The power of evaluation through active methodology

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1 INTRODUCTION

The purpose of school assessment should not only be to measure knowledge acquired by students as a standard for promotion, but to be used as a means for their pedagogical training. For Ferreira 2018, humanity has increasingly been inserted in a revolution, whose core refers to information, processing and communication technologies with characteristics of the technological revolution is the application of information knowledge for the generation of new knowledge. Also according to Ferreira 2018, the factor that deserves attention is that sometimes the student immediately wants answers, because it focuses only on the possession of information as the main actor of learning, when, in fact, what actually matters is the learning process of internalization of knowledge, and how the student reached that answer, that conclusion. In this sense the use of active methodology, through the use of gamification to assist in student interaction to the evaluative mode is an aggregator process to the learning method.

Evaluate the results of applying quarterly assessments in technical education students through active methodologies "Gamification". Identifying the active methodology that best suits the type of teaching applied in the institution and generating supporting documents to keep history of evaluative activities without generating physical documents of the events, still presenting evaluation systematics to students in order to create a friendlier environment and conducive to learning, demystifying the act of evaluation as punishment but as a method of consecration of the acquired knowledge. The traditional evaluation process based on physical evaluation through questionnaires composed of objective or discursive questions, performed in a certain period with a determined duration and with parameters of access to support materials and restricted consultations, has no longer presented success in its results, since students increasingly seek to interact with the proposed activities, in this sense the current method is archaic and unproductive, triggering dropout and other factors.

The Active Learning Methodologies, are presented as innovative proposals for teaching specifically, to meet the characteristic that the student is the protagonist of learning. The use of these methodologies proposes to develop both cognitive and socio-emotional, combined with autonomy, proactivity, teamwork, problem solving, self-esteem (SILVA and PIRES, 2020), the authors also emphasize that the active methodologies create engagement among students. Still according to Silva and Lima, 2020, it is certain

that before the possible benefits of these applications of active methods, it runs into obstacles such as knowing the theory and not being able to apply it effectively, not disarticulating teaching and learning, security in traditionalist performances, all points that converge the resistance of the teacher in developing these educational strategies. In line Brito and Vicchiatti, 2020, argue that active methodologies are not new and that there was already talk of active education, where in the teaching process the student would be the central figure this movement would bring the dynamics of learning by doing, already pointing to the need to remove the student from his accommodated passive position to be the protagonist in his learning process. Searching in Paulo Freire's thought that when defining the need to value the teacher's previous knowledge, in his "reading of the world", and in the urgency to develop the critical eye and question the world around him, idealizes and bases the main characteristics of the active methodologies, applied today.

In this context it is plausible to remember that the technological advances of today and changes in behavior of children and young people, natives of this digital age, it is expected a change in the role of the teacher and the format of classes, the Active Methodologies, place the teacher as a mediator of knowledge, occupying himself to involve the student more in the development of classes, without giving everything ready for him; value the moment of the classroom as a time for discussion, debate, synthesis (BRITO AND VICCHIATTI, 2020). For Moran, 2013 methodologies need to follow in line with the intended objectives, aiming more proactive students, and adopting methodologies in which students engage in increasingly complex and interesting activities in their own point of view, that take a decision position evaluating results, with support from relevant materials. Creativity needs to be experimented in numerous new possibilities to instigate initiative these students. Ferreira, 2016 in agreement with Moran, 2013 reinforces that the Active Methodologies of Teaching and Learning, has as its set of techniques to stimulate constructive processes of action-reflection-action, based on the pedagogy of Paulo Freire, where the student should have an active posture in the course of their studies. Opportunizing the student to research and discover solutions that apply to the problems of reality. The role of the teacher will be to stimulate the student in search of this knowledge, and create taste for knowledge, thus the Active Methodologies of Teaching and Learning, with its techniques that allow transformative actions of reality by teachers and students, may promote the formation of individuals with greater conditions for critical, reflective and autonomous action in society.

Throughout history, the practice of evaluation has always been carried out with the objective of control. This was done either through exams, tests or evaluations. In line with the scope of the work, the teaching was chosen as a line of action, thus generating possibilities of applying the active methodology in practice to students of technical and vocational education, replacing standard activities, with the challenges of developing or being based on working tools that can assist in this development, without impacting the accuracy of the information and confidentiality of the results, which the evaluative activities must maintain, without interfering in the disruption and applicability of current active methodologies.

