

**SELECTION PROCESS OF TEACHERS, ON-CALL STAFF AND MONITORS OF A
POPULAR PRE-UNIVERSITY ENTRANCE EXAM COURSE: THE IMPACT OF ACTIVE
METHODOLOGIES**

**PROCESSO SELETIVO DE PROFESSORES, PLANTONISTAS E MONITORES DE UM
CURSO PRÉ-VESTIBULAR POPULAR: O IMPACTO DAS METODOLOGIAS ATIVAS**

**PROCESO DE SELECCIÓN DE PROFESORES, BECARIOS Y MONITORES DE UN
CURSO PREUNIVERSITARIO POPULAR: EL IMPACTO DE LAS METODOLOGÍAS
ACTIVAS**

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ABSTRACT

The Popular Pre-University Entrance Exam Course of the Faculty of Medicine of Marília (CP FAMEMA), created at the initiative of medical students, and later institutionalized as an extension program, offers support to students in situations of socioeconomic vulnerability to facilitate access to higher education. The selection of teachers, on-call staff and monitors, which before 2020 was made through a lottery, was replaced by a selection process that seeks to evaluate the candidate's pedagogical and communication skills through the simulation of a real teaching scenario, inspired by the active methodology experienced in college. Thus, this chapter aims to describe the experience of the new evaluation format and consequent admission of new teachers and on-call teachers of a Popular Pre-University Entrance Exam Course organized and carried out by the students. CP FAMEMA, like other popular pre-university courses, plays a crucial role in democratizing access to higher education in Brazil, especially for students from marginalized backgrounds. Therefore, the institutionalization of the program and the changes in the selection allowed for more resources and improvement in the quality of education offered to students.

Keywords: Popular Pre-University Entrance Exam Course. Active Methodology. Selection Process.

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RESUMO

O Curso Pré-Vestibular Popular da Faculdade de Medicina de Marília (CP FAMEMA), criado por iniciativa de acadêmicos de medicina, e, posteriormente, institucionalizado como programa de extensão, oferece suporte a estudantes em situação de vulnerabilidade socioeconômica para facilitar o acesso ao ensino superior. A seleção de professores, plantonistas e monitores, que antes de 2020 era feita através de um sorteio, foi substituída por um processo seletivo que busca avaliar as habilidades pedagógicas e de comunicação do candidato por meio da simulação de um cenário real de ensino, inspirado na metodologia ativa vivenciada na faculdade. Assim, este capítulo objetiva descrever a experiência do novo formato de avaliação e consequente admissão de novos professores e plantonistas de um Curso Pré Vestibular Popular organizado e realizado pelos acadêmicos. O CP FAMEMA, assim como os demais cursos pré-vestibulares populares, desempenha um papel crucial na democratização do acesso ao ensino superior no Brasil, especialmente para estudantes de camadas marginalizadas. Sendo assim, a institucionalização do programa e as mudanças na seleção possibilitaram mais recursos e melhoria na qualidade de ensino ofertada aos alunos.

Palavras-chave: Curso Pré-Vestibular Popular. Metodologia Ativa. Processo Seletivo.

RESUMEN

El Curso Preparatorio Popular de la Facultad de Medicina de Marília (CP FAMEMA), creado por estudiantes de medicina y posteriormente institucionalizado como programa de extensión, apoya a estudiantes en situación de vulnerabilidad socioeconómica para facilitar su acceso a la educación superior. La selección de profesores, docentes de guardia y monitores, que antes de 2020 se realizaba mediante sorteo, fue sustituida por un proceso de selección que busca evaluar las habilidades pedagógicas y comunicativas de los candidatos mediante la simulación de un escenario real de enseñanza, inspirado en la metodología activa empleada en la facultad. Por lo tanto, este capítulo pretende describir la experiencia del nuevo formato de evaluación y la posterior admisión de nuevos profesores y docentes de guardia a un Curso Preparatorio Popular organizado e impartido por los estudiantes. El CP FAMEMA, al igual que otros cursos preparatorios populares, desempeña un papel crucial en la democratización del acceso a la educación superior en Brasil, especialmente para estudiantes de entornos marginados. Por lo tanto, la institucionalización del programa y los cambios en el proceso de selección han permitido aumentar los recursos y mejorar la calidad de la educación ofrecida a los estudiantes.

