



**TEACHING EVALUATION:  
CONCEPTIONS, USES AND TYPES SINCE MEXICAN AND BRAZILIAN  
UNIVERSITIES EXPERIENCES <sup>i</sup>**

EVALUACIÓN DOCENTE:  
CONCEPCIONES, USOS Y TIPOS A PARTIR DE EXPERIENCIAS DE UNIVERSIDADES DE  
MÉXICO Y BRASIL

AValiação Docente:  
CONCEPÇÕES, USOS E TIPOS A PARTIR DE EXPERIÊNCIAS DE UNIVERSIDADES DO  
MÉXICO E BRASIL

*Adolfo Ignacio Calderón<sup>1</sup>*  
*Carmen Barrera Rosado<sup>2</sup>*  
*Carlos Marshal França<sup>3</sup>*  
*Marco Wandercil<sup>4</sup>*

**ABSTRACT:** This article discusses, in the field of comparative education, teaching evaluation processes and instruments adopted in Mexican and Brazilian universities, with the objective of identifying and analyzing concepts, uses and types of prevailing teaching evaluation in the field of university governance. A public university, the Mexican Universidad Autónoma de Yucatán (UADY), and a Brazilian private not-for-profit university, the Pontifical Catholic University of Campinas (PUC-Campinas) were studied. In methodological terms, it is a comparative, descriptive, analytic-interpretative study that aims at achieving the established objectives based on three categories of analytical reference: (1) beginnings and objectives of teaching evaluation, (2) management and use of teaching evaluation (3) teaching evaluation procedures and instruments. About analysis on PUC-Campinas, secondary data were essentially used through the analysis of documents produced by technicians from that university. As for UADY data, in addition to the documentary analysis, a questionnaire was applied to 15 people in charge of operating the teaching evaluation programs in the university's colleges. The results reveal the existence of conceptions and typologies based on different theoretical evaluation matrices, the sum (high stake) and the formative (low stake), that broaden the understanding about the practice of teaching evaluation and its possibilities, emphasizing some tendencies about the results use, both for institutional (internal) management and for addressing national (external) evaluation systems.

**KEYWORDS:** Teaching evaluation. Institutional evaluation. Higher education. University governance.

**RESUMEN:** Aborda, dentro del campo de la educación comparada, los procesos e instrumentos de evaluación docente adoptados en universidades de México y Brasil, con el objetivo de identificar y analizar, concepciones, usos y tipos de evaluación docente predominantes en el ámbito de la gestión universitaria. Se tomaron como objeto de estudio una universidad pública, la Universidad Autónoma de Yucatán (UADY), México, y una universidad privada sin fines lucrativos, la Pontificia Universidad Católica de Campiñas (PUC-Campiñas), Brasil. En términos metodológicos se trata de un estudio comparativo, descriptivo, analítico-interpretativo que pretende alcanzar los objetivos trazados tomando como referencia analítica tres categorías referenciales: (1) inicios y objetivos de la evaluación docente, (2) administración y usos de la evaluación docente, (3) procedimientos e instrumentos de la evaluación docente. En lo que se refiere a los datos sobre la PUC-Campiñas

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fueron utilizados esencialmente datos secundarios por medio del análisis de documentos producidos por técnicos de esa universidad. En lo que se refiere a los datos de la UADY, aparte del análisis documental, fue aplicado un cuestionario a 15 encargados de operar los programas de evaluación docente en las facultades de esa universidad. Los resultados revelan la existencia de concepciones y tipologías fundamentadas en diferentes matrices teóricas de evaluación, la sumativa (high stake) y la formativa (low stake), que amplían la comprensión a respecto de la práctica de la evaluación docente y sus posibilidades, enfatizando algunas tendencias acerca de los usos de los resultados, tanto para gestión institucional, como para atender a los sistemas nacionales de evaluación.

