

## CHAPTER 14

# Evolution of teacher training courses after implementation of the national higher education assessment system in Baixada Santista

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### ABSTRACT

The National Higher Education Assessment System (SINAES) created in 2004 has the purpose of improving the quality of higher education, to value public investments and give due return to society. Composed of three basic axes: assessment, regulation, and supervision, SINAES seeks to ensure the integration of internal and external dimensions, the particular and global approach, the somatic and formative aspect, as well as the quantitative and qualitative analysis of the evaluation. The objective of this study was to evaluate teacher training through a comparison between indicators from SINAES, Preliminary Course Concept (CPC) and the National Student Performance Exam (ENADE) to contribute to the improvement of teaching practices in teaching, fundamental, identifying the evolution of these indicators in Baixada Santista. For this, a comparison of the results of the pedagogy courses referring to the ENADE and CPC indicators was carried out based on the information from the Annual Census of Higher Education carried out by the Ministry of Education, highlighting the administrative category, academic organization, and teaching modality. The result points to an increase in pedagogy courses with an unsatisfactory ENADE concept and an increase in courses with a CPC concept of excellence.

**Keywords:** Teaching, Education, Higher, Educational Measurement, Learning.

## 1 INTRODUCTION

The four pillars of education guide pedagogical projects from basic to higher education, due to their integrative nature that is compatible with individual needs and which, according to Delors' (1996) definition, are: learning to know; learn to do; learning to live with others; and learn to be. In this way, we verify that the objectives are not just the creation of an intellectual individual, but a concept of vital

formation of the human being, complementing the individual and collective spheres (Pereira, 2012; Ambrosio, 2015).

Undergraduate courses in Brazil must seek excellence not only for their professional nature, but also to insert increasingly qualified professionals into the job market. Several specialists agree that a country only develops through education and when it comes to education, nothing is more fundamental for society than basic education, where the permanent search for human development is faced with different sociocultural realities. From this perspective, care for basic education teachers should be a permanent objective for Brazilian public policies in search of a dignified quality of education as in more developed countries. The training of teachers for basic education in Brazil, in recent years, has undergone major reformulations. Educational policies based on current legislation and official documents, whether at the Federal, State or Municipal level, in the different modalities of teaching, require a rethinking of training courses and teaching practice in terms of conception, meaning, structure, conditions, teaching practice, among others, since the current model no longer seems to satisfy educators and society in general, given the frequent disagreements, criticisms and reflections that are made around teacher training and performance (Jardilino et al., 2021).

Educational policies help in the evaluation of teaching performance by highlighting the skills of this professional, as well as reaffirming them from the verification of the same in a process of career progression. Given the concern of teachers in the face of an evaluation system that does not reproduce their true responsibility and professional commitment (Carvalho & Ribeiro, 2020).

The four pillars of education guide pedagogical projects from elementary to higher education, due to their integrative nature that is compatible with individual needs and which, according to Delors' (1996) definition, are: learning to know; learn to do; learning to live with others; and learn to be. In this way, we verify that the objectives are not the creation of an intellectual individual, but a concept of vital formation of the human being, making up their individual and collective spheres (Pereira, 2012; Ambrosio, 2015).

The concern with the quality of teaching practice has lasted for several decades, passing through the enactment of the Law of Directives and Bases from 1996 to the present day. Criticism of theory-based training models has always had voices in discussions on the subject, strengthening itself in the last 20 years. There seems to be a consensus that teacher training curricula, based on the model of technical rationality, are inadequate to the reality of professional teaching practice. The main criticisms attributed to this model are the separation between theory and practice in professional preparation, the priority given to theoretical training to the detriment of practical training and the conception of practice as a mere space for the application of theoretical knowledge, without its own epistemological statute (Pereira et al., 1999). The role of evaluations and the mechanisms of control, regulation and inspection have become fundamental, for higher education institutions to develop their functions in the production of knowledge, with a focus on global training, also becoming an instrument for creating a sense of citizenship in Brazil (Dias Sobrinho, 2008).

