Artigo Original

Assessment practices in times of emergency educational experiences: difficulties when planning

Ione Aparecida Neto Rodrigues[1] e Vanina Costa Dias[2],

Abstract

This article was guided by the understanding that learning assessment contributes to identify areas for improvement in learning, whether in classroom or digital contexts, and sought to understand how teachers have assessed students learning in remote classes developed during the coronavirus pandemic. We discussed issues such as: a) in the evaluation of learning developed in digital and distance contexts, the presence of technology alone is not enough. b) when it comes to the development of evaluative practices in digital environments, there is always a concern for security, ensuring the reliability and credibility of the results. The discussion, which we briefly present, takes as an object of analysis the responses of teachers of a psychology course, from a private institution in MG, obtained through an electronic form released to all, right after the first stage of tests with a view to improving the evaluation process of students in the first semesters of 2020. The data revealed that the difficulties encountered were of a theoretical and methodological nature as regards the selection of methods, techniques, schedules, fraud prevention and carrying out an inclusive assessment capable of covering

[1] PhD student in Language Studies and Master in Technological Education at CEFET-MG; Graduated in Pedagogy from UEMG; Education Specialist at SEE-MG; Pedagogical Coordinator at Faculdade Ciências da Vida (MG). ionerodrigues0912@gmail.com

[2] Post-doctorate in Psychology from UFMG; PhD in Psychology from PUC Minas; Master in Education from PUC Minas; psychologist; professor and course coordinator at Faculdade Ciências da Vida (MG).

criteria and objectives that cover all special educational needs. In any case, it will be necessary to take into account the adequacy and relevance of the assessment instruments, consider the collection and analysis of data, judgment, decision making and information to interested parties.

Keywords: learning assessment; remote education; pandemic.

1. Introduction

Brazilian higher education institutions (HEIs), as well as all other sectors of society, were strongly impacted, in 2020, by the new coronavirus pandemic. The state of imposed social distance is an unprecedented situation for the population of Brazil and the world. Exceptional circumstances call for unprecedented solutions, especially when it comes to the health and lives of thousands of people. In this context, IHEs (Institutions of Higher Education) started looking for alternatives with the objective of reducing the negative effects to the maximum.

Thus, higher education, supported by Ministry of Education Ordinance No. 343, authorized, on an exceptional basis, the substitution of face-to-face classes with distance classes and the consequent use of technology for the continuity of face-to-face activities in virtual environments of learning (BRASIL, 2020).

In view of the change, students, schools, colleges and universities needed to adapt their routine and classes to the new reality, in order not to compromise the school schedule during the period of social isolation. The main measure adopted by HEIs on an emergency basis was remote classes, which took place, mostly, in the conventional hours of the classroom and were taught by teachers through the use of virtual technological resources.

There was an exponential increase in the practice of remote classes, mediated by information and communication technologies (ICTs). For Mattar (2020), the Covid-19 pandemic added an essential chapter to the history of distance education (DE) practices. In a short time, there were changes that were never foreseen, which could never have happened or took years or decades to materialize. Aretio (2020) declares:

> *The Covid-19 Pandemic has forced the promotion of digital teaching and learning systems, or what is the same, to move towards digital distance education. Or, at least, provisionally arbitrate certain teaching strategies drawn from distance systems (ARETIO, 2020, on-line).*

However, the most visible movement to react to the pandemic was the reproduction of what we do in person: a race to the web conferencing platforms (Microsoft Teams and Zoom, for example) to "teach expositive classes". The whole rich theory of learning in distance education, which teaches us precisely not to adopt this model, was simply ignored (MATTAR, 2020).

Even understanding that face-to-face activities have been replaced by remote classes on an emergency basis, the model used is different from distance education, in which the content is often asynchronous, self-instructional and relies on the mediation of tutors.

It is important to emphasize that moving from classroom teaching to remote teaching is not an easy process, it is "a journey with exciting discoveries and a broadening of horizons, but also some obstacles and risks that are not always easy to overcome or avoid" (MOTA, 2020, *on-line*).