**PALABRAS CLAVE:** Evaluación docente. Evaluación institucional. Educación superior. Administración universitaria.

**RESUMO:** O artigo aborda, dentro do campo da educação comparada, os processos e instrumentos de avaliação docente adotados em universidades do México e Brasil, com o objetivo de identificar e analisar, conceitos, usos e tipos de avaliação docente predominantes na área de gestão universitária. Tomou-se como objeto de estudo uma universidade pública, a Universidade Autónoma de Yucatán (UADY), México, e uma universidade privada sem fins lucrativos, a Pontifícia Universidade Católica de Campinas (PUC-Campinas), Brasil. Em termos metodológicos trata-se de um estudo comparativo, descritivo, analítico-interpretativo que pretende alcançar os objetivos traçados tomando como referência analítica, três categorias referenciais: (1) inícios e objetivos da avaliação docente, (2) administração e usos da avaliação docente, (3) procedimentos e instrumentos de avaliação docente. No que diz respeito aos dados sobre a PUC-Campinas foram utilizados essencialmente dados secundários por meio de análise de documentos produzidos por técnicos da universidade. No que diz respeito aos dados da UADY, a partir da análise documental, foi aplicado um questionário a 15 encarregados de operar os programas de avaliação docente nas facultades dessa universidade. Os resultados revelam a existência de concepções e tipologias fundamentadas em diferentes matrizes teóricas de avaliação, a somativa (alta participação) e a formativa (baixa participação), que ampliam a compreensão no que diz respeito à prática de avaliação e suas possibilidades, enfatizando tendências sobre os usos dos resultados, tanto para gestão institucional, como para atender aos sistemas nacionais de avaliação.

**PALAVRAS CHAVE:** Avaliação docente. Avaliação institucional. Educação superior. Administração universitária.

## INTRODUCTION

Discussions on educational evaluation involve technical, political, ideological and ethical aspects within multiple dimensions that are closely intertwined: evaluation of learning, institutional evaluation and evaluation of systems. They are discussions that, both in Brazil and in Mexico, are inserted, either from a systemic perspective in the search for improvement of instruments and educational policies (paradigm of consensus), or from a theoretical-critical perspective, resistance to the advance of neoliberal policies (paradigm of the conflict). However, within this disjunctive, it is important to highlight the predominance of the trend, in the field of educational policies, by the search for efficiency, incorporating market criteria, through the State's evaluation function, the evaluation by results, academic productivity and of the ranking policies, contextualized in guidelines of the major multilateral agencies (BARRIGA, 2002; SGUISSARDI, 2005; RÚEDA BELTRÁN, 2008; DIAS SOBRINHO, 2005).

With regard to the evaluation of teaching work, within the field of institutional evaluation, it can be said that it assumes diverse connotations from the perspectives on which it is based,

both to justify accreditation policies, large-scale evaluation and ranking, and to provide formative and procedural spaces for the improvement of the teaching performance in its pedagogical academic dimension.

In this context, this article addresses teacher evaluation, based on the approach adopted by Rueda Beltrán (2008, p. 11, translation of authors), whereby:

The evaluation of the effectiveness of teaching is an aspect considered fundamental in almost all the Institutions of Higher Education; determining the quality of the various teaching functions is essential for a variety of academic and administrative recommendations and decisions. It also provides feedback to teachers, which can have a direct influence on their self-image and professional satisfaction. Likewise, it establishes a climate that provides information about the institutional commitment to professional improvement and the confidence that each member of the faculty can make a valuable contribution to the achievement of shared goals<sup>2</sup>.

In this perspective, this article approaches, within the field of comparative education, the processes and instruments of teacher evaluation adopted in universities of Mexico and Brazil, with the objective of identifying and analyzing the predominant conceptions, uses and types of teacher evaluation within the scope of university management.

It is a study that is also part of a timid scientific production that has been produced on higher education in a comparative perspective, involving Brazil and Mexico, among other countries, especially since the beginning of the last decade. In this perspective, only four scientific articles (DURHAM, SAMPAIO, 2000, SILVA, 2008, SIME-POMA, 2013, FERNANDEZ LAMARRA, MARQUINA, 2013) were published in high impact journals, of which only one has a more direct interface with this article focusing on teacher evaluation (FERNANDEZ LAMARRA, MARQUINA, 2013).

