Evaluation of Public Policies for Distance Education in Brazil: Trends in Scientific Research (2006-2015)

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Evaluación de Políticas Públicas para EaD en Brasil: Tendencias en las Investigaciones Científicas (2006-2015)

Avaliação de Políticas Públicas para Educação a Distância no Brasil: Tendências nas Pesquisas Científicas (2006-2015)

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Abstract

This study regards the evaluation of public policies for distance education (EaD) in Brazil, establishing as object of study the Open University of Brazil (UAB). It aims to identify trends in scientific research carried out on the subject in the period between 2006 and 2015 (the first 10 years after the creation of the UAB), as part of a broader research on evaluation of public policies for EaD, contemplated in the Ph.D. thesis entitled "EVALUATION OF PUBLIC

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POLICIES FOR DISTANCE EDUCATION IN BRAZIL: possible relationships between expansion policy and quality assessment in EaD". In order to do so, the researches have identified thesis and dissertations on the topic during the chosen period, as well as scientific articles published in the main journals of the area. We identified 63 thesis and dissertations and 12 articles in journals. After the survey of the publications on the subject was carried out, they were classified into categories, being identified those that are related to the study proposed for the research in question. This study served as a theoretical contribution to justify the need to research the subject, as well as to raise the character of the subject's originality.

Keywords: Distance learning in academic degree. Evaluation of academic degree in distance learning. Open University of Brazil. Academic degree expansion.

Resumen

El presente estudio tiene por tema la evaluación de políticas públicas para la educación a distancia (EaD) en Brasil, estableciendo como objeto de estudio la Universidad Abierta de Brasil (UAB). Se pretende identificar las tendencias en las investigaciones científicas realizadas sobre el tema en el período comprendido entre 2006 y 2015 (primeros 10 años después de la creación de la UAB), formando parte de una investigación más amplia sobre evaluación de políticas públicas para EaD, contemplada en la tesis De doctorado titulado "EVALUACIÓN DE LAS POLÍTICAS PÚBLICAS PARA LA EDUCACIÓN A DISTANCIA EN BRASIL: posibles relaciones entre la política de expansión y la evaluación de la calidad en EaD". Para ello, se identificaron las investigaciones documentadas en tesis y disertaciones sobre el tema en el período escogido, así como artículos científicos publicados en los principales periódicos del área. Se identificaron 63 tesis y disertaciones y 12 artículos en periódicos. Después de ser realizado el levantamiento de las publicaciones sobre el tema las mismas fueron clasificadas en categorías, siendo identificadas las que se correlacionan al estudio propuesto para la investigación en cuestión. El presente estudio sirvió como aporte teórico para justificar la necesidad de investigar el tema, así como para

suscitar el carácter de ineditación del mismo.

Palabras clave: Enseñanza superior a distancia. Evaluación de la enseñanza superior a distancia. Universidad Abierta de Brasil. Expansión de la enseñanza superior.

Resumo

O presente estudo tem por tema a avaliação de políticas públicas para a educação a distância (EaD) no Brasil, estabelecendo como objeto de estudo a Universidade Aberta do Brasil (UAB). Tem por objetivo a identificação de tendências nas pesquisas científicas realizadas sobre o tema no período compreendido entre 2006 e 2015 (primeiros 10 anos subsequentes à criação da UAB), fazendo parte de uma pesquisa mais ampla sobre avaliação de políticas públicas para EaD, contemplada na tese de doutorado intitulada "AVALIAÇÃO DAS POLÍTICAS PÚBLICAS PARA EDUCAÇÃO A DISTÂNCIA NO BRASIL: possíveis relações entre a política de expansão e a avaliação da qualidade em EaD". Para tanto, foram identificadas as pesquisas documentadas em teses e dissertações sobre o tema no período escolhido, bem como artigos científicos publicados nos principais periódicos da área. Foram identificadas 63 teses e dissertações e 12 artigos em periódicos. Após ser realizado o levantamento das publicações sobre o tema, as mesmas foram classificadas em Categorias, sendo identificadas as que são correlatas ao estudo proposto para a pesquisa em questão. O presente estudo serviu como aporte teórico para justificar a necessidade de se pesquisar o tema, bem como para suscitar o caráter de inediticidade.

Palavras-chaves: Ensino superior a distância. Avaliação do ensino superior a distância. Universidade Aberta do Brasil. Expansão do ensino superior.