For Aretio (2020), emergency remote education, due to the situation derived from Covid-19, was a first challenge for professors from on-campus universities, who faced and resolved with more or less success. However, in this scenario, the assessment of online learning is an unexplored terrain (ARETIO, 2020; GARCÍA-PEÑALVO *et al.*, 2020). This leads to uncertainties, apprehensions and difficulties for its realization, because teachers used to an evaluative practice centered on tests, exams and written tests tend to transfer what they do to something very similar on the internet. Aretio (2020) warns that exams are considered a bad measure of student learning, as assessments emphasize the reproduction of knowledge and not critical thinking, since they tend to measure lower-order thinking skills in a decontextualized way.

From this context, there is the question: how have HEI teachers who

have adopted remote classes evaluated student learning in this modality? Empirically, it seeks, through a case study, to understand the difficulties encountered by teachers in assessing the learning of students of the Psychology course at a college in the central region of Minas Gerais during the transition from face-to-face to remote classes.

2. From Measurement to Regulation of Distance Learning

Haydt (2002) defines that evaluating is like an act of attributing a judgment or value to something or someone based on a scale of values. The assessment determines the degree of achievement of the learning results in relation to what is expected, but, above all, it helps to identify areas for improvement in learning. Therefore, "the evaluation does not take place and will not take place in a conceptual vacuum, but dimensioned by a theoretical model of the world and of education, translated into pedagogical practice" (LUCKESI, 2005, p. 28).

In the perspective of Romiszowski (2011), education is only true when there is transformation, which requires evaluation, an area of knowledge of a transdisciplinary, systemic and systematic character. The author also addresses the importance of the culture of evaluation and its theoretical basis to guide the development of new ways of evaluating in distance education. It also highlights the role of the criteria / standards of excellence to guide the various evaluation activities. In his view, the assessment of learning is related to teaching-learning planning, to an instructional design, and reflects a concept that has been established in the educational world: one in which planning and assessment maintain a coherent relationship in favor of educational quality (ROMISZOWSKI, 2011).

In the same direction, Zapata (2020) states that the assessment should not be seen as something isolated, conditioned exclusively by variables limited to the situation or by other recent and direct factors. For the author, the evaluation, in all its aspects, should be, in its facets and executions, integrated as much as possible in a broad and detailed instructional project, defined as "a systematic process used to develop

education and training programs in a continuous and reliable way"(-ZAPATA, 2020, *on-line*).

However, above all, from an instructional design perspective, assessment provides valuable and rich information, with the contribution of technology, to refine from a macro perspective and to personalize the design of the training action (ZAPATA, 2013). Instructional design projects involve a continuous cycle and formative assessment that allows for improvements in the design process of the educational program, without the need for completion.

In the conception of Fernandes (2006), formative assessment is a systematic and deliberate process of collecting information related to what students know and are able to do, being essentially aimed at regulating and improving teaching and learning. Thus, the information obtained must be used in such a way that students understand the state in which they find themselves in a given learning framework and develop actions that contribute to learning or to overcome their eventual difficulties.

The evaluation of formative learning focuses on feedback, "almost confused with it" (FERNANDES, 2006, p. 27). In the view of Fernandes (2006), the evaluation is deliberately organized in close relationship with an intelligent, diversified, well-distributed, frequent and high-quality feedback with the function of activating the cognitive and metacognitive processes of students, regulating and controlling the processes of thus contributing to improving student motivation and self-esteem (FERNANDES, 2006).

Thinking about the assessment of learning developed in a digital context and at a distance, Zapata (2013) warns that the presence of technology alone is not enough, although more innovative strategies, techniques, modalities and types of assessment are implemented via digital technologies. It is necessary to take into account the adequacy and relevance of the assessment instruments, consider the collection and analysis of data, the judgment, decision-making and information to interested parties (ARETIO, 2020).

3. Distance Education or Remote Teaching: Teaching Transpositions for Digital Environments

Before the advent of Covid-19, distance education in Brazil was booming. In 2023, according to the projection of the Brazilian Association of Maintainers of Higher Education (ABMES), more students will enroll in distance education courses than in classroom courses. The increase in demand for distance education is on the rise, as pointed out by the Higher Education Census conducted by Inep / MEC. According to the survey, in 2018, for the first time in the historical series, there were more vacancies offered at a distance (7.1 million) than in classroom courses (6.3 million) (ABMES, 2020).