Palabras clave: Curso Preuniversitario Popular. Metodología Activa. Proceso de Selección.

1 INTRODUCTION

The Popular Pre-University Entrance Exam Course Extension Program of the Faculty of Medicine of Marília (CP FAMEMA) is a free preparatory course for university entrance exams aimed at the population in situations of socioeconomic vulnerability and its main objective is to promote access to higher education.

The FAMEMA CP was conceived in 2004 by medical students in association with the academic directory of the Institution's medical course, the Christiano Altenfelder Academic Directory (DACA), as a social project. In 2022, the FAMEMA CP was institutionalized, becoming an Extension Program officially linked to FAMEMA. Since its creation, its priority has been to combat educational inequality, offering preparation for university entrance exams and national competitions for access to higher education. Due to its popular character, it only accepts students with a maximum per capita income of 1.5 minimum wages, belonging to and/or graduating from high school in the public school system or private schools with scholarships from 50%. For the admission of students to the FAMEMA CP, in addition to meeting the socioeconomic criteria mentioned, an objective test is applied, which makes it possible to identify the content gap and provides a better preparation of the program members, in order to meet these difficulties.

Considering the mechanisms of management and execution of education used by most of the popular pre-university courses in the country linked to Higher Education Institutions (HEIs), the FAMEMA CP was no exception to the rule and adopted the practice of recruitment and admission of undergraduates from the college itself to perform functions within the Program, such as coordinators, teachers, on-call staff and monitors. In this sense, teachers are responsible for conducting weekly classes with 55 minutes of duration and for the preparation of questions for simulations, which are applied periodically; the on-call staff prepare workshops according to the students' difficulties and offer individual shifts of doubts on a weekly basis; Finally, the monitors are in charge of recording the attendance of the activities and maintaining a close relationship with the students, practicing active listening to their needs.

Until 2020, the selection and admission of these members occurred based on the expression of interest of the academics in the vacancies offered and, after this stage, a lottery was held. From this scenario of absence of selection criteria, associated with the curricular changes planned for the Faculty, a new need arose to improve and redirect the Extension

Program, in order to ensure a more qualified team and to improve the quality of the education offered.

From this perspective, CP FAMEMA reformulated, in 2021, its employee admission process, inspired by the active methodology already implemented at the Faculty, in order to value the pedagogical skills and human resources of candidates. In this way, the selected on-call teachers and teachers can provide students in the pre-university course with an education capable of reducing the educational gap. In addition, the approximation of students with the monitors allows a better understanding of the social context of the PC students.

In this sense, this chapter aims to describe the experience of the new evaluation format and consequent admission of new professors and on-call teachers of a Popular Pre-University Entrance Exam Course organized and carried out by medical and nursing students from a public institution of higher education.

2 BRIEF HISTORY OF POPULAR PRE-UNIVERSITY ENTRANCE EXAM COURSES IN BRAZIL

The structuring of the field of popular pre-university courses dates back to the late 1980s and had as its main objective the promotion of popular access to higher education. Among the agents responsible for the maturation of this process, the "Cursinho da Poli" stands out, created by the Student Council of the Polytechnic School of USP, in São Paulo, in 1987. Political and religious entities also helped to consolidate this field of Popular Courses – among them, the influence of the Pre-University Entrance Exam for Blacks and Needy (PVNC) and Education and Citizenship of Afro-descendants (Educafro) (Groppo et al., 2019)

At first, in relation to pedagogical practices, this new field sought to teach students from marginalized social strata how to maximize their results in the entrance exams and, from 2009 onwards, in the National High School Exam (ENEM), which, consequently, would enable access to certain universities; In relation to political practices, the movement had at its core the struggle for the democratization of higher education, which revolved around agendas that would be implemented in the future. Among these agendas, the creation of Law No. 10,639/2003, which makes teaching about Afro-Brazilian and African culture and history mandatory in schools, the implementation of the Quota Law (No. 12,711/2012), which reserved 50% of vacancies in federal universities for students from public schools, with racial and income cuts, and the expansion of fee exemption for entrance exams and ENEM (Brazil, 2003; 2012; Groppo et al., 2019).