1. Introduction

The large-scale evaluation is still a subject rarely found in scientific research, unlike the assessment of learning.

> *However, there is a shortage of work on evaluation in Distance Education, both in terms of the learning process and institutional evaluation. The researches deal with evaluation in a descriptive way, or within a specific context, but none of them aims to analyze or verify evaluation processes (BELÃO, 2014, p.88).*

In this context, we sought to carry out a bibliographical survey of theses and dissertations published in the period between 2006 and 2015, on UAB System, identifying, among them, those that deal with public policy evaluation, which will be presented below, without disregarding the surveys carried out in 2016 and 2017, as well as the updates of the legislation stemming from the new regulatory framework of Distance Education.

For purposes of clarification, for the composition of this survey, the articles published on the subject in annals of scientific events were not counted, since they do not present sufficient elements for the complete understanding of the detail of the carried out research.

2. Material and methods

The methodological design of the research is characterized by a bibliographical survey of theses, dissertations, and scientific articles on the UAB System and its subsequent categorization. The historical period from 2006 to 2015 was selected, corresponding to the first 10 years after the creation of UAB.

As sources of reference, theses and dissertations of the Library of Theses and Dissertations (BDTD) and scientific articles were used in indexed journals. For the composition of this study, scientific articles published in events annals were not considered, since they do not present sufficient elements for the complete understanding of the detailed research carried out.

The following key words were used: a) public policies for Distance Education; b) distance higher education; c) evaluation of distance higher education; d) Brazilian Open University; e) expansion of higher education.

It should be noted that the Categories used for classification emerged from the data themselves.

3. Results and discussion

The trends in researches on UAB could be identified through a bibliographic survey of theses and dissertations in the area, which resulted in 63 records, as well as a bibliographical survey of articles published in scientific journals.

For better organization, the results of the research were organized in three parts, namely: a) trends in published researches in theses and dissertations; b) trends in research published in articles in scientific journals; c) trends in specific research on evaluation of public policies for Distance Education.

3.1. Trends in researches published in theses and dissertations

From 63 theses and dissertations researched, 25 deal specifically with the evaluation of public policies for distance education, whose themes, objectives, methodologies, and results will be detailed below. The other 38 national theses or dissertations found are related to different themes, which have been classified in 15 different Categories.

In Category 1, "Reports of distance learning experiences in several areas", 8 theses or dissertations were identified. In Category 2, "Conception and implementation of UAB", the researches of Rabello (2012), a master's dissertation, reporting the case of the implementation of the Higher Course of Technology in Public Management at the Federal Institute of Education and Technology of Santa Catarina (IF-SC), and Lacé (2014), a doctoral thesis, reporting the political influence of the military dictatorship on the origins and conceptions of the Brazilian Open University (UAB) in the 21st century. In category 3, "Difficulties of teacher training by UAB", the research of Silva (2011), a master's dissertation on the struggles that surround teacher training at UAB, a case study of the Pole of Valença/Bahia, was identified. In Category 4, "ENADE's Result" (National Exam for the Assessment of Student Performance), the research of Serra (2012) was found, a doctoral thesis that analyses the results of ENADE for UAB Pilot Course.

In category 5, "Training", the researches of Santana (2016), a master's dissertation on the contribution of Distance Education to the citizen training process in the State of Sergipe, and a doctoral thesis by Osório (2010) on the speeches which govern the training of teachers at UAB.

In category 6, "Work and training of teachers and tutors", we found the researches of Gomes (2015b), a doctoral thesis on the training of the tutor as a teacher at UAB, a doctoral thesis of Oliveira (2014) which also deals with the professionalization of the tutor, but specifically analyzing distance education courses, and Pacheco (2011), in his master's dissertation on the conceptions guiding the work of online mentoring, analyzing the case of the Escola Técnica Aberta do Brasil - ETEC (Open Technical School of Brazil), Santos (2010), a master's dissertation on aspects of the training of tutors in UAB pedagogy courses. Still in the same Category, the researches of Amaro (2012), a master's dissertation that analyzes the functions of the tutor at UAB and a doctoral thesis of Martins (2014) on the metamorphosis of the teaching work at UAB were classified. In category 7, "Pedagogical Practices", the researches of Ribeiro (2015), a doctoral thesis on the innovative practices of collaborative management of knowledge at UAB of the State University of Bahia (UNEB) were identified, Dal Zot's dissertation (2010) on the evaluation of teaching tools and their relationship with learning styles, Mota's doctoral thesis (2012) on distance, attendance, and meeting at UAB, and Silva's doctoral thesis (2013) on educational practices at UAB Pedagogy course at the Universidade de Brasília (University of Brasília) (UnB). In Category 8, "Institutional accreditation/institutionalization", the researches of Lobo (2011), a doctoral dissertion on Evaluation and regulation of distance education in Brazilian higher education, and a master's dissertation by Santos (2012) on the trajectory of Distance Education in UnB.