From the point of view of official regulation, Distance Education is the educational modality in which students and teachers are separated, physically or temporally, and, therefore, the use of information and communication means and technologies is necessary (ICTs) (BRASIL, 2005).

Cabral and Pinto (2020) expand this concept by understanding distance education as any and all formal learning contexts in which students, for different reasons, do not physically coincide in the same space, such as a classroom, to learn. For them, physical absence can be supplied by several pedagogical approaches to be implemented for the learning process to occur.

According to the authors, technological evolution has enabled the development of Online Education, one of the modalities of distance education, in which learning is understood as a set of learning experiences that can occur asynchronously or synchronously (CABRAL; PINTO, 2020).

As we stated earlier, the Covid-19 pandemic added a new chapter to the history of distance learning practices when it authorized educational institutions to implement, on an exceptional basis, the replacement of ongoing classroom subjects with classes that used information

and communication means and technologies (BRASIL, 2020), what has come to be called remote classes.

In this context, remote classes developed in an emergency way are not framed as a teaching modality that has a didactic-pedagogical concept structured in a flexible way, covering contents, activities and a whole design appropriate to the characteristics of the areas of knowledge, covering all the student evaluation process.

Basically, classes and remote activities are applied by transposing classroom teaching to digital platforms. According to MEC Ordinance No. 343/2020, it is the institutions' responsibility to define the disciplines that may be replaced; the provision of tools to students that allow the monitoring of the contents offered, as well as the performance of evaluations during the period of validity of the regulations (BRASIL, 2020).

It is necessary to keep in mind that EaD develops in digital learning environments that have elements that configure as an educational context different from the face-to-face modality, in which pedagogical processes and strategies are implemented that respond to the needs and circumstances of the environments that make use of the information and communication technologies to support learning.

These environments, called virtual learning environments (VLE), are made up of computer systems available on the internet that allow the availability of content, enabling collaboration and communication between teachers and students, including tools for autonomous and self-monitoring, offering resources for collective and individual learning. In addition, they allow the integration of multiple media, languages and resources, presenting information in an organized manner, providing interactions between people and knowledge objects (ALMEIDA, 2003). The virtual tools that make up the VLE make it possible to publish, interact and evaluate learning.

As for the environment in which remote classes are developed, the Community of Inquiry (COI) model, developed by Randy Garrison

and Walter Archer[3], can offer clarity to understand the educational experience in these environments. The model points out that the learning experience is centered on three essential elements: the cognitive presence, the social presence and the teaching presence.

Garrison and Andersen (2003) understand social presence as the ability of participants to communicate and project themselves as a real being from a social and emotional point of view. This presence creates a sense of security, support and affection, being ensured by providing a space for students to meet and greet each other online, ask questions, talk to each other (ANDERSON, 2020).

Cognitive presence is related to the ability of students to construct and confirm meanings through reflection and discourse in a critical community of inquiry. It is the cognitive presence that ensures that relevant learning takes place in an environment that supports the development of complex and critical thinking skills. Cognitive presence is defined as a cycle of practical inquiry, in which participants move deliberately from understanding the problem in question to its exploration, integration and application.

According to Anderson (2020), cognitive presence is guaranteed when the teacher motivates students, creating dynamic presentations, raising questions that stimulate responses, both individually and in small groups, monitoring interactions to clarify wrong ideas and challenging them to find ways to create applied knowledge from information received in the classroom (ANDERSON, 2020).

The presence of teaching is understood as the design, facilitation and orientation of cognitive and social processes aiming to achieve learning results that are personally significant and relevant from an educational point of view. It constitutes what the teacher does to create a community of inquiry that includes both cognitive and social presence (GARRISON; ANDERSEN, 2003).

---

[3] The theory, methodology and instruments of the Community of Inquiry (CoI) structure were developed during a project funded by a Canadian research in Social Sciences and Humanities, entitled "A study of the characteristics and qualities of the text-based computer conference for educational activities ", which was from 1997 to 2001. http://coi.athabascau.ca/

Asking, interrogating, inquiring, questioning, researching, investigating are fundamental actions for an effective teaching and learning process. In online classes, it is important for the teacher to plan through the presence of online teaching, publishing dates and learning tasks. Although many courses have an asynchronous execution, a great way to start teaching and foster social presence in an emergency course is with a class in real time, using video conferencing tools. At a minimum, the teacher should record a video explaining how the course will continue in the near future (ANDERSEN, 2020).