In parallel, the popular courses sought to unite the political and the pedagogical through education, by encouraging social struggles and the development of critical consciousness of popular and black youth. In addition, it is worth noting that these practices were adapted to the reality of their students, who come from historically marginalized classes and ethnicities (Groppo et al., 2019)

In the current social context, in view of the demands of the population, it has been necessary to reorganize the curricula of undergraduate courses in the area of health, enhancing the integration of teaching with the field of social services, in order to contribute to the improvement of the situation of communities and promote social transformation (Rocha et al., 2019).

The Law of Guidelines and Bases of National Education (LDB) - Law No. 9,394 of December 20, 1996 - established that one of the purposes of higher education should be commitment and social responsibility, that is, universities will be constituted, in addition to spaces for academic and professional training, as environments for the construction of ethical and transformative citizens. Such guidelines recognize the university's potential as a scenario for knowledge of the real problems of the world, highlighting the national and regional ones, and the importance of providing specialized services to the community, establishing a relationship of reciprocity with it, highlighting university extension as an important pillar promoting this interaction. (Brazil, 1996)

In consonance, constitutional guidelines present in the National Policy of University Extension, implemented by the Forum of Pro-Rectors of Extension (FORPROEX), proposed significant advances in the institutionalization of Extension elaboration of guiding guidelines and recognition of the Extension and the importance of its effective funding. Such guidelines are propellers for making Extension effective as one of the pillars of the University and the inseparability with teaching and research, as well as helping to overcome the challenge of real implementation of Extension as a transformative for institutions and society (Forum of Pro-Rectors of Extension, 2012)

University Extension, under the constitutional principle of the inseparability between teaching, research and extension, is an interdisciplinary, educational, cultural, scientific and political process that promotes transformative interaction between the University and other sectors of society (Forum of Pro-Rectors of Extension, 2012, p. 15).

From this, the extension curricularization process paved the way to become a reality. The desire for the insertion of Extension as a component of the curriculum, supported by the

National Extension Plan in the process of training professionals, began to be reflected as a commitment of everyone at the University. In addition, in 2014, the National Education Plan (PNE 2014-2024) was approved, regulated by CNE Resolution No. 7/2018, of December 18, 2018, which determined in one of its guidelines the mandatory execution of at least 10% of the curricular workload in extension programs and projects (Rozin; Forte, 2021).

Therefore, extension stands out as a promoter of the university's approximation with society, which works in a way of bilateral benefit, in which the educational institution has in the community the necessary experience for the construction of knowledge, through practice, and the community benefits from social actions (Jimenez et al., 2023).

Within this context, in 2022, CP FAMEMA became an Extension Program officially institutionalized by the college, after 18 years directly linked to DACA, which provided financial and material resources, such as the use of classrooms. As of 2023, after unanimous acceptance by the faculty and student coordination and the members, the PC was consolidated as an Extension Program participating in the curricular insertion of Medicine and Nursing courses, receiving the enrollment of students from the first year of the courses interested in participating in the program as a mandatory activity.

The new panorama of the Extension Program reinforced the need for a careful evaluation for the admission of new teachers, on-call staff and monitors who were better able to meet the demand of the entrance exams and the organization of the CP FAMEMA, and, thus, fairly include candidates interested in participating, valuing the quality of the education offered to students of the Popular Course.

2.1 INFLUENCE OF THE ACTIVE METHODOLOGY ON THE FAMEMA CP

It is identified as a relevant aspect for the change in the admission selection process the influence of the experience of active methodologies by the students in the undergraduate courses of FAMEMA.

In line with the search for the training of critical, reflective health professionals, prepared to meet the needs of the population and responsible for the continuous process of searching for knowledge, the institution was one of the pioneers to adopt Problem-Based Learning (PBL) in the 1990s and, after a few years, the Pedagogy of Problematization. Such strategies in active methodologies have had repercussions from the beginning in the training of professionals and in the understanding of evaluation in undergraduate courses inherent to the methodological process experienced (Faculty of Medicine of Marília, 2014).

