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**Trabalho docente: o desafio de reinventar a avaliação em tempos de pandemia**

**Teaching work: the challenge of reinventing assessment in times of pandemic**

**Trabajo docente: el desafío de reinventar la evaluación en tiempos de pandemia**

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**Abstract**

This article brings to scene an exploratory reflection on the challenges posed to teachers, with regard to the reinvention of the evaluation processes of distance education courses, given the moment experienced by Covid -19. For this debate, it is assumed that evaluation has always been a challenge for the teacher, since the action of evaluating presupposes choices, which, many times, are linked by the definitions of public policies. At the present time, when the pandemic has changed the pace of people's lives, the assessment in distance education, which was carried out in person, had changes to meet the specifications determined by social isolation. In this scenario, rethinking evaluation is necessary and the possibility of reflecting on the theme, in a process of continuing education that begins. The continuing education of teachers is evident in the construction of individual and collective subjectivity.

**Keywords:** Evaluation. Teacher training. Pandemic.

**Resumen**

Este artículo trae a la escena una reflexión exploratoria sobre los desafíos planteados a los maestros, con respecto a la reinención de los procesos de evaluación de los cursos de educación a distancia, dado el momento experimentado por COVID 19. Para este debate, se supone que la evaluación Siempre ha sido un desafío para el maestro, ya que la acción de evaluar presupone opciones que, muchas veces, están vinculadas por las definiciones de políticas públicas. En la actualidad, cuando la pandemia ha cambiado el ritmo de vida de las personas, la evaluación en educación a distancia, que se llevó a cabo en persona, tuvo cambios para cumplir con las especificaciones determinadas por el aislamiento social. En este escenario, es necesario repensar la evaluación y la posibilidad de reflexionar sobre el tema, en un proceso de educación continua que comienza. La educación continua de los docentes es evidente en la construcción de la subjetividad individual y colectiva.

**Palavras-Clave:** Evaluación. Formación de profesores. Pandemia.

**Resumo**

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Este artigo traz à cena uma reflexão de forma exploratória sobre os desafios postos aos professores, no que tange à reinvenção dos processos avaliativos de cursos de EaD, diante do momento vivenciado pela COVID 19. Para esse debate, parte-se do pressuposto de que a avaliação sempre constituiu um desafio para o professor, pois a ação de avaliar pressupõe escolhas, as quais, muitas vezes, estão enlaçadas pelas definições das políticas públicas. No momento atual, em que a pandemia alterou o ritmo das vidas das pessoas, a avaliação na educação a distância, que se realizava presencialmente teve alterações para atender às especificações determinadas pelo isolamento social. Nesse cenário, o repensar sobre a avaliação se impõe e a possibilidade de refletir sobre a temática, num processo de formação continuada que se inicia. A formação continuada dos professores se evidencia na construção da subjetividade individual e coletiva.

**Palavras-chave:** Avaliação. Formação de professores. Pandemia.

## 1 Introduction

This article brings to scene an exploratory reflection on the challenges posed to teachers regarding the reinvention of the evaluation processes of distance education courses, considering the moment experienced by Covid-19. For this debate, we assume that evaluation has always been a challenge for the teacher, because the action of evaluating presupposes choices, which are often linked by public policy definitions.

Such choices require frequent and effective changes in teaching work, in order to adapt it to the established propositions. It is worth mentioning, in this context, the implementation of systemic assessments and the mapping and classification of students' performance at national and international level with its implications for the commitment of teacher autonomy.

It is also worth noting the continental size of Brazil itself, the economic disparity of the country and the particularities of its education systems, as well as the dichotomies verified in the educational sphere, aspects that hinder and limit the autonomy of the teacher. The university in Brazil, in those terms, "has the duty to prepare itself empathically to revolutionize the didactics for the future of new times of creativity and contribution to the material and spiritual development of the country (TEIXEIRA, 2020, s/p).

This study is part of the finding that the action of evaluating is an investigative and conflicting process and is the object of research of many studies. Through

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bibliographical research to the website of the Bank of Dissertations and Theses of CAPES (**Coordination for the Improvement of Higher Education Personnel – a Brazilian foundation of the Ministry of Education**), it verified 238,218 research on the theme of evaluation, carried out in the period from 1987 to 2017.