4. Assessment of Learning and Reliability

When it comes to the development of evaluative practices in digital environments, there is always a concern for security, ensuring the reliability and credibility of the results. It is important to remember that, in Brazil, the assessment of learning in distance education arises under a certain suspicion. Decree No. 5,622, of December 19, 2005, regulates art. 80 of LDB 9.394 / 96 and prescribes that the performance evaluation must be made through the fulfillment of the scheduled activities and that the exams must be in person. The requirement for face-to-face moments is one of the most controversial points of the decree, as it prescribes that the results of assessments carried out in person must prevail over assessments carried out at a distance. Article 4 states:

> Art. 4º The evaluation of the student's performance for the purposes of promotion, completion of studies and obtaining diplomas or certificates will take place in the process, by means of: I - fulfillment of the programmed activities; and II - conducting face-to-face examinations. § 1 ° The exams mentioned in item II will be prepared by the accredited educational institution, according to procedures and criteria defined in the pedagogical project of the course or program. § 2 ° The results of the examinations mentioned in item II shall prevail over the other results obtained in any other forms of distance assessment (BRASIL, 2005, *on-line*).

For the diploma of an undergraduate course taught in the distance modality to be legitimized by society, evaluation has a central role, becoming a fundamental part to guarantee the quality of the courses offered. In addition, it is strongly influenced by evaluative models of traditional face-to-face education, called exams. The assumption is that there must be a lot of dishonesty in exams and tests in distance education, as the student is distant from the examiner and believes that it is in the nature of the "sticky" assessment or to use other illegal resources to pass the discipline (LITTO, 2010).

For Luckesi (2011), Fernandes (2006) and Hoffmann (2006), this concept corresponds to a traditional approach to education[4] that reduces the assessment of learning to the punctual act of assigning grades or concepts to classify and select students. It is a teacher-centered model, recognized as the holder of knowledge. It remains for the student to assume the role of passive receiver of the information provided to them, to be assimilated and reproduced. This is understood in Freire's pedagogy as banking education, that is, one that transforms the student's conscience into a mechanical thinking and makes him feel the social reality as if it were something external to him and of nothing affecting him. In this approach, education "is pure training, it is pure transfer of content, it is almost training, it is pure exercise in adapting to the world" (FREIRE, 2000, p. 101). Freire (2000) establishes a distinction in the approaches: banking education aims to make a division between "those who know and those who do not know, between oppressed and oppressors", in opposition, liberating education, "is based precisely on the relationship dialogic-dialectic between educator and student: both learn together" (FREIRE, 2000, p. 69).

Methodology

Seeking to answer the question that guided this study, we adopted as

---

[4] Segundo Saviani (2005), a denominação "pedagogia tradicional" foi introduzida no final do século XIX com o advento do movimento renovador que, para marcar a novidade das propostas que começaram a ser veiculadas, classificou como "tradicional" a concepção até então dominante. Assim, a expressão "concepção tradicional" subsume correntes pedagógicas que se formularam desde a Antiguidade, tendo em comum uma visão filosófica essencialista de homem e uma visão pedagógica centrada no educador (professor), no adulto, no intelecto, nos conteúdos cognitivos transmitidos pelo professor aos alunos, na disciplina, na memorização.

a methodology, in relation to nature, a case study, because, with the results, we sought to address the assessment of learning in remote classes developed in a Psychology course at a private college the central region of Minas Gerais. Data were generated in March 2020, during the period of remote classes developed as a measure to combat the Covid-19 pandemic, in order to serve as a reference for analyzing evaluative practices or as a source for future research in this area. The subject was approached in a qualitative way, because it is concerned with understanding the evaluative practices in digital contexts, not with the results and products or numbers. From the point of view of its objectives, we adopted descriptive research, as a description of the concept of learning assessment, DE and remote classes was made. Finally, with regard to technical procedures, it was characterized as bibliographic, and the data were analyzed using content analysis (BARDIN, 2007).