In category 9, "Didactic material and instructional design", the researches of Meneguelli (2012), a master's dissertation on the elaboration of hypermodal course material for Distance Education, a master's dissertation by Braga (2012) on the use of hypermiditic teaching material in semi-schooled courses at UAB of the Federal University of Ceará (UFC) and a master dissertation by Silva (2010) on repositories

of reusable digital educational resources at UAB. As for Category 10, "Digital inclusion", a doctoral thesis of Marcon (2015) on digital inclusion in the initial formation of distance educators in the open universities of Brazil and Portugal was identified.

While for Category 11, "Course evaluation/management", the researches of Abreu (2012) on the evaluation of distance education courses in Santarém, Batista's dissertation (2012) on a proposal based on approach agile for the construction of courses at UAB, and Faller (2009) in his dissertation on the parameters for evaluation of distance courses. In category 12, "Moodle", were classified the researches of Nascimento (2015), a doctoral thesis on the digital technologies as devices of power and the thesis of doctorate of Queiroz (2016) on the geographic analysis on virtual space of education from of UAB's experiences in the north of Minas Gerais.

In Category 13, "Evasion and permanence", the research of Pacheco (2010) on evasion and permanence of students of UAB Administration Course was identified. In Category 14, "Centers of face-to-face support", the researches of Cardoso (2012), a master's dissertation on the management of human resources at UAB support centers, and Rodrigues (2014), a master's dissertation on art workshops at UAB face-to-face support centers.

A total of 63 surveys were identified, and their classification is summarized in Table 1.

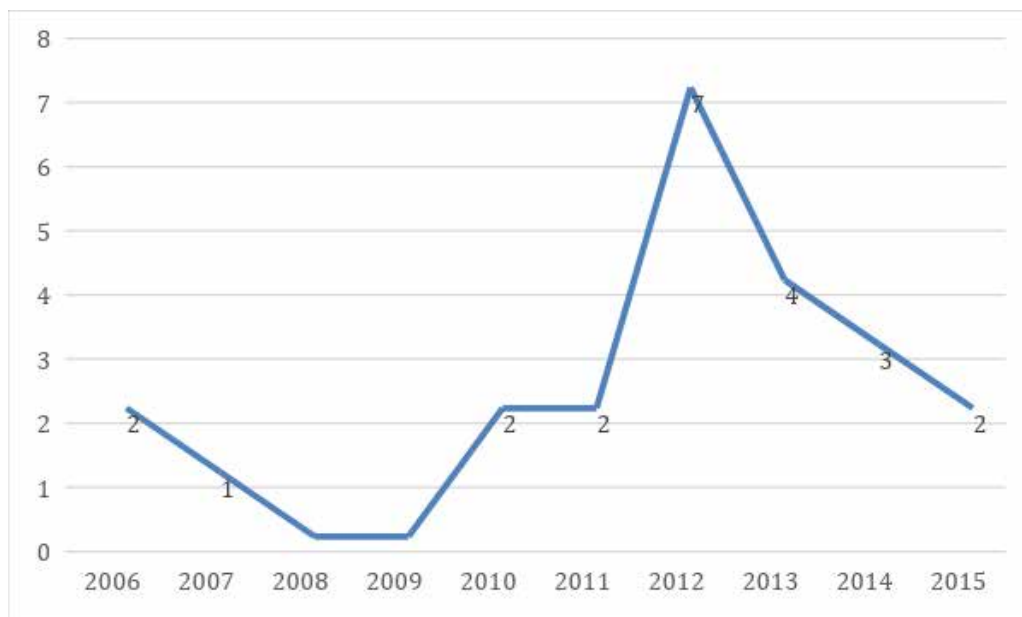**Table 1:** Categorization of theses and dissertations found

Categories	Researches	No.

