; inclusión digital; calidad en Educación a Distancia.

## RESUMO

Este trabalho apresenta, por meio de contribuições teóricas de Castells e Belloni, uma reflexão sobre caminhos avaliativos,

trilhados no interior de um curso de Educação a Distância (EaD) do sistema Universidade Aberta do Brasil (UAB). A partir do objetivo principal de discutir e demonstrar a necessidade e as possibilidades de realizar avaliações de cursos de EaD que incluam as percepções e vivências mais concretas dos sujeitos que deles participam, o artigo propõe refletir sobre a necessidade de um modelo de avaliação capaz de ultrapassar a dimensão estrutural dos sistemas de EaD, dirigindo-se às relações entre os elementos que constituem o curso. Edificamos, em paralelo, o histórico da forma avaliativa de tais cursos, sua afinidade e diferenças em relação ao modelo presencial tradicional. O artigo conta com um capítulo introdutório e um segundo capítulo que apresentam a Educação a Distância em um contexto de inovações tecnológicas e intensificação de políticas públicas para a modalidade. O terceiro capítulo coloca em discussão o desafio de estudar, desenvolver e aperfeiçoar modos de avaliação destes processos e sistemas que deem conta de suas múltiplas dimensões; o quarto capítulo abarca dados trazidos da avaliação institucional do curso a distância, apresenta-se a inclusão digital como um aspecto de grande relevância do impacto de curso a distância junto aos seus alunos. Como considerações finais, o artigo sustenta a necessidade de contribuir para pensar um modelo de avaliação capaz de colocar em relevo outras dimensões relevantes dos cursos a distância.

**Palavras-chave:** Educação a Distância; avaliação institucional; inclusão digital; qualidade em Educação a Distância.

## INTRODUCTION

With the emergence of new interactive digital technologies, new ways of teaching / learning are coming, now it's necessary to use technological mediation. We refer to the various systems of distance learning created in recent decades, starting out on the field of education, resources that allow communication in concurrent or different times, making the interaction possible between new time-space relationships.

If distance learning systems are reality and in clear expansion process nowadays, the modes must be evaluated from the point of view of the institutional that still are in a lack of depth.

Distance learning systems, in our opinion, are far more complex and superior to regular education systems due to the many elements that make up its structure and determine their internal relations.

This way, this paper presents a reflection on the evaluation ways trodden during distance learning course in the UAB system evaluation paths. With this, we intend to contribute to build evaluation models that exceed the structural dimension or more material than DL systems, and are directed to relations between the elements that constitute the course. It's needed to accept the challenge to study, develop and improve methods of these processes of evaluation and systems that support its multiple dimensions.

Initially, reflecting about distance education in a context of technological innovations and intensification of public policy for the teaching method, this paper has an introductory chapter and a second chapter

that presents the discussion. The third chapter brings into question the challenge to study, develop and improve methods for evaluating these processes and systems that support its multiple dimensions. In the fourth, it presents digital inclusion as an aspect of great relevance of the impact of distance learning course with the students. As conclusion, the paper argues the need to contribute to thinking about an evaluation model able to emphasize it on other relevant dimensions of distance courses.

## 1. THE DISTANCE LEARNING IN THE CONTEMPORARY CONTEXT

Distance learning as an effective and recognized in the educational setting is a recent practice in the country, with more concrete representation from the twentieth century. It used to work as an alternative used mainly in non-formal education (ALMEIDA, 2009, et al). Until the practice was gradually regularized and regulated by the governmental sphere which organizes teaching systems in Brazil, a few decades have passed by. Currently, DL profits a substantial stability occupation place in the academic scenario, especially in higher education, achieved even with certain doubts and criticisms inherent of this model of education.

Incorporated as an interface tool, the emergence and improvement of ICT come to tying to the DL quite successfully, providing thereby an intense change, even in their own way to understand and develop the method itself since then (BELLONI, 2009 p.31).