At the beginning of the last decade, Durham and Sampaio (2000) published a study of public sector-private sector trends in five national higher education systems (Argentina, Brazil, Chile, Colombia, and Mexico), demonstrating the timing differences in the expansion of the private sector in the five countries analyzed. At the end of the last decade, Silva (2008) published an article that allows us to understand the similarities and divergences in the process of implementing the evaluation of higher education in Brazil and Mexico, especially with regard to external evaluation, revealing the existing tension between the evaluation of educational systems and the institutional evaluation, as well as the existing conflicts and

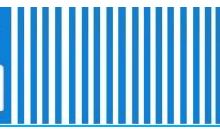
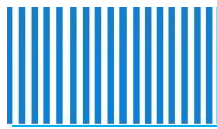
<sup>2</sup> [La evaluación de la efectividad de la docencia es un aspecto que se considera fundamental en casi todas las IES [Instituciones de Educación Superior]; determinar la calidad con la que se llevan a cabo diversas funciones docentes es esencial para realizar una variedad de recomendaciones y decisiones académicas y administrativas. También proporciona retroalimentación a los profesores, lo que puede tener una influencia directa en su autoimagen y satisfacción profesional. Asimismo, permite establecer un clima que proporciona información acerca del compromiso institucional hacia el mejoramiento profesional y la confianza que se tiene en que cada miembro del personal docente pueda hacer una contribución valiosa al logro de metas compartidas].

resistances in the realities of the analyzed countries. At the beginning of the present decade, two articles were published that somehow approach the teaching work. Sime-Poma (2013), carried out an exploratory study of the Doctorate in Education programs considered to be excellent by the public accreditation systems of Brazil, Mexico and Argentina, analyzing, among other topics, some characteristic traits of their research professors (quantity, level of accreditation as researchers, quantity and characteristics of published articles), revealing also how they are evaluated in the field of scientific production. Of all the articles found, the study carried out by Fernandez Lamarra and Marquina (2013), is specifically related to the study of the academic profession, taking as a reference the reality analysis of three countries: Brazil, Mexico and Argentina. The author points out that the three countries have modified their rules from a common agenda of reforms that took place during the 1990s, which included privatization, diversification, evaluation and new financing modalities. Fernandez Lamarra and Marquina (2013) conclude that, when studying the objective aspects of the academic profession (training, working conditions, use of time, among others) and teachers' perceptions regarding professional working conditions (preferences, satisfaction and trajectories) that the academic profession in the region already reflects the impact of recent higher education policies and that, in this context, despite the fact that the scholars of the countries studied feel that their conditions have improved, showing acceptable levels of satisfaction for the task they carry out, there are challenges for the institutional levels and national decision-making:

The different Latin American university systems and their academics face common challenges at this stage. These are interrelated processes, through internationalization, regionalization, harmonization and convergence of their systems, the adoption of transferable credit systems, evaluation and quality assurance, institutional and academic innovation and better articulation with social and productive sectors. Academics face new regulations, such as evaluating the various dimensions of their activity - especially research and teaching - as well as greater pressure to increase scientific productivity that contributes to the economic development of their societies. In addition, another of the trends at the Latin American level highlights the redefinition of self-regulation norms typical of the profession, such as access and promotion of the activity, government, considering - for example - the incorporation of non-academic sectors (FERNÁNDEZ LAMARRA, MARQUINA, 2013, p. 111, translation of authors)<sup>3</sup>.