Most of those studies reveal how teachers seek to fit the legal guidelines, which they underlie. Such researches make it possible to understand how the demands placed by public policies with regard to evaluation destabilize the teaching work and, in particular, the process of university education of future education professionals.

The year 2020, the temporal context of the discussions of the article in question, brought restlessness, fear, isolation and, above all, health care, to face the virus, called Covid-19, which broke the geographical barriers and became an enemy that requires a confrontation of world war. In this scenario of interrogations, universities suspended their classroom classes to ensure the health of the entire academic community. However, in the distance education, at first it seemed that the pandemic would not have implications for their implementation, because a work was already consolidated, which could be carried out from distance.

However, throughout the work, some challenges begin to overlap and, among them, it is possible to mention the realization of online evaluation processes, not in-person for the purpose of meeting the minimum annual workload, due to the Covid-19 Pandemic, provided by the National Council of Education (in Portuguese - CNE), which established the educational guidelines, with a view to reorganize the school calendar and the possibility of calculation of activities. In those normative determinations, Opinion CNE/CP No. 5/2020 (BRASIL, 2020) changed the perspective of evaluation in distance education, considering the context of the pandemic.

Thus, taking evaluation in the distance modality as object for the present study, it was possible, from the theoretical point of view, to understand two perspectives of evaluation in the courses, in pandemic times, which will be detailed in this article. The first rethinks evaluation as an essential process of education and the formative process of the human being and the second highlights the normative determination of CNE Opinion No.

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5/2020 (BRASIL, 2020), higher courses in distance education – EaD in Brazil, in the period of isolation due to the pandemic.

## 2 Evaluation: Formative process

When it comes to evaluation, there will always be studies that focus on finding that evaluation has always been a concern of teachers. However, at this point, when the pandemic has been normalizing other lifestyles and survival, this concern acquires a larger spectrum. Reflections on the importance of evaluation, the criteria for its elaboration and, above all, on the legitimacy and reliability of the action of assessing distance are issues that resonate in the reflective constructions of teachers and that manifest themselves during lives and other formative activities.

In this context of so many exceptions, it is possible to understand that evaluation is one of the essential dimensions of the learning process. In defining evaluation, Casali (2007) expresses the term as an action of giving value, "[...] how to know to situate daily, in a certain hierarchical order, the value of something as a means (mediation) for the realization of the life of the subject(s) in question, in the context of cultural values and, at the limit, of universal values" (CASALI, 2007, p.10).

According to Casali, the value is inserted in the logic that establishes the links with learning. Three other theorists, Assubel (1918 - 2008), Piaget (1896 - 1980) and Vygotsky (1896 - 1934) make it possible to understand the evaluation process as part of the learning dynamics. For the authors, the choices are not neutral, on the contrary, they are imbued with cognitive and emotional relationships.

The first, Assubel (1918-2008), a psychologist of American education, starts his studies from the school space, to consider the conjectures of its organization. At the time, the author confronted the harsh educational reality, marked by punishments and pedagogical submissions, which humiliated and disparaged the subject of learning. Assubel breaks with the instituted and with coherent pedagogical action of a certain time, to propose an education based on a significant learning and the affectivity of relationships.

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The author does not rule out traditional classes, especially the technique of exhibition class, only elucidates the need for learning to be significant for students (ASSUBEL, 1973).

Jean Piaget (1896-1980), in turn, contemporary to Assubel, Swiss biologist, psychologist and epistemologist, elaborated his theory of learning based on learning stages. In establishing a comparison to the initiation rituals of the primitive tribes, Piaget even made an analogy with the school evaluations by stating that:

In a traditional school, the submission of students to the moral and intellectual authority of the teacher, as well as the obligation to record the sum of knowledge indispensable to the success of the final exams do not constitute a social situation functionally very close to the rites of initiation and focused on the same general objective: to impose on the young generations the set of common truths, that is, of the collective representations that have already ensured the cohesion of previous generations (PIAGET, 1975, p. 59-60).