It's not possible, however, take off the educational sphere of the context in which it is inserted that currently also shows itself surrounded by these technologies:

contemporary sociologists like Castells defend that the information technology revolution as kick start to complexity analysis of the of the new economy, society and culture in education is because of its accessibility in all spheres of human activity.

Communication absolutely, shapes the culture, because as Postman says, "We do not see reality as 'it' is, but how are our languages. And our languages are our media. Our media are our metaphors. Our metaphors create the content of our culture". As culture is mediated and determined by communication, the cultures themselves, i.e., our belief systems and codes historically produced are processed in a fundamental way by the new technological system and will be even more over the time (CASTELS, 1999, p. 414).

In line with this new context in which individuals are embedded, distance education emerges as a provision that fully suits the environment and needs of modern society, considering that it makes use of new technologies effectively, a different from traditional methods of education, classroom, which lacks the ability or the need to incorporate them fully its teaching practices way. ICTs – increasingly developed and necessary to the context of modern society – fit the proposed interaction and knowledge searching to a distance education could happen, opening the possibility to emerge only due to the emergence of more efficient transmission of information technologies.

But it is noteworthy that it has been "Distance" Learning from a long time, whether considering that it has been developing in parallel with the means of communication

between individuals. The book itself, from the moment that it began to consolidate as a tool for capture and dissemination of conceptual knowledge, it was the first mean which education has to be worth the distance. But the first experiments in DL started out from the nineteenth century, with vocational and preparatory courses for the trades that had no place in formal education. They were based on "autoinstrucional materials and constituted in correspondence courses, academically discredited" (GIUSTA, 2003, p. 28). With no prestige, mainly because it is a model of education which, in its determinations, could not even be evaluated; at that moment time, with a distrust of their promising skills. But the decisive factor on the development of DL was the emergence of the Internet accessible to residences in 1994, which would take more interesting and significant from the XXI century, allowing a constant and continuous interaction with students, teachers, society and content, something unimaginable when it was thought in DL until recently. Initial step towards the third generation of distance learning, the Internet gradually become indispensable tool to that new educational method, since the use of means of transportation and interactive communication (features new digital media) made the teaching and learning process really possible overcoming borders of time and space inherent of the traditional way of education.

Digital learning environments are computer systems available on the internet, for the support of activities mediated by information and communication technologies enable to integrate multiple media, languages

and resources, present information in an organized manner, interactions between people who are knowledge objects, developing and socializing reductions in order to achieve certain goals (ALMEIDA, 2003, p. 330).

Thus, since the 1990s, ICTs have begun to be thought of in the context of educational practices on how they are viewed today (OLIVEIRA, 2001, p.102 apud VIEIRA, 2007, p. 25). In a short period – if we compare the period of creation and development of the media or other technological revolutions for knowledge, like the alphabet or car, for example – the panorama of the whole society has also changed in terms of these new technologies, facilities and their intrinsic adaptations. Communication models are increasingly needed and naturalized in the social context will also transferring in a natural and compelling way to educational medium, a recontextualization of technology in education:

The recontextualization refers to the transfer of its original (non-educational) area of information and communication technologies (ICT) to the context of distance education. The consequences that it brings are: a complex phenomenon, involving, apart from a simple colonization, a process of appropriation whose characteristics and results depend on the specific circumstances of different contexts (BARRETO, 2006 p.33).

Specifically, the insertion of technology and own distance education in higher education scenario, it is possible to see a confluence of efforts with the goals of greater democratization of education in universities

and access to education, providing support of the "demands of a market that demand for multifunctional, versatile, innovative and ambitious professionals from a continuous training" (BLIKSTEIN AND ZUFFO, 2006, p. 31). Peters corroborates with this point of view when he proposes the flexibility of higher education, which should adapt to the imperative needs of the current context:

The focus is on what universities must adapt their teaching method to the new requirements of life in a post-industrial knowledge society. This new form of action seeks ways of teaching that are highly flexible (...). Higher education must become more flexible if universities want to survive (PETERS, 2004, p. 237).