PBL is an educational strategy in which the acquisition of new knowledge is built through the exposure of students to problem-situations, which stimulate the articulation of previous knowledge and awaken new questions and hypotheses, in order to encourage the active search for knowledge, the improvement of communication skills and the development of critical thinking (Santos, 1994)

On the other hand, the Pedagogy of Problematization takes place from practical activities in real and simulated scenarios. The activities in the real scenarios are carried out in health units, outpatient clinics and wards, while the activities in the simulated scenarios are carried out in a classroom, with the patient being played by an actor. Both activities are developed from the first year of the Medicine and Nursing courses and enable the student to develop communication and patient care skills through observation, questioning and practice (Faculty of Medicine of Marília, 2014)

Following the norms of the FAMEMA Pedagogical Project (2014), in the simulated scenarios, the students are evaluated as to their performance in the various scenarios, valuing practical and communication skills, the articulation of the acquired knowledge, teamwork and attitudes. It is noteworthy that, in the various moments of evaluation, individual feedback is offered to the students, providing opportunities for personal and professional improvement and development (Faculty of Medicine of Marília, 2014)

Based on the experience of the active methodologies and in an empirical way, the members of the PC used some aspects of the active methodology in the development of the new form of evaluation for the admission of members in order to create a more effective selection method structured, thus enabling the selection of more critical candidates and, consequently, more prepared to perform their respective functions in the PC.

2.2 METHODOLOGY FOR THE SELECTION OF TEACHERS, ON-CALL STAFF AND MONITORS

Until 2020, those interested in participating in the CP FAMEMA in the roles of teachers, on-call staff and monitors were selected through a lottery. In view of the institutionalization of the Pre-University Entrance Exam Course and the need to ensure the quality of the education offered, a new form of admission was considered that included the analysis of pedagogical skills, essential to the teaching-learning process, considering the gap between the student's previous theoretical knowledge and the requirements of the main entrance exams in the country. In this selection process, social skills were also recommended, especially in the

selection of monitors, in order to offer emotional support to students according to the understanding of their social dimensions, obtained through close interaction.

In this sense, inspired by the active methodology, the admission of teachers began to be carried out based on the simulation of a real classroom scenario, in which the candidate must teach a test class of no more than twenty minutes on a previously defined topic related to the subject of interest. A board composed of at least three members of the PC, including members of the coordination and professors of the discipline, attends the test class and evaluates the candidates. In parallel, in the admission of on-call staff, candidates experience a simulated on-call of doubts in which they solve proposed questions and explain them to the evaluation board, which, in this case, is composed of only one member of the PC, usually one of the coordinators.

The three selection processes seek to give autonomy to the candidate, allowing him to use the teaching strategies he prefers during the explanation. During the simulation, the evaluators ask questions to the student, based on the content that is being explained, seeking to get closer to the real classroom scenario in which the students have questions, which allows the evaluation of pedagogical, improvisational and communication skills, replicating parameters of the active methodology. In this sense, a candidate is sought who can facilitate the understanding of the subject and who includes the student in his teaching-learning process, so that knowledge is built together, in an active way.

In these selection processes, the evaluation board is based on the following criteria: (1) mastery of the content of the subject, in which the understanding of the teacher/on-duty person is evaluated on the subject being exposed; (2) basic didactics, which consists of the ability to transmit knowledge to the student; (3) deep didactics, which encompasses the linear development of reasoning, teaching practice and the use of other pedagogical strategies; (4) oratory, in which it is sought to evaluate the clarity, diction and intonation of the voice, essential aspects for the student's understanding of the content; (5) interaction with students, evaluated through the way the candidate behaves during the evaluation, such as making eye contact, directing questions and checking if the subject was understood.

These criteria were developed by FAMEMA academics who participated in the CP in view of the need to evaluate and value the human aspects of each candidate, in addition to pedagogical skills. Each of the five criteria scores from 0 to 10 points, with a maximum score of fifty points, and each evaluator fills out the evaluation sheet (Figure 1) individually. At the end of the test class, the evaluators give feedback to the candidate, reinforcing the positive

and negative points of the simulation. The score is used as a comparative standard in the case of the presence of more than one candidate interested in the same discipline, and there is no predetermined cut-off score for the candidate's approval. In this way, the new methodology for hiring teachers prioritizes the qualitative aspects of the simulation to the detriment of the quantitative aspects, according to the parameters of the active methodology, recognizing the needs of students, who need teachers and on-call staff who know how to transmit knowledge in an accessible and appropriate way, and the candidate's ability to improve their pedagogical skills as they acquire more practice. Figure 1 shows the evaluation sheet for the admission of teachers and on-call physicians at the FAMMA CP.