In the context of the study by Fernández Lamarra and Marquina (2013), which challenges the assessment of the various dimensions of teaching activity, this article addresses "real

<sup>3</sup> [Los distintos sistemas universitarios latinoamericanos y sus académicos enfrentan en esta etapa desafíos comunes. Estos son procesos interrelacionados atravesados por la internacionalización, la regionalización, la armonización y la convergencia de sus sistemas, la adopción de sistemas de créditos transferibles, la evaluación y el aseguramiento de la calidad, la innovación institucional y académica y la mejor articulación con los sectores sociales y productivos. Los académicos afrontan nuevas regulaciones, como la evaluación de las diversas dimensiones de su actividad -en especial la investigación y la docencia-, así como mayor presión por incrementar una productividad científica que contribuya al desarrollo económico de sus sociedades. Además, otra de las tendencias a nivel latinoamericano planteará la redefinición de las normas de autorregulación típicas de la profesión, como son el acceso y la promoción de la actividad, o el gobierno, considerando -por ejemplo- la incorporación de sectores no académicos].

**Article**

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evaluation practices", "diverse evaluation experiences in the context of public and private universities" (RUEDA BELTRÁN, 2008, p.11, translation of the authors)<sup>4</sup>, within the scope of RIIED - Ibero-American Network of Researchers on Teaching Assessment [*Red Iberoamericana de Investigadores sobre Evaluación de la Docencia*] (CALDERÓN, BARRERA ROSADO, FRANCE, 2017).

In order to reach the goal outlined, it was adopted the comparative education from the point of view of Ferreira (2008), as a multidisciplinary component of Educational Sciences that focuses, comparatively, on the dynamics of the educational process, considering different contexts defined as a function of time and / or of space, in order to obtain knowledge that could not be reached from the analysis of a single situation. Comparative education is not considered as a neocolonization process of truth discourse or value judgment. It is understood as a methodological resource that allows to understand the existing processes and instruments of evaluation, taking as reference the prevailing meanings in the universities that adopt them, serving to understand the diversity of experiences implanted in the university scenario, despite hegemonic tendencies at the global level.

In this sense it should be considered that, as observed in comparative studies already carried out (CALDERÓN, FERREIRA, 2012), a hegemonic tendency does not mean homogenization of educational systems. As Schwartzman (2001) argues, a trend does not necessarily mean that the future is written, education systems change, and the limitations imposed on it, no matter how pessimistic they may be, can be overcome.

Despite the different globalizations, transnational ideologies, and the consequences of impositions of civilizational models, we do not see everything happening in the same way and at the same pace in all societies. We do not even see everything happening in the same way in the same country. The emphasis given to the different educational aspects diverges from people to people, from social group to social group, from region for the region, diverges according to the degree of technological development, ideological commitment, spatial disposition, etc. (FERREIRA, 2008, p. 136, translation of the authors)<sup>5</sup>.

The purpose of this study was to follow the guidelines of the 2009 World Conference on Higher Education, promoted by Unesco (2009), which highlights the importance of two types of institutions for educational systems, on the one hand, and on the other hand, private higher education entities with public interest objectives. Thus, it was decided to comparatively

<sup>4</sup> [prácticas reales de evaluación], [diversas experiencias de evaluación en el contexto de universidades públicas y privadas].

<sup>5</sup> [A pesar de las diferentes globalizaciones, de las ideologías transnacionales, de las consecuencias de imposiciones de modelos civilizatorios, no vemos todo acontecer de la misma forma y al mismo ritmo en todas las sociedades. No vemos todo suceder de igual forma en un mismo país. El énfasis dado a los diferentes aspectos educativos difiere de pueblo para pueblo, de grupo social para grupo social, de región para región, difiere de acuerdo con el grado de desarrollo tecnológico, las posturas ideológicas, la disposición geográfico-espacial, etc.].



analyze the processes and instruments of teacher evaluation adopted by two types of institutions, a State University, in this case the Autonomous University of Yucatan (UADY), Mexico, and a private non-profit university, the Pontifical University Catholic University of Campinas (PUC-Campinas), Brazil.

UADY<sup>6</sup>, recognized as such in 1984, is a public and autonomous institution of higher education that is located in Mérida, Yucatán, Mexico. Currently, it offers 45 degrees, 28 specializations, 21 master's degrees and 5 doctorates in 5 campuses. The academic community is composed of 800 full-time professors and a population of approximately 16,063 students.