In Brazil, some proposals for higher education and evaluation stand out, which were expressed in the following documents: Program for University Assessment and Reform (PARU) created in 1983. It also reports the process of creating the National Commission for the Reform of Higher Education (CNRES) in 1985 and the Executive Group for the Reformulation of Higher Education (GERES) in 1986. Emphasizes the implementation process of the Institutional Assessment Program of Brazilian Universities (PAIUB) in 1993, as well as the ENC (National Course Exam) ( Kraemer et al., 2016).

One of the evaluation processes of higher education courses and institutions was the National Course Examination - ENC, known as Provão, which ran from 1996 to 2003. In 2001, the National Education Plan (PNE) was approved, which changed the rules of organization and evaluation of courses and Higher Education Institutions ( IES) in Brazil. These legal provisions became the main documents governing requirements for the existence of universities. In September 2003, the CEA (Special Evaluation Commission) presented the document: “SINAES – National Higher Education Evaluation System” (Brazil, 2004; SINAES, 2004).

The National Higher Education Assessment System - SINAES, was created in 2004 and the central axis of SINAES promotes the integration and participation of fundamental concepts for the construction of an assessment system capable of deepening commitments and responsibilities ( Barreyro , 2006) .

The evaluation of the performance of students in undergraduate courses, based on SINAES, will be carried out by applying the ENADE (National Student Performance Exam), considered a mandatory curricular component of undergraduate courses, with the objective of measuring the performance of students in relation to the syllabus provided for in the curricular guidelines of the respective course, their abilities to adjust to the requirements arising from the evolution of knowledge and their competences to understand topics outside the specific scope of their profession, linked to the Brazilian and global reality, as well as to other areas knowledge (Brazil, 2004). Therefore, ENAD is one of the evaluation axes of SINAES, responsible for evaluating public and private Higher Education Institutions, identifying the performance of university students and the characteristics of the courses (Teixeira et al., 2020).

In this way, ENADE becomes an expressive instrument of assessment and transformational self-assessment that, according to Mazzurana and Jung (2014), are based on the principles of the National Commission for the Assessment of Higher Education (CONAES), which stimulates the production of knowledge through a set of activities and meanings defined by the HEIs themselves. This knowledge stimulates the analysis of recognized difficulties and deficiencies, being a moment of reflection of the relevant aspects and of search of the pertinent solutions of the presented reality. Considering the social role that the HEI itself plays within its physical and intellectual space of transformation. (Silva, Rocha & Soares, 2015)

The ENADE Assessment Cycle determines the assessment areas and the courses linked to them. The areas of knowledge for the bachelor's and licentiate courses derive from the table of areas of knowledge published by the National Council for Scientific and Technological Development (CNPq). The

technological axes are based on the National Catalog of Higher Technology Courses (CNCST), of the Ministry of Education (Brasil, 2004).

The Preliminary Course Concept (CPC) is composed of evaluations such as the Graduates' Grade in the ENADE of the undergraduate course; Score of the Difference Indicator between the Observed and Expected Performances of the course; Proportion score of Masters of the undergraduate course; Proportion note of Doctors in the undergraduate course; Undergraduate Course Work Regime Note; Note regarding the didactic-pedagogical organization of the undergraduate course; Note regarding the infrastructure and physical facilities of the undergraduate course; Note referring to opportunities to expand the academic and professional training of the course. These dimensions cover all aspects of an undergraduate course: Pedagogical Didactic Organization, Faculty and Infrastructure (Ikuta, 2016).

This study aimed to evaluate the teacher training of the Pedagogy course in Baixada Santista through the comparison of data between ENADE and the Preliminary Concept of CPC Course, after the creation of SINAES in order to contribute to the improvement of teaching practices in elementary school. .