Several initiatives were taken by the Brazilian government in recent years to demonstrate the interest that DL awakens the national agenda for higher education, and the importance that it is acquired as knowing the functionality and efficiency that distance education brings. From the proposal to improve the quality of education in the country in order to try to attempt to equate it with developed countries, the federal government promulgates the LBD – legislation of Basic Guidelines for Education – In 1996, followed by NPE (National Plan of Education) in 2007, both reaffirming the need for a Distance Education policy to contribute to the universalization of higher education in the country. Thus, UAB – Open University of Brazil – was developed and designed by the proposition of the Federal Government / MEC, which summoned all government agencies related to education to:

articulation and experimental integration of a national system of higher education, comprised by public institutions that will lead to quality public higher education to municipalities that are lack of support or the courses offered don't reach enough education to meet all citizens. (available at <http://www.uab.mec.gov.br/infogerais.php>).

As stated by Teixeira (2010),

There were the provisions of the LDB (guidelines and bases of education law), by NPE; Brazilian universities had manifested through ForGRAD on the distance learning. In 2005, the Federal Government, through MEC decides to act more forcefully to implement a program of distance learning for teacher training. (...) Municipalities catered would formulate their demands, pledging to install the tutoring support centers. MEC would ensure the necessary infrastructure to develop the support. This is the UAB system (TEIXEIRA, 2010, p. 16).

And so was born the UAB, the largest program aimed at training teachers of basic education, which is gaining more space and importance in the educational scenario.

Such importance, finally began to translate itself into reflections on the functionality and impartiality of the UAB system, as done by the authors and Teixeira Borges about the planning model of distance learning courses. In order to determine more concisely the way the DL courses should take to keep going the policy of constant

reaffirmation of the model as desirable practice, the authors demonstrate that there is, in fact, an overriding course model, this model has its features as the fragmentation of content, task division and segmentation of the teaching process.

In the spreadsheet of distance learning courses, there are items producing courseware, content teacher (prepares the course material) and teacher trainer (teaches the course), plus teacher reviewer, for printed material. (...) It is quite clear, in that we observe items of financing, as they appear in the planning of courses of UAB, that in it is embedded in it a model that fragments its completion. The considerable resources available for the production of teaching materials, more scholarships for teachers called contents express the intention that the production of manuals and handouts should be in the main pedagogical foundation of the course. Teachers and tutors (these few in number) would engage to manage the routing and use of these materials by students (BORGES; TEIXEIRA, 2008, p. 7).

This determination, while it can be seen as imposing model of distance learning to be implemented in the country, is also understood as an imminent need to legitimize the model process, considering that it creates a default model which evaluation is needed, formatting, a criteria definition and comprehensiveness necessary for a proposed DE.

## 2. DL AND INSTITUTIONAL ASSESSMENT

Distance Education, regardless criticism and the doubt inherent in its existence, is now a reality, and is entering the foundations of modern society as a cornerstone of the formation of knowledge in line with the needs that this model of society imposes. From the studies based on EDUCCO Group research, and assuming that DL as legitimized and institutionalized practice, questions came along on which way it has been adapting to current assessments, regulated by federal agencies. From the studies based on EDUCCO Group research<sup>3</sup>, and assuming that DL as legitimized and institutionalized practice, questions came along on which way it has been adapting to current assessments, regulated by federal agencies. Then, we will also seek to present a particular model of institutional evaluation of a distance course, aiming to demonstrate that it is possible and necessary to develop a review proposal and subsequently reaffirmation of DL courses in a different way, to make sure about the important role to ensure the quality of this model and be able to embrace and represent the diverse subjects and multiple dimensions involved in the context of distance education.

Currently, nationwide, the evaluation happens through government institutions that are responsible for regulating, standardizing and create parameters for the Brazilian education, ranging from primary education to its higher education. In particular, higher education as a

component of Brazilian educational system, has been the subject of successive and constant evaluations: it is a recent process in higher education in that it is acquiring increasing importance especially from the 90s, the "review decade" (DIAS SOBRINHO, 2003, p. 98).