Category I	Reports of distance learning experiences in many areas	8
Category 2	Design and implementation of UAB	2
Category 3	Struggles in teacher training by UAB	I
Category 4	ENADE results	I
Category 5	Teacher training	2
Category 6	Work and training of teachers and tutors	6
Category 7	Pedagogical practices	4
Category 8	Institutional accreditation/institutionalization	2
Category 9	Course material and design	3
Category 10	Digital inclusion	I
Category 11	Course evaluation/management	3
Category 12	Moodle	2
Category 13	Evasion and permanence	I
Category 14	In-class support centers	2
Category 15	Evaluation of public policies	25
Total		**63**

Source: Made by the author (2017)

Among the 63 national theses or dissertations from 2006 to 2015, 25 were identified that deal with public policies for distance education (Category 15 of Table 1); some of them, specifically, about the Brazilian Open University. Of these, 15 are master's dissertations and 10 are doctoral theses, and their annual distribution can be seen in Figure 1.

Figure 1: Distribution of theses and dissertations in Category 15 (period from 2006 to 2015)

Source: Made by the author (2017)

Figure 1 shows that, the period from 2012 to 2014 concentrated 14 (58.3%) theses and dissertations, distributed in 3 of a total of 10 years surveyed. The fact that only 8 (2.9%) researches were concentrated in 6 years indicates that, in the first years of policy implementation and dissemination by the states of the country, it could mean that the researchers were more interested in understanding the and identify the roles of the different actors involved in this process. On the other hand, the increase in research on policy evaluation, from 2012 to 2014, may mean that researchers began to worry about quality in this period and to research theories and methods that would support an evaluation of the quality of policy implementation.

As of 2014, when the academic/scientific community began discussing the regulatory framework of Distance Education and the issues of large-scale evaluation for Distance Education began to be disseminated, as discussions were still ongoing, parameters, dimensions, and indicators that would be used to evaluate the policy were being consolidating, which may have influenced the reduction of the number of researches on the subject.

3.2. Trends in researches published in periodicals articles

As for articles in periodicals found in indexers, 12 are related to UAB in some way, but of these, only 2 are specifically about public policy evaluation, as can be observed in Table 1, which can be seen that, in the survey carried out with the articles, Categories 1 to 4, 7, 12, and 14 did not present records related to them (Table 2).

Table 2: Categorization of theses, dissertations, and articles found

Categories	Researches	Articles
Category 5	Teacher training	2
Category 6	Work and training of teachers and tutors	2
Category 8	Institutional accreditation/institutionalization	1
Category 9	Course material and design	1
Category 10	Digital inclusion	1
Category 11	Course evaluation/management	1
Category 13	Evasion and permanence	2
Category 15	Evaluation of public policies	2
Total		**12**

Source: Made by the author (2017)

Categories 5, 6, 8 to 11, and 13 had studies such as those of Nunes and Sales (2013) and Freitas (2007) that deal with the teacher training aspect, while Gomes (2013) addresses the advances in the use of ICTs. Bittencourt and Mercado (2014) investigate evasion in Distance Education, and Ferrugini and Castro (2015) investigate the socioeconomic repercussion of enrolling trainees in the pilot course of business of UAB in the labor market. Rodrigues *et al.* (2011) present the construction of repositories of educational objects open to UAB, and Alonso (2014), the important aspects to be evaluated about UAB. While Nascimento & Vieira (2016) present the challenges of institutionalization, Zuin (2006) discusses the division of teaching work, and Borges *et al.* (2014), the competences needed by the EADS tutors. Analyzing the

trend of the research, we understand that pedagogical and technological aspects are prioritized (about 70%) to the detriment of the aspects related to management and evaluation (about 30%).

3.3. Trends in specific research on evaluation of public policies for Distance Education

Among the 63 national theses or dissertations from 2006 to 2015, we identified 25 that deal with public policies for distance education (Category 15 of Table 1), some of them specifically about UAB. Of these, 15 are master's dissertations and 10 are doctoral theses.

For Category 15, the focus of a doctoral research that includes part of this articles, the following topics were addressed: a) Adherence and implementation in universities; b) Institutionalization; c) Management practices and models; d) Expansion of Higher Education; e) Policy evaluation methodologies; f) Collaboration between universities and the State; g) Results in teacher training; h) Industrialization of education; i) Effectiveness. The subcategorization of theses and dissertations in Category 15 is quantified in Table 3.