Figure 1

Evaluation sheet for the admission of teachers and on-call staff

FOLHA DE AVALIAÇÃO	
ADMISSÃO DE PROFESSORES E PLANTONISTAS	
Domínio da Matéria 0-2: péssimo; 3-4: ruim; 5-6: regular; 7-8: bom; 9-10: excelente	
Didática Básica 0-3: pouca didática; 4-6: didática mediana; 7-10: didática ideal	
Didática Profunda 0-3: pouca didática; 4-6: didática mediana; 7-10: didática ideal	
Oratória 0-2: péssimo; 3-4: ruim; 5-6: regular; 7-8: bom; 9-10: excelente	
Interação com os alunos 0-2: péssimo; 3-4: ruim; 5-6: regular; 7-8: bom; 9-10: excelente	
OBSERVAÇÃO (comentários e recomendações do avaliador)	
RESULTADO:	

Source: prepared by the authors.

The selection of monitors differs from other processes in that it evaluates the availability of the student and, above all, their ability to interact and solve hypothetical situations of an emotional nature, prioritizing the admission of empathetic candidates, willing to provide humanized support to students who need it. In this context, the member of the Coordination of Monitors proposes a simulated scenario to the person interested in the position, in which a student would present some psychosocial difficulty. Thus, those who stand out in the articulation of their social and emotional skills for the solution of the imposed problem, as well as meet the requirements for availability of schedules necessary for the position, are approved. Figure 2 shows the evaluation sheet for the admission of monitors from the FAMMA PC.

Figure 2

Evaluation sheet for the admission of monitors

FOLHA DE AVALIAÇÃO ADMISSÃO DE MONITORES	
Possui disponibilidade em algum dia da semana das 17h45 às 21h30? 0: não; 1: sim	
Costuma ter disponibilidade durante as manhãs de sábado (7h30 às 13h30) para aplicação de simulados? 0: não; 1: disponibilidade limitada; 2: sim	
Apresentar ao candidato a seguinte situação e avaliar: se um aluno buscar sua ajuda dizendo que está pensando em desistir do curso devido a dificuldades com sua rotina e ansiedade quanto ao vestibular, como você reagiria?	
Capacidade de resolução de conflitos emocionais 0-2: péssima ; 3-4: fraca; 5-6: regular; 7-8: boa; 9-10: excelente	
Empatia e escuta ativa 0-2: Indiferente; 3-4: limitada; 5-6: razoável; 7-8: boa; 9-10: excelente	
Proatividade e disposição para ajudar 0-2: Indiferente; 3-4: pouco; 5-6: razoável; 7-8: bom; 9-10: proativo	
OBSERVAÇÃO (comentários e recomendação do avaliador)	
RESULTADO:	

Source: prepared by the authors.

3 RESULTS AND DISCUSSION

The understanding of education as a fundamental basis for the transformation of society was one of the ideas that highlighted the need for democratization of access to higher education in the Brazilian context. Although basic education is already offered by the government, elementary and secondary education, it is sometimes perceived that educational reinforcement is necessary for entry into higher education, in the face of growing competition in university entrance exams and inequalities in teaching opportunities. To illustrate this scenario of disparities, the 2023 Census of the National Institute for Educational Studies and Research Anísio Teixeira (Inep) revealed that the percentage of high school graduates who entered higher education immediately after completing this stage, between 2014 and 2022, was notably unequal when analyzing the color/race criterion: In 2022, for example, while 37% of whites gained access to higher education, only 12% of indigenous people and 17% of blacks reached the same level (BRASIL; INEP, 2023). These values represent less than half the rate observed among the white population - a fact that highlights not only the persistence of educational inequalities, but also reinforces the historical legacy of marginalization of these minority groups and the structural barriers that still hinder their access to education.