The criticism of Piaget's assessments did not remove its essential aspect of accompanying learning but stressed that evaluation should not be the parameter of imposition and cohesion of common truths for younger generations.

Finally, Lev Vygotsky (1896 – 1934), born in the same year as Piaget, had little time to live. Even so, Vygotsky left an important legacy, when presenting his studies, theorized about the Proximal Development Zone (PDZ). "[...] the notion of a proximal development zone enables us to propose a new formula, that 'good learning' is only the one that advances to development." (VYGOTSKY, 1991, p. 60). In the author statements, the human being can empower his knowledge from the interaction with the other and leverage his learning process.

The proximal development zone provides psychologists and educators with an instrument through which one can understand the internal course of development. Using this method we can account not only of the cycles and maturation processes that have already been completed, but also of those processes that are in a state of formation, that is, that are just beginning to mature and develop (VYGOTSKY, 1991, p.58)

The PDZ instigates reflections on evaluation of the learning process, as a differential in human development. With the understanding that if someone learns in several ways, it

is highlighted, however, that the monitoring of another can positively interfere in the learning process. In this logic, the teacher's performance has an important action in the learning of his students.

Those theorists made it possible to understand the importance of the relationship between teacher and student. Effective co-participation in the construction of knowledge and meaningful learning, according to the authors, should be marked by respect and affection and provide new learning from imbalances to be overcome.

Thus, the theories of learning raise questions about evaluation. Evaluate for what? It is considered, in those terms, that the articulation between diagnostic and summative evaluations are essential stages of the formative process:

The micro sociological level of evaluation occurs within the classroom, it is the evaluation of learning, the responsibility of the teacher. It must be strongly formative, continuous, and based on the reflection of the teaching-learning process (BRANDALISE. p. 2).

When developing an evaluation instrument, teachers should be attentive to what objectives they hope to achieve. In this sense, assessing whether it is complex and may have the connotation that:

Reflecting is also evaluating, and evaluating is also planning, establishing objectives, etc. Hence the evaluation criteria, which condition their results, are always subordinated to purposes and objectives previously established for any practice, be it educational, social, political, or otherwise. (DEMO, 1999, p.01).

And to delimit the objectives, Bloom's Taxonomy, created in 1956 by a team composed by Max Englehart, Edward Furst, Walter Hill and David Krathwohl, and managed by Benjamin Samuel Bloom (1913-1999) determined six categories: knowledge; understanding; application; analysis; synthesis; evaluation. In this preposition, evaluation was placed as the last stage of knowledge. In 2001, Anderson and collaborators published a review report on Bloom's Taxonomy, in which new concepts, resources and theories were linked (ANDERSON et al., 2001).

In the revised taxonomy, there were six categories, which were added to subcategories. In ascending order were established: **1- Remember** - subcategories:

Recognizing; Remembering; 2 - **Understanding** - subcategories: Interpretation; Exemplifying; Classification; In short; Inferring; Comparing; Explaining. 3 - **Apply** - subcategories – Running, Implementing. 4 - **Analyze** - subcategories: Differentiating; Organization; Assigning. 5-**Evaluate** - subcategories: Checking; Criticize. 6- **Create**-subcategories: Generating; Planning; Producing (ANDERSON et al., 2001, authors griffons).

In this new organization of bloom taxonomy, the category to create became the one capable of verifying if the knowledge was full. We can only create from knowing well certain thing or situation.

The process from which emerges the phenomenon that is called creativity begins with perception, understood as the operation of distinguishing simple or composite units from a background. Through its organism in structural coupling, the subject interacts with his environment, exhibiting adaptation to being exposed to unprecedented situations and presenting the appropriate conduct necessary for its existence (BRITO; VANZIN; ULBRICHT, 2009, p. 210).

The understanding of the knowledge process expressed by creativity should be a dimension to be considered before an evaluation. In this logic, it is observed that educational institutions continue to be based on two types of evaluations that limit creative expression. Evaluations are organized in objective and subjective questions.

[...] objective multiple-choice questions are those that already have the possibilities of answer, among which the student chooses the only one that correctly responds to the proposed problem. It should be understood that an objective question does not concern only the type of answer it requests. It is objective by direct utterance, clean and the clearest and most accurate. It is objective by the organization, by the way the problem is contextualized and presented for the student's analysis (SEEMG, s/d, p.14).