Table 3: Subcategorization of Category 15 researches

Theme	No. of researches
Adherence and implementation in universities	6
Institutionalization	4
Practices and management models	4
Expansion of Higher Education	2
Policy evaluation methodologies	4
Collaboration between universities and the State	2
Results in teacher training	1
Industrialization of education	1

Effectiveness	I
Total	**25**

Source: Made by the author (2017)

The description of the type of research, title and purpose of theses and dissertations of Category 15 are presented in Table 4.

Table 4: Description of theses (T) and dissertations (D) on public policies for Distance Education

Author	Year		Title	Objective
AGUIAR	2012	D	As políticas públicas educacionais do governo Lula e a educação a distância *Educational public policies of the Lula government and distance education*	Conducting a survey of Brazilian educational public policies that are part of the Lula Government (2003-2010), with a focus on Distance Education.
ALMEIDA	2013	T	Gestão das organizações complexas: o caso do sistema Universidade Aberta do Brasil na Universidade de Brasília *Management of complex organizations: the case of the Brazilian Open University system at the University of Brasília*	Analyzing management practices of the Brazilian Open University system in light of the Adaptive Complex Systems.
ANTUNES	2011	D	Políticas para a educação a distância: o sistema Universidade Aberta do Brasil *Policies for distance education: the system Brazilian Open University.*	Analyzing the process of constitution and implementation of the Brazilian Open University, which today plays the role of manager in the context of public participation in the modality of Distance Education.

ARAÚJO	2014	D	Avaliação de implementação da Educação Superior a Distância: o caso da Secretaria de Educação a Distância da Universidade Federal do Rio Grande do Norte – SEDIS/UFRN *Evaluation of Higher Distance Education implementation: the case of the Secretariat of Distance Education of the Federal Universidade Federal do Rio Grande do Norte SEDIS / UFRN*	Evaluating the process of implementation of Distance Education policy by the Secretariat of Distance Education of the Federal University of Rio Grande do Norte.
AZEVEDO	2012	D	Instrumento de avaliação de projetos de extensão na modalidade de educação a distância *Evaluation instrument of extension projects in the modality of distance education*	Developing an evaluation tool for extension projects in the modality of distance education.
COSTA	2012	T	O processo de institucionalização da *educação a distância* no Brasil *The process of institutionalization of distance education in Brazil*	Analyzing the articulation of the process of institutionalization with certain emergencies of training of subjects and the regulation of the population.
COSTA	2010	T	Políticas públicas para o ensino superior a distância e a implementação do sistema Universidade Aberta do Brasil no Estado do Paraná *Public policies for distance higher education and the implementation of Brazilian Open University system in the State of Paraná*	Analyzing the public policies for distance Higher Education and the implementation of the Open University System of Brazil.

COSTA	2008	T	COSTA, A. R. F. O discurso da industrialização do ensino na política nacional de educação a distância. Tese de doutorado. João Pessoa: UFBP, 2008. 217p. *COSTA, A. R. F. The discourse of the industrialization of education in the national policy of distance education. Doctoral thesis. João Pessoa: UFBP, 2008. 217p.*	Analyzing how the industrialization of education is the dominant discursive formation of the discourse around the national politics of distance education.
CRUZ	2007	D	Universidade Aberta do Brasil: implementação e previsões *Brazilian Open University: implementation and forecasts*	Showing the facets of the implementation of the Brazilian Open University UAB System, which aims to: expand access to public universities, train, and update teachers of basic education, internalize public higher education, that is, to the municipal sphere and, social inclusion concomitantly.
GOULART	2014	D	Adesão ao Sistema Universidade Aberta do Brasil (UAB): implicações organizacionais na Universidade Federal do Rio Grande do Sul (UFRGS) *Adherence to the Brazilian Open University. (UAB) system: organizational implications at the Federal University of Rio Grande do Sul (UFRGS)*	Analyzing how adherence to the UAB System weakens the principles of public administration and autonomy of an IFES.
GUIMARÃES	2012	D	Avaliação da educação superior a distância e seu papel no Estado atual: uma análise do SINAES. *Evaluation of distance higher education and its role in the current State: an analysis of SINAES*	Analyzing the institutional mechanisms created to regulate and control IES working with Distance Education based on the results of the evaluations carried out within SINAES