This worrying context involving access to HEIs is one of the main elements present in the Higher Education Census prepared by Inep. The analysis is especially highlighted in Goal 8 of the study, which addresses the challenges of expanding and directing higher education in line with the National Education Plan (PNE), which aims to expand the average schooling of the population from 18 to 29 years old, in order to reach at least 12 years of studies in the last year of the PNE, targeting the populations of the countryside, the region with the lowest education in the country and the poorest 25%. In addition, it seeks to equalize the average schooling between blacks and non-blacks declared to the Brazilian Institute of Geography and Statistics (IBGE) Foundation (BRAZIL; INEP, 2023). In this sense, the popular pre-university entrance exam course emerges as an ally to the PNE and to the goals proposed by Inep, especially Goal 8, as it is configured as an extra opportunity for study for marginalized social strata, with the main objective of providing opportunities for students to enter Brazilian colleges and universities.

In view of this, it can be seen that, since the 1980s, the movement for the creation of new popular pre-university courses has been achieving important achievements in the pedagogical and political fields, in addition to the approval of students in the main entrance

exams and selection processes in the country, such as the implementation of social and racial quotas, the exemption of entrance exam fees for low-income people and the establishment of Law No. 10,639/2003, which determined the mandatory teaching of Afro-Brazilian and African culture in Brazilian schools (Groppo et al, 2019). Thus, although several enclaves persist in education, these achievements symbolize the advances in the democratization of access to universities and the hope for a fairer future for all those who wish to enter higher education.

Considering this scenario, university extension programs seek to integrate teaching and social responsibility, promoting various actions in the fields of social services in the community. Considering that one of the proposals of the current curriculum of undergraduate courses in the area of health is to reinforce actions of a social nature, preparing the individual to act effectively in society, the institutionalization of University Extension is seen as a factor that drives the performance of the programs, since it offers the financial and material support necessary for the expansion of actions, increasing reach in the community.

In view of the above, until 2020, the financial resources of the CP FAMEMA, intended for the proper functioning of the classes – monthly purchase of blackboard markers and the printing of teaching materials, for example – were limited, coming from the collection through the sale of personalized products or through donations. This scenario changed with the institutionalization of the FAMEMA CP by the faculty, which began to contribute with materials, prints, physical location for activities and technological support, providing opportunities for on-duty staff and teachers to use resources such as a list of unpublished exercises, simulations and other tools that contribute to the construction of knowledge in the classroom. Thus, without previous financial limitations, it is possible to provide a more comfortable environment for students and offer a better quality of education.

These transformations experienced by CP FAMEMA inspired internal changes in the program. In this sense, the change in the program's selection process brought a closer relationship between the evaluation board and the candidates for teachers, on-call staff and monitors, promoting a more direct and constructive interaction. Instead of the lottery, the new model, influenced by the active methodology, experienced by medical and nursing students, allows the coordination to evaluate not only the candidate's theoretical knowledge, but also their pedagogical skills, motivations and posture in the simulated classroom scenario. This direct contact facilitates the alignment of expectations, creating an environment of trust that favors the learning and continuous development of the participants.

One of the main tools of this integration is the feedback of the evaluation, offered at the end of the simulations. This moment is essential for the candidate's improvement, as the coordination provides detailed and constructive feedback, highlighting positive points and areas for improvement. In addition to guiding candidates on how to improve their pedagogical skills, the feedback reinforces CP FAMEMA's commitment to the training of qualified educators prepared for the challenges of teaching.

In addition, the new evaluation format is also important to promote integration between new and old members of the PC, since teachers who will leave the Program are invited to participate in the evaluation board, helping to choose the candidates who will replace them. With this, it seeks to maintain quality and promote the exchange of experiences among participants, in addition to keeping old members engaged in the operation of the Program.

4 CONCLUSION

The Popular Pre-University Entrance Exam Course of the Faculty of Medicine of Marília, with 20 years of history, is constantly transforming and improving, in order to fulfill its main objective: to provide low-income students with the opportunity to enter higher education through quality education. In the most recent structuring, the members of the FAMEMA CP incorporated aspects of the active methodology, experienced at the Faculty, to the selection process for the admission of teachers, on-call staff and monitors, seeking to expand the form of evaluation of the candidate based on the analysis of different skills necessary for the educational environment. With this, it was possible to select teachers and on-call staff who were more prepared to teach classes and shifts, considering pedagogical, communication and improvisation skills, which is reflected in the student's better understanding of the content exposed. In addition, the monitors contribute to strengthening the bond with students, allowing greater emotional support and, consequently, better results in the entrance exams for admission to universities and colleges in the country.

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