## **2 METHODOLOGY**

This is a study of document analysis of the current legislation and the indicators coming from the regulatory bodies of the Ministry of Education. The Document Analysis had as sources of data, the collection of regulatory bodies of the Ministry of Education. After capturing the data sources and their documents that validated them, the data organization was carried out in order to make them intelligible, and only then, carry out the analysis itself (Pimentel, 2001).

A comparison of the pedagogy courses in Baixada Santista was carried out through the crossing of information and results of the main evaluation indicators of ENADE and CPC graduates in order to present the theoretical-cognitive development expected for the professional training of the teacher.

### **2.1 SAMPLE**

For this research, the analysis was limited to the Pedagogy Licentiate courses offered in Baixada Santista that are submitted to the National Education System.

### **2.2 DATA COLLECTION INSTRUMENT**

The data that supported this research come from reports published by government agencies that regulate Brazilian Education, especially the National Institute of Educational Studies and Research Anísio Teixeira (INEP).

### **2.3 DATA ANALYSIS**

For a better understanding of the analysis of the quality of teacher training, we divided the exposure of data from the Pedagogy courses according to the INEP results report on the ENADE and CPC indicators

in view of the evaluation cycle. The evaluation cycle of ENADE being the years 2005, 2008, 2011 and 2017; already from the CPC the years 2008, 2011, 2014 and 2017.

### 3 RESULTS

#### 3.1 ENADE

The National Student Performance Exam (ENADE) assesses the knowledge acquired during the completion of the higher education course of the finalist students of the respective courses. Its result tends to demonstrate how much the student assimilated the skills and competences developed during the course. Theoretically, the lower the ENADE concept, the less knowledge was acquired.

Data referring to the ENADE Concept in Baixada Santista in the evaluation cycle from 2005 to 2017 are described in Table 1.

Table 1. Pedagogy Courses with ENADE Concept in Baixada Santista Assessment Cycle from 2005 to 2017.

CURSOS DE PEDAGOGIA BAIXADA SANTISTA					
CONCEITO ENADE	NÚMERO DE CURSOS				
	2005	2008	2011	2014	2017
1	0	0	0	0	0
2	0	0	0	1	4
3	6	5	7	7	7
4	3	5	4	6	3
5	0	1	2	0	1
<b>TOTAL GERAL</b>	<b>9</b>	<b>11</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>MÉDIA</b>	<b>3,3333</b>	<b>3,6364</b>	<b>3,6154</b>	<b>3,3571</b>	<b>3,0667</b>
<b>DESVIO PADRÃO</b>	<b>0,5</b>	<b>0,6742</b>	<b>0,7679</b>	<b>0,6333</b>	<b>0,8837</b>
<b>MODA</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

Source: Author.

According to the data related to the number of pedagogy courses in Baixada Santista, we can see in Table 1 that there was an increase from 9 in 2005 to 15 in 2017. Regarding the ENADE Concept, we can see that in the years 2008 and In 2017 we had a course with concept 1 and in 2011, 2 courses with the same concept, and in 2005 and 2014, no course reached this concept.

Table 2 presents the evolution of the ENADE proportion of Pedagogy courses in Baixada Santista and Table 3 the comparative ENADE 2005/2017 Pedagogy courses in Baixada Santista.

Table 2. Evolution of the ENADE proportion of Pedagogy courses in Baixada Santista

ENADE BAIXADA SANTISTA	RATIO 2005	RATIO 2008	RATIO 2011	RATIO 2014	RATIO 2017
1	0.00%	0.00%	0.00%	0.00%	0.00%
2	0.00%	0.00%	0.00%	7.14%	26.67%
3	66.67%	45.45%	53.85%	50.00%	46.67%
4	33.33%	45.45%	30.77%	42.86%	20.00%
5	0.00%	9.09%	15.38%	0.00%	6.67%

Source: Author.