2 METHODOLOGY

The research was classified as bibliographic research, developed from materials already prepared, consisting mainly of scientific articles with documentary research from materials that have not yet received treatment, or that can still be reworked and case study based on deep and exhaustive study of one or a few objects, in a way that allows a broad and detailed knowledge, tasks. The delimitation of the work focused on the process of applying quarterly evaluation through active methodology. Approaching a descriptive research of techniques for gamification implementation. Justifying that the implementation of an evaluation process by active methodology creates an environment of innovation and disruption for the teacher and student, the detailed sequence for the research is shown in figure 1.

The purpose of school assessment should not only be to measure knowledge acquired by students as a standard for promotion, but to be used as a means for their pedagogical training and search for knowledge, based on this need was planned the use of elements such as games and challenges in classroom situations. To engage and motivate students to prepare and search for the best position on the podium, thus promoting learning. The gamification of normal aspects of the evaluation system was sought through a question and answer QUIZ. The active learning methodologies are presented as innovative teaching proposals, specifically because they meet the characteristic that the student is the protagonist of learning, through Kahoot, teachers and students around the world can create, share and play games and interactive quizzes to improve the absorption of subjects and disciplines, based on this interactive tool, you can generate online assessments, disruptive and active, where the student enters the learning process through a game. The platform centralizes tools that meet the needs of generating and maintaining objective question forms, created by the teacher himself, on specific topics, and that can be reactivated according to preference, as shown in figure 2. The tool allows the teacher to keep a history of all the activities, keeping the necessary documentation for questioning and reviewing the results of the evaluations, as shown in figure 3. Each report presents information that can be treated and shared on time with the students, so they can feel part of the result achieved, as shown in figure 4. After the realization of the game of questions and answers concerning the quarterly content, the results can be calculated according to the performance of each student, it is important to emphasize and define the rules for obtaining school grades in relation to the performance of each participant, as shown in figure 5. The realization of the activities follows a schedule identical to the traditional, but the online execution allows the application of the activity in real time in the hybrid system of teaching.

3 CONCLUSÃO

The evaluation is given by the position of the student in relation to the ranking of correct answers of the Quiz previously agreed with the whole class, it is palpable to say that the first placed will have maximum grade and the others intermediate grades, as well as the last placed regular grades, according to figure 6. The dynamics proposed meets the needs of the work, because, evaluates the results of applying

quarterly assessments in students of technical education through active methodologies "Gamification", identify active methodologies that best fit the type of teaching applied in the institution; generated supporting documents to keep track of evaluative activities without generating physical documents of the event and present systematic evaluation to students in order to create a more friendly and favorable environment for learning, demystifying the act of evaluating as punishment but as a method of consecration of acquired knowledge.

Figure 1: Structure of the study development
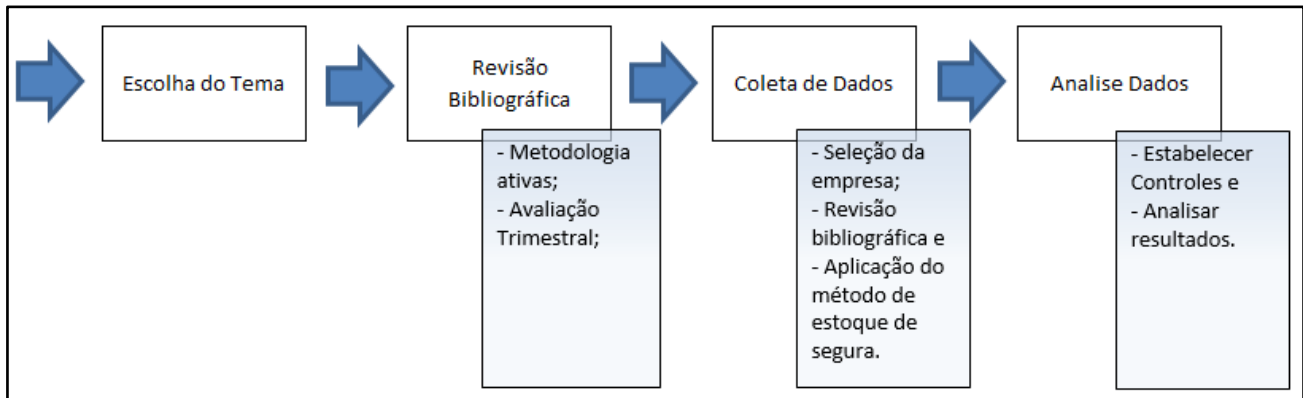
Author,2022