The objective questions of evaluations have been used frequently in recent decades. It is worth noting that the preparation of evidence with this characteristic is not an easy process. The questions need to be carefully thought of in their statement, in the support of the same, in the command of the action effected and in the alternative scans of answers, which include the distractors and the feedback. In subjective questions in



evaluations, or also discursive, the evaluated subject allows the evaluated subject to express his/her knowledge from the theme presented.

Those two ways of evaluating have configured as assertive over time. However, in the face of a unique situation experienced in this pandemic period, evaluation is again questioned and analyzed from different angles. It is, therefore, from a singular reality that evaluation has a meaning and can be changed.

### **3 Covid-19: uncertainties and possibilities of evaluation in distance education**

The period of insecurity and instability in which the world lives in the face of the unknown and frightening Covid-19 has had implications for the evaluation process. Distance education did not interrupt its courses, but in the face of the impossibility of meeting the legal assumptions of Art. 80 of Law No. 9,394, of December 20, 1996, which refers in particular to the fulfillment of the face-to-face activities developed in the courses offered in the aforementioned modality, in 2020 due to the one exposed to distance education, is faced with a dichotomy.

On the one hand, the possibility of continuity of the calendar, considering the use of information and communication technologies for the continuity of didactic-pedagogical activities. On the other hand, in view of the scenario of indication of social isolation by the World Health Organization (WHO), the opinions and decrees that this orientation take place, signal the non-use of the space of the Face-to-Face Support Centers for the application of evaluations, for this modality, called face-to-face evaluations.

This dichotomy is reinforced in the assumptions of Decree No. 9,057 of May 2017, which regulates Art. 80 of LDBEN/96 (BRASIL, 1996) and establishes the guidelines and bases of national education, according to,

Art. 4º The face-to-face activities, such as tutorials, evaluations, internships, professional practices, and laboratories and defense of works, provided for in the pedagogical or development projects of the educational institution and the course, will be carried out at the institution's teaching center, in the distance education poles



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or in a professional environment, according to the National Curriculum guidelines (BRASIL, 1996, s/p).

Taking into consideration the scenario, we verified major changes, established by the need to review the current legal process of operation and structure of distance education, in order to meet the norms and requirements in the specific period of the Covid-19 pandemic. Such changes require, at the same time, (re)inventing new processes that dialogue: with Brazilian educational legislation, with institutional and regional conditions, and still safeguard all those involved in the training process in the distance modality without, however, putting any of those in a situation of risk and vulnerability in the face of the dangers of contamination.

In this context, the position of the National Council of Education occurred, which through CNE/CP opinion No. 5/2020 (BRASIL, 2020), which modifies evaluation in an exceptional way, opening the possibility for "conducting online tests or, through printed material delivered at the end of the process of suspension of classes" (BRASIL, 2020, p.14).

The aforementioned legislation also expands the possibility of using far-reaching social media (WhatsApp, Facebook, Instagram, and other media instances) to stimulate and guide studies and projects. This new context undoubtedly makes the action of evaluating even more challenging, because it brings with it the demand to (re)invent an evaluation process that from Perrenoud's perspective (1999) is based on pillars of a current evaluation, practiced long standing for the purposes of the management of a double system.

Those pillars, from the perspective of the authors of this article, are in the process of expansion in one of their logics, considering Perrenoud's arguments (1999) about the evaluation process. For the author, there are two logics when the subject deals with the understanding of the evaluation process, namely: i) the periodic adjustment of the curriculum, requirements, admission standards, structures; ii) the control of teachers' teaching and work. In this article, regarding the context of the Covid-19 pandemic, we consider a third logic, in a context of well-structured learning techniques and methods:

social subjectivity, constructed by the collective of teachers.

To understand this approach, it is necessary to mention that the questions and demands emerge from a collective of teachers and coordinators of courses working in different educational institutions in search of an answer. Thus, it is not possible to deny a third logic constituted by professionals working in distance education modality, who want and/or were summoned by the context to rethink evaluation and its objectives in the face of learning.