LIMA	2013	T	Políticas públicas de EaD no ensino superior: uma análise a partir das capacidades do Estado *Distance Education (EaD) public policies in higher education: an analysis based on the capacities of the State*	Characterizing and analyzing how the current institutional architecture of state bodies that manage higher education in Brazil strengthens or limits the capacity of the State to formulate and implement its public policies for distance education.
MORÉ	2012	D	Avaliação e qualidade para a educação a distância em Santa Catarina: desafios do SINAES *Evaluation and quality for distance education in Santa Catarina: challenges of SINAES*	Analyzing the structuring elements of SINAES, as well as their relationship with the quality assurance of undergraduate courses in the distance modality, verifying if the system can guarantee the quality of the courses in this modality.
OLIVEIRA	2013	D	Educação a distância no Brasil: condições de possibilidade da sua efetividade *Distance education in Brazil: conditions of possibility of its effectiveness*	Understanding the possibilities conditions of Distance Education in Brazil, mainly considering its technological bias.
PEREIRA	2015	D	Análise do modelo de gestão da modalidade EaD do IFPR *Management model analysis of IFPR EAD modality*	Analyzing the current IFPR Distance Education management model.
PESSOA	2006	T	A gestão dos projetos públicos de educação a distância no Paraná (1995-2005): contradições e perspectivas *The management of public distance education projects in Paraná (1995-2005): contradictions and perspectives*	Analyzing the management of Public Projects in Distance Education, using new technologies, in the state of Paraná, during 1995-2005. It also aimed to point to an emancipation perspective in this modality of education, with the awareness of the embryonic process in this area.

PIMENTA	2015	D	A reprodução educacional por outros meios: dualidade intrainstitucional da Universidade de Brasília no âmbito da Universidade Aberta do Brasil *Educational reproduction by other means: intra-institutional duality of the University of Brasilia within the framework of the Brazilian Open University*	Analyzing mechanisms of institutional duality between the distance modality (UAB) and face-to-face at the undergraduate level.
PIMENTEL	2006	T	Análise das políticas públicas e da implementação da educação a distância no ensino superior do Brasil a partir das experiências da Universidade Federal de Santa Catarina e da Universidade Aberta de Portugal *Analysis of public policies and the deployment of distance education in higher education in Brazil, based on the experiences of the Federal University of Santa Catarina and the Open University of Portugal*	Researching on how universities have implemented the distance education modality in higher education
PINTO JUNIOR	2013	D	Análise da metodologia de avaliação do programa sistema Universidade Aberta do Brasil *Evaluation methodology analysis of the Brazilian Open University system program*	Analyzing the evaluation methodology currently used for the Brazilian Open University System Program
SANTANA	2012	D	Educação a distância, políticas públicas e seus desdobramentos na formação de professores *Distance education, public policies and their consequences in teacher training*	Reflecting upon an education that seeks to be developed in the country, as well as discuss to whom and how it wants to be developed
SANTOS	2013	T	Avaliação do regime de colaboração do Sistema Universidade Aberta do Brasil – UAB. *Evaluation of the collaboration system of the Brazilian Open University System - UAB*	Evaluation of the collaboration system of the Union with States and Municipalities, established in 2006, for the deployment of the Brazilian Open University System

SANTOS	2011	T	Arquitetura de orientação para avaliação de programas de educação a distância: desenvolvimento, implementação e análise *Orientation architecture for evaluation of distance education programs: development, implementation, and analysis*	To create an orientation architecture for the construction of instruments for evaluation of Distance Education Programs with evidences of reliability and validity.
SANTOS	2010	D	Perfil da educação a distância no extremo sul do Brasil: estrutura, aplicação e avaliação *Distance education profile in the extreme south of Brazil: structure, application and evaluation*	Describes the profile of distance education in the Brazil's Extreme South, analyzing its structure, application and evaluation.
SOUZA	2012	T	Processo de inovação na gestão de sistemas de educação a distância: estudo de casos na Universidade de Brasília e Universidade Aberta de Portugal *Innovation process in the management of distance education systems: a case study at the Universidade de Brasília and Open University of Portugal.*	Investigating the phenomenon of innovation in the organizational context, specifically in the scope of management in distance education, considering the perception of individuals in relation to the innovation process in Distance Education systems, as well as the dynamic, complex, and multidimensional nature of innovation.
WUNSCH	2014	D	O sistema Universidade Aberta do Brasil como política de expansão do ensino superior *The Brazilian Open University system as a policy of expansion of higher education*	Understanding the extent to which the actions resulting from public policies are related to the expansion and consolidation of Distance Education in public higher education, considering the main effects resulting from this system.