Tradução:
Escolha do tema: choice of subject
Revisão bibliográfica: bibliographic review
Coleta de dados: data collection
Análise de dados: data analysis
Metodologias ativas; avaliação trimestral: active methodologies; quarterly evaluation
Seleção de empresa; revisão bibliográfica e aplicação do método de estoque de segurança: company selection; bibliographic review and application of the safety stock method
Estabelecer controles e analisar resultados: establish control and analyze results

Figure 2: Objective Evaluation Activity
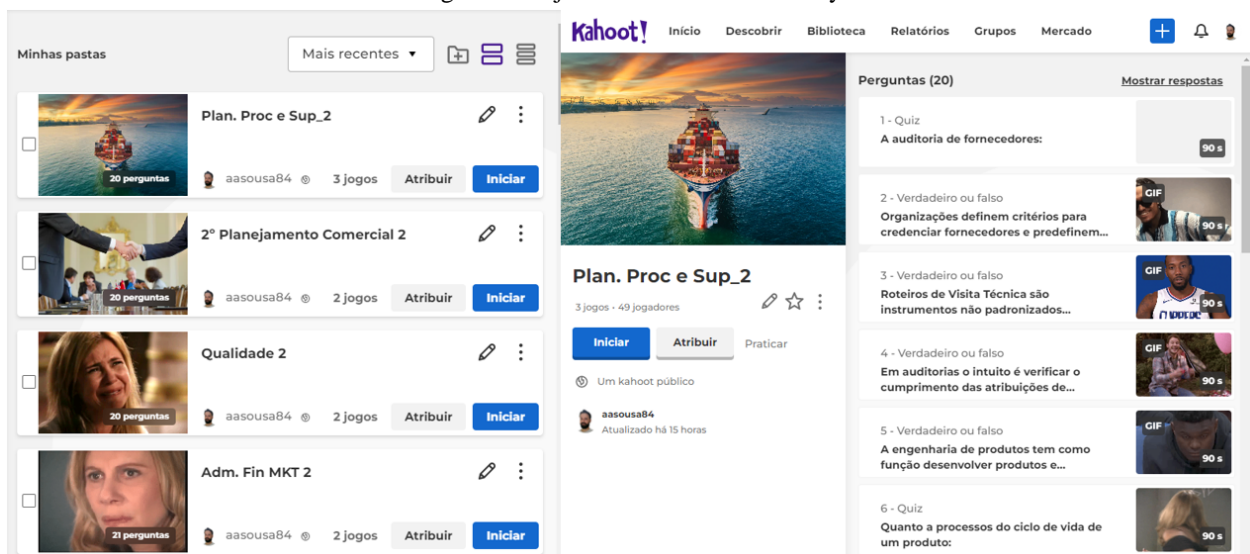
Author,2022

Figure 3: Reports and Results

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Figure 4: Correction and Results
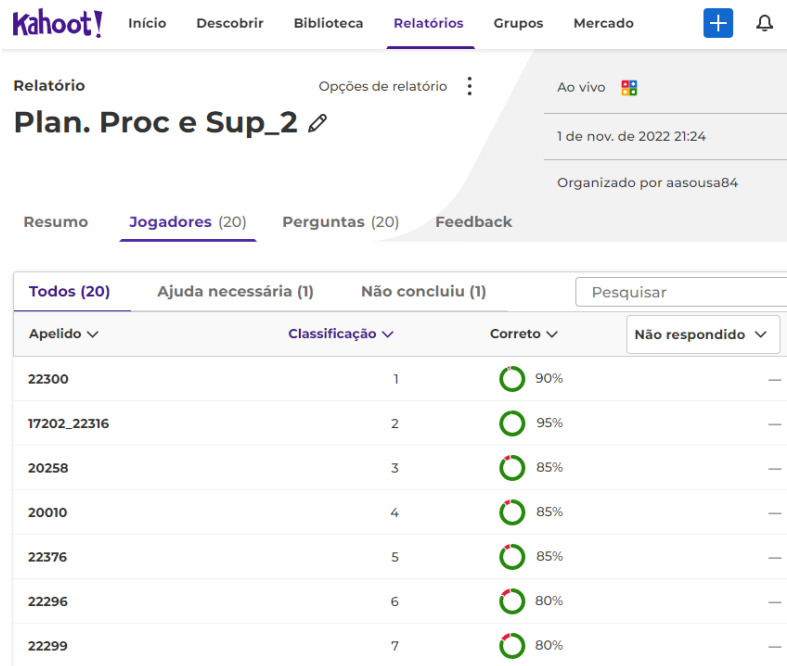

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Figure 5: Individual Score

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Figure 6: Top score

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