The current demand presented to professionals working in distance education favor the perception around the idea that the formation of an opinion and consequently decision-making simultaneously involves a movement that dialogues with an intention, which has an individual character, because it concerns the knowledge, training and values implicit to a subject and also does not depart from the social, as the choice will be based on the most recent experiences of the subject or social instance. For this reason, we could not fail to emphasize in this text a perspective that deals with social subjectivity, since it contemplates the subject in the two individual and social dimensions.

For this opportunity, in the process of building a belonging to a group that wants to rethink evaluation and, therefore, it will be part of a third logic the construction of a contemporary look at evaluation. This study brings up some perceptions with a social subjectivity, understood in this study from Rey's perspective (2003, p. 203) as,

[...] a complex system that requires equally complex forms of organization, linked to the different processes of institutionalization and action of subjects in the different spaces of social life, within which elements of meaning from other social spaces are articulated.

Therefore, from this perspective, belonging to a group that experiences the third side, in a current context, means configuring an institutional social subjectivity, which is formalized as it intensifies in university spaces the demand to stop visualizing social processes as external in relation to individuals, or as blocks of determinants and come to glimpse the construction of a differentiated look from which the subject is constituent and simultaneously constituted.

To exemplify the configuration of a process of social subjectivity, it can be mentioned the two-way movement carried out in favor of access to spaces for dialogue, in national territory on topics focused on education and in particular, various lives and online training activities, stimulated by Opinion CNE/CP No. 5/2020, which indicate for the context of pandemic the "availability of continuing training courses for teachers and education professionals through the AVA-MEC platform" (BRASIL,2020, p.2).

This action demonstrates the movement of wanting to belong and wanting to participate. That can become antonymous actions, depending on the experience passed. After all, the expression of interest in participating in a given action does not always culminate in effective belonging. Considering that this construction is related to the individual perspectives of the subject and the quality of the construction that occurs with the group, there may be a strong influence of the individual perspectives for the group or *vice versa*.

It can be seen that, if the recent experiences of the subject interfere in his/her position in the institution, because the complex system of the configuration of social subjectivity is articulated with the numerous reactions of other members of this social space. In those relationships, areas of tension are created that can contribute to the construction of experiences and positions that favor the common perspective of the social or as moments of repression and embarrassment.

Taking into consideration the need to strengthen experiences with quality, as a contribution to the construction of the pillars of collective subjectivity, it is of fundamental importance that the institution offers possibilities for expanding experiences in line with institutional and individual purposes.

Given this scenario that leads to the perception of new dichotomies, the study in question is presented. Even in the face of a process of rethinking the different positions in relation to the evaluation of learning that is also complex, the study does not take the responsibility of contributing to a qualitative treatment of this theme.

To this end, in search of understanding the configuration that is established between subjects, we chose, in this first moment of the study in question, to take as a

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starting point the reflection in an exploratory way on the challenges posed to teachers regarding the reinvention of the evaluation processes of distance education, in view of the moment experienced by Covid-19.

#### **4 A look at the evaluation process in distance education: (re)inventing processes and procedures**

To begin with the conversation, it is important to differentiate the expressions processes and procedures and, to this end, we will seek to borrow elements from the area of Law. From this perspective, there is a consensus that both are derived from the Latin *procedere*, which means, literally, to proceed.

However, for Naconecy (1984, p. 1), "the process is a complex phenomenon that covers the procedural relationship and the procedure", and the second expression concerns the way the process will be conducted, and may vary depending on the content of the procedural relationship.

Considering this understanding, it is possible to affirm that during the process of construction of new guidelines for the reorganization of the evaluation process in distance education, there will be a movement to construct a social subjectivity, due to the new dynamics predicted in the current legislation. It may seem of course to assume that distance education deals all the time, with processes involving Information and Communication Technology - ICT. However, with regard to evaluation, because it occurs in person in the support centers or in institutional spaces, it has never before required the use of new means and methodologies and in the current context, to enable its application.

This action becomes complex and challenging, as the longings of the responses that call for the construction of a solution take place in the midst of moments of contradictions and consensus, in the political, social and educational sphere, which again dichotomously intertwine and become reciprocal, aiming that the constituent elements of individual and social subjectivity do not dilute each other, whether by the force of contradiction or consensus, but to strengthen each other.