PUC-Campinas, recognized as Catholic University in 1955<sup>7</sup>, having obtained the title of pontifical in 1972, is located in the city of Campinas, in the interior of the State of São Paulo. The university offers 55 higher education courses, 17 specializations, 6 master's degrees, 2 doctorates. The academic community is comprised of approximately 17,500 students, 673 teachers and 1,500 technical-administrative staff.

As can be seen, there are medium-sized universities, compared to the large universities that exist in Brazil and Mexico, such as the University of São Paulo (USP), with approximately 92,000 students, and the National Autonomous University of Mexico (UNAM), with approximately 337 thousand students, respectively. In addition, both UADY and PUC-Campinas are universities that have courses in various fields of knowledge, biological sciences, exact sciences and humanities, most of which are well evaluated by accrediting agencies.

In methodological terms, this is a comparative, descriptive, analytic-interpretative study. Primary and secondary data were used for the two comparative units, systematized from three categories of reference analysis: (a) beginnings and objectives of teacher assessment, (b) administration and uses of teacher evaluation, (c) teacher assessment procedures and instruments. Only after the systematization of the data of the comparative units, that is to say, only after characterizing the comparative units, did the analysis, and emphasize, adopting resources of comparative education (tendencies, similarities and differences), conceptions, uses and types of teacher evaluation.

As far as data from PUC-Campinas was concerned, secondary data were used, essentially, by analyzing documents produced by university technical teams. With regard to UADY data, in

<sup>6</sup> With a historical background dating back to the 17th century, its recent history is divided into two great moments: the creation and extinction of Universidad Nacional del Sureste (1922-1938) and its transformation into UADY (1938-1984).

<sup>7</sup> Its history began on June 7, 1941, when the first unit of the University, the Faculty of Philosophy, Sciences and Letters was created, occupying properties acquired by the diocese of Campinas.

addition to documentary analysis, we used data resulting from a short questionnaire<sup>8</sup> applied to institutional representatives in charge of operating and administering teacher evaluation programs in the university faculties.

## CHARACTERISTICS OF THE UNIVERSITIES

### *Origin and objectives of teacher evaluation*

At UADY the first experiences of teacher evaluation go back to the 1970s, when the Faculty of Engineering, on its own initiative, carried out the evaluation of its faculty. It is possible to affirm that from 2001 most of the other colleges began to implement their own teacher evaluation systems because of external pressures to attract financial resources, to participate in government projects and to fulfill the requirements for the accreditation of courses undergraduate and postgraduate degrees from government agencies. In spite of these autonomous initiatives by each faculty, the Institutional Teacher Assessment Program (PROEVAL)<sup>9</sup> was created at UADY in 2010, a program that gained greater acceptance of the faculties as it satisfied the information generation needs and the procedures of each College.

PROEVAL was designed by the Coordination of the Graduation System of the General Direction of Academic Development of the UADY with the objective of having an institutional program that allowed evaluating the teachers according to the same conditions and could generate information that would allow comparisons in order to provide an overview about the performance of teachers. Until now, the program is not mandatory, and is offered to colleges as a service.

As can be seen, although the university has an institutional policy, UADY faculties have the autonomy to elaborate and manage their academic activities, including the evaluation activity.

It is possible to affirm that, in the Mexican reality, the influence of the public policies of evaluation in the forms of action of the institutions of higher education (HEI) is clear. The UADY case shows the efforts that institutions have been making to fulfill several assessment requirements, one of which is teacher evaluation, through which information about teachers'

<sup>8</sup> The questionnaire consists of fifteen semi-structured questions and a free-response question. It was developed by Dr. Mario Rueda Beltrán, who authorized its use for the accomplishment of the present study.