This evaluation issue is linked to the its own concept and quality attribute, which seeks to link to higher education. Quoting Cunha (2009), Peixoto (2011) the definition of evaluation:

Polysemic concept, always a subjective understanding, because it depends critically on worldviews and higher education who makes use of it, quality can be understood meaning property, attribute, or condition of things or people who are able to distinguish them from other and determine their nature. It is not an adjective that refers to a universal construct, they are properties that meet in beings, actions or objects, sets out a value (CUNHA, 2009, p.13).

Regarding higher education, the assessment of higher education institutions (HEIs) and the courses offered by them happens through data collected over time, which gives a comparative and evaluative parameter. For evaluation of higher education courses in the distance mode, in particular, it was adopted the same model of evaluation used in regular graduation courses, plus some peculiarities from distance learning. In order to obtain authorization for the offering of its courses, HEIs are submitted

<sup>3</sup> Study Group on Education, Culture and Communication, coordinated by Professor Dr. Eliane Borges Medeiros, based at the University of Education of UFJE.

to a process of analysis and evaluation, responsible for forming an indicator of quality of higher education institutions. The GIC<sup>4</sup>, as the resulting number of diverse data gathering, uses various assessment tools<sup>5</sup>, gathers a database capable of measure progress of the institution and the course a numeric reference which will feature later.

From there, it evaluates the DPI (Development Plan Institution), its proposal and scope; evaluates also the teaching institution itself, its capacity and credibility to teaching, and it is also necessary to consider at least the formation of a general and complete overview of each PCC – Preliminary Concept Course. MEC itself describes PCC as

an average of different measures of the a course quality. The measures used are: Enade Concept (which measures the performance of the students) the performance of freshmen in Enade, the IDD concept and input variables. The variable data input – which considers the teachers group, infrastructure and educational program – is formed with information from Higher Education census and socioeconomic responses to the Enade questionnaire (source: <http://www.inep.gov.br/areaigc/>).

It is clear, therefore, as GIC is a very important reference in the evaluation of senior undergraduate, endowed with relevance and authority within such scenario. There are responsible subdivisions which rates the infrastructure that the courses hold by measuring the number and level of the active teachers training, student performance on national tests (ENADE, for example). It becomes, therefore, a global and comprehensive framework to courses classification and institutions that it has submitted.

Another evaluation process that takes place in higher education, which will be subject to more detailed analysis in this article, it is the internal evaluation conducted by the institution itself, from the self-assessment methods. It is important to realize that this sphere of institutional evaluation (courses and the institution itself), there is the widest possible range of evaluative autonomy, to work and realize its uniqueness and guiding principles. We, therefore believe that, with the institutional evaluation space would be possible to observe and become representative multiple perspectives and roles of individuals, contributing to the academic and administrative processes of the courses and the institution.

<sup>4</sup>The General Index of Courses Institution (GIC) is an indicator of quality of higher education institutions, which considers, in its composition, the quality of undergraduate and graduate (MA and Ph.D.). As regards the graduation, is used CPC (preliminary concept of course), and regarding to graduate is used Nota Capes. The final result is in continuous values (ranging from 0 to 500) and tracks (1 to 5). Source: <http://www.inep.gov.br/areaigc>

<sup>5</sup>Institutional assessment instrument available at: [http://download.inep.gov.br/download/superior/institucional/2010/instrumento\\_avaliacao\\_institucional\\_externa\\_recredenciamento.pdf](http://download.inep.gov.br/download/superior/institucional/2010/instrumento_avaliacao_institucional_externa_recredenciamento.pdf)  
Instrument for accreditation: available at: [http://download.inep.gov.br/download/superior/institucional/2010/instrumento\\_avaliacao\\_para\\_credenciamento\\_IES.pdf](http://download.inep.gov.br/download/superior/institucional/2010/instrumento_avaliacao_para_credenciamento_IES.pdf)