Data were obtained by means of an electronic form sent to all teachers of the Psychology course right after the completion of the first stage of tests with a view to improving the students' evaluation process.

The questionnaire was sent to 60 teachers, of which we considered 56 responses. Four responses were excluded because the content did not refer to evaluative practices. It was asked: "what type of assessment is used and what difficulties are encountered to perceive the students' level of learning in remote assessments?"

As a category for analyzing the content of the responses, the criteria adopted by the Technical University of Delft, one of the most important higher education centers in the Netherlands, were used to adapt face-to-face assessment to remote education: Validity - the assessment must cover the learning objectives; Reliability - task instructions and / or questions must be clear to students; Viability - refers to the deadlines and evaluation dates of other subjects; Transparency - the evaluation criteria and the level of detail that are expected in the tests and tasks must be clearly provided; Inclusion - the assessment should be as inclusive as possible, providing instructions and classification criteria in a way that is understood by all students; Privacy and data protection - the tools used must comply with data protection rules and regulations; Fraud prevention - concerns the verification of the student's identity.

After analyzing the responses, they were divided into four of the categories described above, as described below.

5. Discussion of Results

The greatest difficulties encountered are related to methods and techniques of written assessment (32%) and inclusion, understood here as assisting students with learning difficulties (30%).

It is important to highlight that digital technologies allow us to work with a variety of tools and techniques, however, to design an evaluation system in digital contexts, there are no globally valid solutions, but it is up to teachers to transform their form of face-to-face assessment into digital, taking taking into account the context and reality of the students and the institution and knowing that none of the technological tools offers a solution for all cases. It is not possible to simply transpose the face-to-face assessment of the physical environment to the digital environment if it had not been planned in this way previously (CORRELL *et al.*, 2020).

In the testimonies given by the teachers, these difficulties are clear:

> *A considerable part of the students do not participate in classes through InSala, which ends up hindering the process of monitoring individual learning and evolution. I am proposing different activities, such as podcasts, autonomous studies and videos, as a way to bring interaction not only to classes by Insala, but especially to the moments when students will study alone (it is also a form of incentive, to make learning more pleasant and exciting, especially for those who do not participate in live classes) (Philosophy teacher)*

> *The greatest difficulty for this perception is due to the smaller individual monitoring I can do, which, in person, I was able to measure more closely and dialogue with the joint strategies (Development Psychology teacher)*

It is necessary to think of a methodological design suitable for the use of technological tools, aiming to meet the educational needs of all students. The assessment in digital contexts must diversify instruments, means and moments, in order to verify the students' training path and what still remains to be covered.

As for the category of recurrent fraud prevention, in 19% of the content of the responses, the Guide of recommendations for online evaluation in Public Universities of Castilla y León (CORRELL *et al.*, 2020) recommends that, in general, in tests and tests in writing, synchronous or asynchronous, one should avoid questions that require memorized or searchable answers on the internet, being replaced by reflection questions that assess understanding, discrimination or evaluation or that require the application of some type of cognitive process, for example , getting them to do some previous work before making a response (CORRELL *et al.*, 2020).

This category is clear in the statement of a Learning Psychology teacher:

> *The class is small and, in the face-to-face classes, the students were participative. Despite this, I noticed difficulties in interaction in class, reported difficulties in connecting to the internet, which influences the quality of the signal received by them and impacts the interaction. I realized that the assessment was "carried out collectively" and each wrote in his words, this resulted in very close grades. In remote classes, I try to ask questions to promote dialogue and identify how much they have absorbed from the content, and I keep wondering how valid the evaluation result is.*

As for the feasibility category, that is, the feasibility of the planned evaluation, with a recurrence of 19% of respondents, it is observed that the questions of dates, deadlines and technical conditions of the digital environment can be a hindrance for teachers. Even if they are used to meeting deadlines previously planned in the lesson plans and teaching for the face-to-face classes, the transposition to remote classes showed that the conditions for using the resources of the virtual environment

have not yet been fully incorporated into the practice of this group of teachers.

6. Final Considerations

In view of the data analyzed in the previous section, we consider that the assessment of learning has the function of supporting decision making on the continuity and improvement of the teaching process, which implies a continuous process of reflection on daily practice, whether in face-to-face or digital contexts.