Analyzing the data in Table 3, we can see that the Pedagogy courses in Baixada Santista had a significant proportional change in the concept of the ENADE indicator in 2005 there were no courses with concept 1 and 2. This participation started in 2014 with 7.14% of courses and increased in 2017 to 26.67% of courses, while concepts 4 and 5 went from 33.33% in 2005 to 26.67% in 2017. This analysis alone demonstrates that the number of courses with concepts above regular (grade 3) decreased, while the number of courses with below-regular grades grew.

Table 3. Comparison ENADE 2005/2017 Pedagogy courses in Baixada Santista.

ENADE BAIXADA SANTISTA	RATIO 2005	RATIO 2017
Bad (1 and two)	0.00%	26.67%
Regular (3)	66.67%	46.67%
Good (4 and 5)	33.33%	26.67%

Source: Author.

In Table 3, we observe that the Pedagogy courses in Baixada Santista, whose ENADE rating was below the regular one, grew from 0% to 26.67%, from its first evaluation (2005 Cycle) to the last one (2017 Cycle) and in the same period the The group of courses with a higher than regular ENADE grade decreased from 33.33% in the first cycle against 26.67% in the last evaluation cycle.

### 3.2 CPC

The Preliminary Course Concept (CPC, in Portuguese) is the best indicator for analysis and comparison with ENADE, since its composition brings information from ENADE itself, from the Census of Higher Education and from the view of the graduate regarding their course and HEI, through the questionnaire carried out in the exam of the ENADE

Data referring to the ENADE Concept in Baixada Santista in the evaluation cycle from 2005 to 2017 are described in Table 4.

Table 4 presents the data for the CPC Concept of the Pedagogy Courses of Baixada Santista in the evaluation cycle from 2008 to 2017.

Table 4. Pedagogy Courses with CPC Concept in 2017 in Baixada Santista.

BAIXADA SANTISTA PEDAGOGY COURSES				
CPC CONCEPT	NUMBER OF COURSES			
	2008	2011	2014	2017
1	0	0	0	0
2	2	0	0	1
3	7	6	9	7
4	1	6	4	6
5	0	1	0	1
<b>GRAND TOTAL</b>	<b>10</b>	<b>13</b>	<b>13</b>	<b>15</b>
<b>AVERAGE</b>	<b>2.9</b>	<b>3.6154</b>	<b>3.3077</b>	<b>3.4667</b>
<b>STANDARD DEVIATION</b>	<b>0.5676</b>	<b>0.6504</b>	<b>0.4804</b>	<b>0.7432</b>
<b>MODE</b>	<b>3</b>	<b>3/4</b>	<b>3</b>	<b>3</b>

Source: Author.

We can see in Table 4 only in the years 2011 and 2014 we had a course in each year with the CPC 1 concept.

Table 5 shows the evolution of the CPC proportion of Pedagogy courses in Baixada Santista and Table 6 the CPC Comparison 2008/2017 Pedagogy courses in Baixada Santista.

Table 5. Evolution of the CPC proportion of Pedagogy courses in Baixada Santista.

CPC-BAIXADA SANTISTA	RATIO	RATIO	RATIO	RATIO
	2008	2011	2014	2017
1	0.00%	0.00%	0.00%	0.00%
2	20.00%	0.00%	0.00%	6.67%
3	70.00%	46.15%	69.23%	46.67%
4	10.00%	46.15%	30.77%	40.00%
5	0.00%	7.69%	0.00%	6.67%

Source: Author.

In Table 5, we observe the results of the CPC indicator for the Degree in Pedagogy courses in Baixada Santista in 2008, 2011, 2014 and 2017, demonstrating that the courses had a significant proportional change in the concept of this indicator. In 2008, 20.00% of the courses had grades 1 and 2. This share decreased in 2017 to 6.67% of the courses, while grades 4 and 5 went from 10.00% in 2008 to 46.67% in 2017. This analysis, by itself, demonstrates that the number of courses with grades above the regular (grade 3) has increased, while the number of courses with grades below the regular has decreased.