### 3. STRAIGHT TO DATA

Mitigating doubts and uncertainties about the possibility and feasibility from a new design and evaluation proposed by DL courses, we bring to the academic scenario the example of the distance course from Pedagogy of a Federal University in the southwestern state of Minas Gerais, in partnership with the Universidade Aberta do Brasil. This course had the beginning of its activities in 2008 with the opening of a class – UAB I – initially distributed in seven centers – Bicas, Boa Esperança, Coromandel, Ilícinea, Pescador, Salinas, Santa Rita de Caldas, and subsequent opening of another class – UAB II – in 2010, along with three new centers – Durandé, Ipanema and Tiradentes. Currently, the course are still in operation with two groups (UAB II and III); the first class completed its cycle in 2012.

Since its implementation, the program has been followed by a research that aims at mapping and evaluate the course, its students, teachers and project. Every new semester, all students receive a questionnaire to fill out, which has the task of collecting economic, cultural, social data relating to the course itself, as satisfaction or dissatisfaction with teachers, tutors, content, platform management, institution etc.

Aiming to combine in order to discuss and demonstrate the need and the possibilities of carrying out evaluations on distance learning courses that include more concrete perceptions and experiences of individuals who participate in them, this paper seeks to show a feature that shows the

position and perception of students during the course. The instrument is not intended to assess the infrastructure of the institution, the educational degree of teacher or the average achieved by pupils in national tests, but to complement the vision provided by evaluative tools used by government institutions, because it focuses on another dynamic.

From the main aim of this paper about discussing the possibilities of evaluating DL courses that include the perceptions and experiences of more specific subjects, five questionings were selected for analysis in this space that aims to show the placement of the student in the assessment, also aiming to express the potentiality of evaluation mechanisms (notably institutional assessment) in positioning the subject as well as the contribution emphasizing such approach. Thus, issues concerning the way students relate to the Internet, aiming to understand how students are positioned in the education process that interaction with the network as a key, all relating to the form and intensity of Internet access and digital inclusion of students. They are:

**Table 01** - Questions taken from the evaluation questionnaire from pedagogy course U \*\*\* / UAB

Do you have a personal computer at home?

01 – Yes

02 – No

Do you have internet connection at home?

02 – No

03 – Does not apply

Where do you have more access to UAB?

01 – At home

02 – At the tutoring center

03 – Somewhere else

How often do you access UAB platform?

01 – Everyday, more than once

02 – Everyday

03 – From 5 to 4 times a week

04 – From 3 to 2 times a week

How do you evaluate your course?

01 – Great

02 – Good

03 – Average

04 – Bad

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

We identified the answers to these questions in the first one and in the most recent questionnaire completed by the students and, from there, the box answers was being built and the movement which emerged with these responses outlined the pathway that was developed in the discussion that this paper covers. The first analysis of the collected data allows a quick identification about numbers that do not go unnoticed. In

general, student access to computers and the internet is satisfactory. If we take for analysis tables related to computer and possession, we realize that there was a significant increase in the number of people on your computer at home: 52% in the first phase of the evaluation, to 91% in the final questionnaire. This conclusion stimulates even more the demand of answers and justifications about finding a change so expressive of positioning.

**Table 01**

If there is a computer at home - UAB I		
	1st Stage	6th Stage
Yes	52,8%	91,4%
No	47,2%	8,6%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

Through these data, we can get to the conjecture that the increase of this percentage may be related to the fact that a computer is a basic piece for students enrolled at distance education, mainly analyzed in this paper, which is based on the interaction process between parties to the learning process. With the possibility of having the tool for studies

at home, the student would have greater flexibility in their studies. The results of the questionnaire administered to the second group of the pedagogy course, it was found that initially 82% of the students had a computer at home; later, that number rose to significant 89%.