Source: Made by the author (2017)

Analyzing the details of Category 15 theses and dissertations, it can be verified that, although they all deal with the evaluation of public

policies, they approach a dimension of evaluation, not covering its totality; the same applies to one of them, which specifically addresses the evaluation of policy effectiveness, but also addresses only a few dimensions of evaluation.

The work of Aguiar (2012) surveys public education policies in the Lula administration, while Pimentel (2006), Cruz (2007) Costa (2010), Antunes (2011), Costa (2012), Araujo (2014) and Goulart 2014) analyze the process of constitution and implementation of UAB. Azevedo (2012) proposes an instrument for the evaluation of extension projects in the distance modality, Costa (2008) analyzes the discourse of industrialization of teaching in Distance Education, and Guimarães (2012) and More (2012) make an analysis of SINAES for Distance Education. Lima (2013) analyzes the university/state partnership, while Pereira (2015) and Pessoa (2006) analyze UAB management model and the management of public Distance Education projects, respectively. Pimenta (2015) presents the duality between Distance Education and face-to-face, Pinto Junior (2015) and Santos (2011) analyze UAB evaluation methodology, Santana (2012) reflects on UAB as a teacher education policy, and Santos (2013) analyzes the collaboration system between the actors of the UAB system. While Santos (2010) analyzes the profile of Distance Education in the extreme south of Brazil, Souza (2012) analyzes the process of innovation of UAB management and Wunsch (2014) analyzes UAB as a policy of expansion of higher education.

As for articles published in scientific periodicals, the studies of Alonso (2010), on the analysis of Distance Education model, and Segenreich (2009) on UAB as a strategy for the expansion of higher education were identified.

In all the studies analyzed, only the study of Almeida (2013) contributes to the thesis proposal of which the present survey is part, since it analyzes the management practices of UAB and proposes a model of indicators aimed at the evaluation of complex organizations. However, it was the work of Oliveira (2013) that presented a greater correlation with the proposed research, since it analyzes the conditions of possibility of UAB's effectiveness, but establishes its focus of evaluation in the technological bias, not addressing all the dimensions that make possible

the analysis of effectiveness - which serves as a concrete argument for the justification of the choice of this theme for developing this research.

It should be noted that, although it intends to constitute an exhaustive survey of theses and dissertations on the subject matter hereof, as well as articles published in periodicals, this was done using the BDTD of the Brazilian Institute of Information in Science and Technology (IBICT) and indexers of scientific articles as research source; thus, any failures in the survey carried out result from the very inconsistency of the databases consulted.

Conclusions

This study sought to identify the trends in the research carried out on the evaluation of public policies for Distance Education in Brazil. It presented UAB as an object of study, verifying the trends evidenced in the investigations. The most approached aspects were the didactic/pedagogical, communicational, and those focused on training and/or value reduction of teaching work. It was also identified that institutional issues related to management were overlooked, both with regard to macro and micro analyses of the UAB system. Regarding the categories used to classify the researches, although all of them emerged from the data, the most presented items were the reports of experience of distance courses in different areas, pedagogical practices, and evaluation of public policies.

Such a diagnosis constitutes an important contribution to the area, since it identifies, in addition to the most developed themes in the period, themes that have been overlooked, which constitute possible fields of study for future research.

It is pertinent to say that UAB grew in the 10 years after its implementation and fostered several researches in which the themes were presented through theses, dissertations, and articles published in scientific journals, among other studies that were not cited because they were not the focus of the search. However, there is interest in research in this area, as well as on the public policies for Distance Education and specifically UAB, which is a very rich source of research that contributes

much to this scenario.

In spite of the fact that this research is a temporal cut, aiming to identify the main trends in UAB research in its first 10 years of implementation (2006-2015), other authors that analyze the UAB system were researched in order to provide material ro better analyze trends. Other authors deal with important aspects of the UAB System, such as Silva (2017), which deals with the evaluation of higher education and its relationship with the expansion policy and quality evaluation in Distance Education; Onody (2017), which deals with the behavior of UAB's financial resources, and Silva et al. (2017), which deals with the analysis of the new regulatory framework of Distance Education - current issues that address significant concerns of the academic/scientific community in the area.

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