The difficulties encountered by the teachers participating in this study were found to be theoretical and methodological in terms of the selection of methods, techniques, schedules, fraud prevention and the realization of an inclusive assessment capable of covering criteria and objectives that cover all educational needs. special. In any case, it will be necessary to take into account the adequacy and relevance of the assessment instruments, consider the collection and analysis of data, the judgment, the decision making and the information to the interested parties (ARETIO, 2020).

However, the temptation to evaluate everything must be resisted - it is important to select only what is really relevant and significant to evaluate (TU, 2020). For this, it is necessary an educational designer in which the assessment of learning must be foreseen, in order to verify the achievement of the proposed objectives, in addition to collecting sufficient information to, on the one hand, guide students in consolidating their learning and on the other hand, with the objective of improving the training itself, introducing the corrections and innovations necessary for its realization. Therefore, it will be necessary to evaluate the student's learning, participation and communication throughout this process, as well as the entire design of the training path (ARETIO, 2020).

References

ABMES – ASSOCIAÇÃO BRASILEIRA DE MANTENEDORAS DE ENSINO SUPERIOR. **O número de calouros em cursos superiores a distância vai superar o de presenciais já no ano que vem.** 2020. Disponível em: https://abmes.org.br/noticias/detalhe/3817/o-numero--de-calouros-em-cursos-superiores-a-distancia-vai-superar-o-de-presenciais-ja-no-ano-que-vem. Acesso em: 20 jun. 2020.

ALMEIDA, M. E. B. Educação a distância na internet: abordagens e contribuições dos ambientes digitais de aprendizagem. **Educação e pesquisa**, v. 29, n. 2, 2003.

ANDERSON, T. **Educação a distância de emergência**, 2020. Disponível em: https://eagoraead.wixsite.com/ensinaradistancia/post/educa%-C3%A7%C3%A3o-a-dist%C3%A2ncia-de-emerg%C3%AAncia-terry-anderson. Acesso em: 3 jul. 2020.

ARETIO, L. G. Bosque semántico: ¿educación/enseñanza/aprendizaje a distancia, virtual, en línea, digital, eLearning? **RIED**, Revista Iberoamericana de Educación a Distancia, v. 23, n. 1, p. 9-28, 2020. Disponível em: http://revistas.uned.es/index.php/ried/article/view/25495. Acesso em: 30 jun. 2020.

BARDIN, L. **Análise de conteúdo**. Lisboa: Edições 70, 2007.

BRASIL. **Decreto nº 5.622, de 19 de dezembro de 2005**. Regulamenta o artigo 80 da Lei no 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional. Brasília, DF: Presidência da República, [2005]. Disponível em: http://www.planalto.gov.br/ccivil_03/_Ato2004-2006/2005/Decreto/D5622.htm. Acesso em: 25 jun. 2020.

BRASIL. Ministério da Educação. **Parecer 05/2020**. Reorganização do calendário escolar e da possibilidade de cômputo de atividades não presenciais para fins de cumprimento da carga horária mínima anual, em razão da pandemia da Covid-19. Brasília, DF: MEC, 2020. Disponível em: http://portal.mec.gov.br/index.php?option=com_docman&view=-download&alias=145011-pcp005-20&category_slug=marco-2020-pdf&Itemid=30192. Acesso em: 29 jun. 2020.

BRASIL. Ministério da Educação. **Portaria nº 343, de 17 de março de 2020**. Dispõe sobre a substituição das aulas presenciais por aulas em meios digitais enquanto durar a situação de pandemia do novo coronavírus - Covid-19. Brasília, DF: MEC, 2020. Disponível em: http://www.in.gov.br/en/web/dou/-/portaria-n-343-de-17-de-marco- -de-2020-24856437. Acesso em: 25 jun. 2020.

CABRAL, P.; PINTO, C. T. **Reconhecer os contextos e cenários possíveis de EaD**, 2020. Disponível em: https://eagoraead.wixsite.com/ensinaradistancia. Acesso em: 2 jul. 2020.