**Table 02**

If there is computer at home - UAB II		
	1st Stage	6th Stage
Yes	82%	89,1%
No	18%	10,9%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

We believe these are quite significant numbers since the first result should be a feature that makes a difference between the profile of these two groups: students of the second group are within a considerably shorter than the first class of age group, and this fact can be viewed in relation to the

characteristics of this generation. A relatively younger class would have a greater familiarity with computers and the machine possession are more significant than the class which has a higher age group, in principle, more connected to traditional conceptions of teaching.

**Table 03**

Students Average Age – UAB I			
Age	Frequency	Percentage	Valid percentage
21-26	6	8,3	8,3
27-32	10	13,9	13,9
33-38	14	19,4	19,4
39-44	20	27,9	27,9
45-50	16	22,2	22,2
51-58	6	8,3	8,3
Total	72	100	100

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

Table 04

Students Average Age – UAB II			
Age	Frequency	Percentage	Valid percentage
18-25	27	20,9	20,9
26-33	44	34,1	34,1
34-41	29	22,5	22,5
42-49	21	16,3	16,3
50-58	7	5,4	5,4
No Answer	1	0,8	0,8
Total	129	100	100

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

We also realized, through data obtained from questionnaires, the number of people who reported having a computer at home is almost the same as the number of respondents who have internet at your home: at UAB I, 58% of people had access to internet at home; then the number increased to 89%; II at UAB, the initial number was 87%; later, the number of people who responded affirmatively to the question of access to the internet at home had

a little low, 84%. This way, we can infer these data, the majority of students had a computer at home also had internet, facilitating and enhancing the possibility of interaction.

We understand, therefore, a consequent change in other matter relating to Internet access: students access the platform from their homes in the comfort of their homes, as shown in the tables below:

Table 05

Where else accesses Moodle platform – UAB I		
	1st Stage	6th Stage
Home	39,7%	87,2%
Tutoring center	44,7%	7,1%
Other	15,6%	5,7%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

Table 06

Where else accesses Moodle platform – UAB II		
	1st Stage	6th Stage
Home	66,1%	79,7%
Tutoring center	23,5%	17,8%
Other	10,4%	2,5%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

The numbers are quite significant when evaluating issues related to Moodle access, specific environment developed for student interaction. Until then, we realized that as time went on, the students had more access to computers, the internet and the platform in their own home. We corroborate our hypothesis of growing possibility and potentiality of interaction when we noticed the numbers related to frequency access to UAB platform:

**Table 07**

How often the platform is accessed – UAB I		
	1st Stage	6th Stage
Everyday, more than once	17,2%	35,7%
Everyday	20,3%	30%
5 / 4 times a week	35,1%	24,3%
3 / 2 times a week	27,4%	10%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

**Table 08**

How often the platform is accessed – UAB II		
	1st Stage	6th Stage
Everyday, more than once	24,2%	19,3%
Everyday	29,5%	31,9%
5 / 4 times a week	27,8%	36,2%
3 / 2 times a week	18,5%	12,6%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

The access numbers grow considerably if we consider the first class (UAB I), because the second class, even with the growing numbers in other issues, already had a significant number of Internet and platform accesses. The number of times accessed in class II, therefore, is not as significant as the number of the first class. Finally, we insert in this reflection space the data on the general assessment that students take the course give.

**Table 09**

Course comparison evaluation by students – UAB I		
Item	1st Stage	6th Stage
Great/good	84.9%	97.1%
Bad/ terrible	15.1%	2.9%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

Table 10

Course comparison evaluation by students – UAB II		
Item	1st Stage	6th Stage
Great/good	94.9%	98.4%
Bad/ terrible	5,1%	1.6%

Source: Coordination of Pedagogy Course U \*\*\* / UAB, 2009 - 2010

From the data presented above it is possible to create an overview able to contextualize the actions of institutional evaluation within a larger proposal to broaden its scope and contribution to the development of the course. We believe, therefore, it would be into institutional evaluation the ability of reviewing the evidence and also represent multiple perspectives and roles of individuals, collaborating with proposals for improvement of academic and administrative processes of the courses and institution. According to Abreu Júnior (2009), we believe that:

If the University is a dynamic institution, its evaluation processes are too. Respect for institutional singularities does not recommend the adoption of measures or universal, or absolute incontrovertible procedures. If the assessment allows institutional learning, it is one of these processes, it should lead its development by the evaluation itself, ie, it must provide its meta-evaluation, in a quest for internal consistency with its principles and purposes. This is a concept that aims to overcome a merely descriptive evaluation of university in favor of a process of identification and prioritization of problems, which allows the involvement of actors also in the search for solutions and, therefore, collaborate for the human development of institution and the academic quality

of its processes (ABREU JUNIOR, 2009, p.267).

We also believe that an evaluation which proposes to include the perspective of the subject, as well know the condition and wishes regarding higher education, contributes to displace those involved in the teaching process for the training center and their performance. To understand, for example, that during the development of Pedagogy course students analyzed in this article, there was a significant change over access to computer and internet, the intensity and form of use of the Virtual Learning Environment course, can significantly explain the progress of course, as well as the actions of individuals. The overall course evaluation, another matter removed from the evaluation questionnaire placed for reflection in this paper can, by itself, bring sequential and cumulative data on the acceptance of the format of the course by the student, their satisfaction / dissatisfaction etc.

Therefore, we believe that a coherent and well-built institutional evaluation can contribute to the course and the institution in general in that it proposes a privileged view of administrative processes and teaching and learning including the ones who build a dynamic university. Santos, Sadala and Borges state that:

The challenge of evaluation is to play a strategic role so we include actors as subjects in the process, that is to say - allow turning the speeches. Only then, taking Bourdieu, in a live search words can be alive. The actors have emerged from the margins to the center of the process (SANTOS; SADALA; BORGES 2012, p 555).

## FINAL CONSIDERATIONS

The analysis presented above reveal aspects of assessing progress beyond the merely structural. They integrated themselves into an evaluation model that would have the ability to find answers and also interesting interferences, in addition more visible aspects of the course, considering that it focuses on other analysis target. In line with the importance of getting a picture of the physical structure, teacher training and student grades to establish the status and quality of a course, we understand how essential, too, to notice and evaluate the interior of learning process, the ways and interaction processes that guide student learning, needs and desires of the students, the way that course structure adapts – or not – the needs and challenges come through in the learning process and that this need for interaction can imply. It would be interesting from the point of view of perception as to how the structure of distance education, assembly and construction of a "film" capable of representing, in its most essential aspects, characteristics, needs and implications of the course, show their movement and development, without neglecting the evaluative that the instrument may have – and that, in fact, has.

In this short discussion, such as, it was possible to discuss an aspect of great relevance of the impact of distance learning courses - or, at least, the distance Pedagogy course examined in this study - along with their students. This is the digital inclusion process, that was developed based on the new requirements and the emergence of opportunities for individuals who previously were on the fringe of interactive and multimedia communication over global movement. This insertion movement, promoted by a university course heavily relied on interaction made it possible by technological mediation, must still be better studied. In this work, it shows only prominent, as a consequence, we believe, to a large extent, the forms of organization and dynamics that make up the course. It is in the middle of a process, initially determined by the choices of pedagogical course construction, and leads to impacts and consequences that only other studies could describe.

Inside the main objective of this paper to discuss and demonstrate the needs and possibilities of conducting distance education evaluations courses that include the perceptions of those involved, the proposed work brought as a form of institutional evaluation focused on the student body of the course analyzed. From this we obtained and presented the information gathered during the development of the course, information that indicate the perspectives of learners and their contribution to thinking about the structure of the course and know (and recognize) their stakeholders. In line with the thinking highlighted by Abreu Junior (2009) and Cunha (2009), we must accept the challenge

to study, develop and refine evaluation methods of these processes and systems must beware of its multiple dimensions, especially with the current complexity of formal education promoted by technologies, from the technological to the specifically human.

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