Table 6. Comparison CPC 2008/2017 Pedagogy courses in Baixada Santista

<b>CPC-BAIXADASANTISTA</b>	<b>RATIO 2008</b>	<b>RATIO 2017</b>
<b>Bad (1 and 2)</b>	<b>20.00%</b>	<b>6.67%</b>
<b>Regular (3)</b>	<b>70.00%</b>	<b>46.67%</b>
<b>Good (4 and 5)</b>	<b>10.00%</b>	<b>46.67%</b>

Source: Author.

Table 6 shows that the CPC concept, in the group of Pedagogy courses in the first evaluation cycle, registered 20.00% of concepts 1 and 2, and that it decreased to 6.67% in the last cycle, while the excellence group with concepts 4 and 5 went from 10.00% to 46.67%.

#### 4 DISCUSSION

Brazilian Education is a recurring theme in the most diverse spheres of debate because it is a subject so intrinsic to society. The country that seeks a fair, fruitful and successful development, has to focus on the practice of planning a strong and vigorous educational system.

In the process of teacher training, it is necessary to consider: the importance of areas of knowledge, since it is not possible to teach what is not known; and pedagogical content, therefore, teaching has several aspects in the sense of human formation. However, the reality is that teachers are often prepared to be researchers and not teachers (Pimenta & Anastasiou, 2002).

Brazil has an educational system of stages based on Early Childhood Education (literacy), moving on to Elementary Education (basic education of the citizen, focusing mainly on the intellectual and social development of the student), High School (improving the knowledge obtained in elementary school and prepare for the job market) and Higher Education (where the individual seeks professionalization or specialization). Higher Education, then, has the function of approaching the demands of the profession and thus transforming them into skills and competences to be developed by students for better professional quality (de Diretrizes, 1996).

When the evaluation falls on undergraduate courses, the indicators are: Course Concept - CC (in loco evaluation that, as in the Institutional, conceptualizes dimensions of the course) and Preliminary Course Concept - CPC (which brings up information regarding its students, its professors, and a vision of its graduates about the perspectives of the curricular content and expansion of training through it) this, inclusive, considered the most complete of the indicators. Finally, the evaluation of student performance has ENADE as its main source.

ENADE provides HEIs with the opportunity to learn about the profile of their students, the evolution of skills, from freshman to graduate, promoting improvements in the teaching methodologies of the courses, indirectly evaluating the performance of teachers, measuring the best practices of their administrative body in service to the needs of the student, and enabling an improvement in the grade of undergraduate courses informed by the responsible government bodies (da Silva & Ferraz, 2018). On the other hand, ENADE is a limited tool for evaluating undergraduate courses, especially because it is linked only to a specific axis of

SINAES (Polidori et al., 2011), and evaluation instruments that standardize the quality measurement process are essential. of higher education in Brazil (Tavares et al., 2014).

Therefore, when analyzing a course quality indicator such as the CPC, it is expected that those students who had contact with the components of that curriculum follow the qualification of their course, thus translating into the ENADE concept what the course brought as CPC.

The group of Pedagogy courses in Baixada Santista whose ENADE rating was below the regular one grew from 0% to 26.67% and in the same period the group of courses with an ENADE rating higher than the regular one decreased. For the CPC concept, the group of Pedagogy courses that in the first evaluation cycle of this indicator had registered 20.00% of concepts 1 and 2, decreased to 6.67% in the last cycle, while the group of excellence with concepts 4 and 5 went from 10.00% to 46.67%.

## **5 CONCLUSION**

In the analyzed clipping, the Pedagogy courses in Baixada Santista had an increase in bad grades in ENADE and in CPC the increase was reflected in the range of good grades. That is, while Pedagogy courses achieve high rates of concepts related to their courses, the same is reversed when the analysis falls on the graduates of these same courses when performing a content exam. Add to that other variables that concern the Administrative Category, Academic Organization and Teaching Modality.

In this context, the need for further studies is evident in order to assess the effective contribution of quality indicators in the construction of standards of excellence for teacher training and thus achieve and raise the quality of teaching practices in elementary education.

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