CORELL, A. *et al*. **Guia de recomendações para a avaliação online nas Universidades Públicas de Castela e Leão**, 2020. Versão 1.1. Disponível em: https://repositorio.grial.eu/bitstream/grial/2013/1/20200501%20 -%20Recomendaciones%20evaluacio%CC%81n%20online%20 para%20las%20Universidades%20Pu%CC%81blicas%20de%20 Castilla%20y%20Leo%CC%81n%20V1.1.pdf. Acesso em: 20 jun. 2020.

FARELL, O. **Out of intense complexities, intense simplicities emerge.**: Assessment and the pivot online, 2020. Disponível em: https://eagoraead.wixsite.com/ensinaradistancia/post/out-of-intense-complexities-intense-simplicities-emerge-assessment-and-the-pivot-online. Acesso em: 26 jun. 2020.

FERNANDES, D. Para uma teoria da avaliação formativa. **Revista Portuguesa de Educação**, v. 19, n. 2, 2006.

FREIRE, P. **Pedagogia do oprimido**. Rio de Janeiro: Paz e Terra, 2000.

GARCÍA-PEÑALVO, F. J. **Avaliação online**: a tempestade perfeita, 2020. Disponível em: ttps://eagoraead.wixsite.com/ensinaradistancia/post/evaluaci%C3%B3n-online-la-tormenta-perfecta. Acesso em: 26 jun. 2020.

GARRISON, D. R.; ANDERSON, T.; ARCHER, W. Uma teoria da investigação crítica na educação a distância on-line. **Manual de Educação a Distância**, v. 1, 2003.

HAYDT, R. C. **Funções, modalidades e propósitos da avaliação**. Avaliação do processo ensino-aprendizagem. São Paulo: Ática, 2002.

HOFFMANN, J. **Avaliação mediadora**: uma prática em construção: da pré-escola à universidade. Porto Alegre: Mediação, 2006.

LITTO, F. M. **Aprendizagem a distância**. São Paulo: Imprensa Oficial do Estado de São Paulo, 2010.

LUCKESI, C. C. Avaliação da aprendizagem na escola: reelaborando conceitos e recriando a prática. *In*: **Avaliação da aprendizagem na escola**: reelaborando conceitos e recriando a prática. 2. ed. Salvador: Malabares, 2005.

LUCKESI, C. C. **Componente do ato pedagógico**. São Paulo: Cortez, 2011.

MATTAR, J. **O que estamos aprendendo sobre educação a distância durante a pandemia do Covid-19**, 2020. Disponível em: https://eago-raead.wixsite.com/ensinaradistancia/post/o-que-estamos-aprenden-do-sobre-educa%C3%A7%C3%A3o-a-dist%C3%A2ncia-durante-a--pandemia-do-covid-19 Acesso em: 26 jun. 2020.

MOTA, J. **A pedagogia no ensino online**, 2020. Disponível em: https://eagoraead.wixsite.com/ensinaradistancia/post/a-pedagogia-no-ensi-no-online. Acesso em: 15 de jul. 2020.

ROMISZOWSKI, H. P. Referenciais de qualidade no design instrucional. **Revista ABED**, v. 9, 2011.

SAVIANI, D. História da formação docente no Brasil: três momentos decisivos. **Educação**. Revista do Centro de Educação, Santa Maria, v. 30, n. 2, p. 11-26, jul./dez. 2005. Disponível em: https://www.redalyc.org/pdf/1171/117120356002.pdf. Acesso em: 20 jun. 2020.

TU, D. **How to make your assessment remote**, 2020. Disponível em: https://brightspace-support.tudelft.nl/remote-assessment. Acesso em: 9 jul. 2020.

ZAPATA, M. R. **La evaluación en la Universidad con la suspensión de las actividades en el aula (III)**: El caso del curso "Diseño instruccional" de la Universidad de Alcalá, 2020. Disponível em: https://eagoraead.wixsite.com/ensinaradistancia/post/la-evaluaci%C3%B3n-en-la-uni-versidad-con-la-suspensi%C3%B3n-de-las-actividades-en-el-aula-iii. Acesso em: 20 jul. 2020.

ZAPATA, M. R. **MOOC's, uma visão crítica e uma alternativa comple-mentar**: *A* individualização da aprendizagem e da ajuda pedagógica, 2013. Disponível em http://eprints.rclis.org/18658/. Acesso em: 20 jul. 2020.