In this regard, the text in question will present a movement identified by the authors during the exploratory study as essential to the construction of social and individual subjectivity, taking as an object (re)construction of the evaluation process for distance education in an online way: the resignification of theoretical knowledge and knowledge of practice.

## **5 The resignification of theoretical knowledge and knowledge of practice**

According to Pimenta (2005), teaching knowledge is formed by knowledge departing from practice and nourished by theories of education. On this understanding, the teaching action in the face of the evaluation process comes, in a first act, from the legal requirement, in which the teacher finds himself immersed in the daily practices of evaluation, inherent to the educational process. In a second act, the teacher is demanding to expand his/her theoretical knowledge on the subject and its conditioning factors. In this process, when two movements are established, they exchange and overlap with themes about evaluation. In one of them is the individual acquisition of each teacher on the theme of evaluation, in another movement, expressed in the formation in the construction and/or resignification of teachers involved in reflection on their own experiences and knowledge.

In this sense, when thinking about the movements necessary to organize online evaluation processes for courses offered in the distance education, it is necessary to take as a starting point the review of structuring concepts for this practice. Thus, this practice when being searched by reflection can become the help in the construction of new perspectives, since still taking as reference Pimenta's assumptions,

[...] The role of theory is to offer teachers perspectives of analyses to understand the historical, social, cultural, organizational, and themselves as professionals, in which their teaching activity takes place, to intervene in them, transforming them. Hence, the permanent exercise of the criticism of the material conditions in which teaching takes place is essential (PIMENTA, 2005, p. 26).

Thus, considering the above exposition, the first moment should contribute to break some traditions linked to what is conjectured called traditional education, because the

work with methodologies in the distance modality has been performed dichotomously. On the one hand, it is verified that, in the previous context of the Covid-19 pandemic, evaluation in distance education was adopted as a face-to-face practice, thus triggering paradigms of evaluations common to the context of the face-to-face modality. On the other hand, from the current reality, with the normative definitions of CNE/CP Opinion No. 5/2020, evaluation begins to rethink, seeking different and creative ways of performing it.

There is an inflection in relation to the conception of evaluation, until then, consisting of a safe field in the distance education. In those new times, the evaluation process is justified in the way of the previous guidelines. Changes in the evaluation process were pointed out and endorsed in lives, web conferences, chats, among other actions that have been carried out, with great intensity in the context of the pandemic. Those actions reveal contradictions and similarities expressed in the evaluation process, marking the beginning of a movement to configuration collective subjectivity (REY, 2003).

It is also fitting in this movement of configuration of social subjectivity to overcome the model of technical rationality by the model of emancipation and autonomy. (PIMENTA, 2005). This change will take place through the construction of training processes for teachers, course coordinators and tutors based on an emancipation model, which leads participants to the mentioned level of Bloom's taxonomy adapted to the ability to create, in its subcategories: generating, planning and producing.

In personal and professional training, which are characterized as a permanent becoming, there is a need to seek to get involved from the experiences of initial formation and make room for continuing education. In this dynamic, it will make it possible to establish dialogue between the processes of social subjectivity and individual subjectivity, in order to produce new, other ways of looking at the exercise of the profession.

## **6 Considerations**

Throughout the history of education in Brazil, evaluation has always been presented as a complex process. Prior to the context of the pandemic, a faint feeling of evaluating was simpler in the air. In the current context of Covid-19 in which the

convergence between the virtual and the face-to-face no longer allows us to make use of conventional education and, consequently, of the principles of a conventional evaluation, we can only configure individual and social subjectivity for the continuity of actions.

We leave the world of certainties and circulate online, through a world in which everything and everyone goes through a process of reinvention, which justifies the perception of three important directions. The first is about the need for investment in studies on evaluation in a post-pandemic context. The second deals with the contradictions and similarities implicit to the action of evaluating and the need to configuration individual and collective subjectivity. Finally, the third emphasizes the need to think of a less tenuous structure for evaluation in distance education, which is not a conclusive action, but that allows, according to Bloom's taxonomy, the creative making.

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