<sup>9</sup> PROEVAL created in 2010 by the Coordination of the Licenciatura System of the General Direction of Academic Development of the UADY, which provides to the several instances of management of the university an instrument of online evaluation through which the students manifest their perception about the teachers. Once the results are processed, individual reports are sent to the teachers, and general reports are given to the managers through which they can visualize the performance picture of their teachers. Further information can be obtained at: <http://www.csl.uady.mx/> [Accessed on: 28 Dec. 2017].

performance can be obtained, without necessarily homogenizing aspects such as their usefulness, rationale and efficiency.

In the case of UADY, as a state institution, teacher evaluation actions are also characterized as part of a compensation program - the Teacher Improvement Program (PROMEP), with teacher evaluation being one of several conditions for the teacher has access to the program. In addition, external pressures have required the creation by universities of specific evaluation programs, such as the Institutional Institutional Strengthening Program (PIFI), as well as compliance with external evaluation and regulation indicators.

The process of teacher evaluation at PUC-Campinas has a very similar trajectory to that of UADY. In order to understand the specificities of each of these universities, however, it is necessary to consider two aspects: a) PUC-Campinas is a private institution that, to fund its activities, does not receive state financial resources, except for tax exemptions because it is non-profit institution, community-based and philanthropic. In this way, your costs are covered, basically, through the tuition of your students; b) Its centralized administration, in terms of the implementation of institutional policies, coexists with democratic structures that allow the participation of students, teachers and employees in the decision-making processes in the various instances of university management.

As in UADY, at PUC-Campinas, the structuring of an institutional system of teacher evaluation occurred during the decade of 2000. Despite the University's long history, the activities related to teacher evaluation in an institutional perspective date back to the 1980s (FELICIELLO et al., 2005), assuming a larger dimension as of 2004, a consequence, to a large extent, of changes in government legislation since the implementation of the National System of Evaluation of Higher Education (SINAES)<sup>10</sup>, a system to which all the HEIs that work in the Brazilian territory. As a consequence of these requirements, linked mainly to the accreditation requirements of courses and the university as a whole, the Institutional Self-Assessment Program (PROAVI) was created in 2005.

With the implementation of PROAVI<sup>11</sup>, and from the internal analysis to the University itself, it was verified that, in what specifically referred to the activities of evaluation of teaching,

<sup>10</sup> SINAES - National System of Evaluation of Higher Education, created by Law 10,861, of April 14, 2004, combines three dimensions of evaluation: evaluation of institutions; evaluation of undergraduate courses; and assessment of student performance. The institutional evaluation involves two moments: self-evaluation and external evaluation. In both cases, the process involves the use of ten dimensions. More official information about SINAES can be obtained at the link: <http://portal.inep.gov.br/superior-sinaes>.

<sup>11</sup> Created in 2005, PROAVI - Institutional Self-Assessment Program of PUC-Campinas is the internal program responsible for developing and implementing evaluation actions in compliance with SINAES requirements. PROAVI has a permanent character, and through the effective participation of the academic community, seeks to gather elements that allow the achievement of the mission of the university, in particular its social commitments. The operation of PROAVI's actions is the responsibility of the Evaluation Committee (CPA),



there were several specific procedures in the different Faculties that made up the university. A survey carried out by a working group established by PUC-Campinas in 2006 identified that at that time, of the 39 Faculties that existed in the University, 16 of them carried out evaluation actions in relation to teaching activities, including in this practice various forms of teacher evaluation (PÁDUA, ALBERTO, 2007). These actions were different from each other, that is, there was no uniformity regarding the objectives, periodicity, dissemination and use of the results. The existence of this scenario, coupled with internal efforts to build a permanent culture of assessment, integrated and systematic, culminated in the creation and constitution, from 2007, of the Education Assessment Program<sup>12</sup> involving the evaluation of the activities of teachers, evaluation the managing directors and some aspects related to the teaching conditions (Lemos Filho et. al., 2012), in order to diagnose, reset goals and correct routes to keep the mission of the University (Lemos Filho et al., 2011) and "to guarantee a continuous evaluation process, meeting the mission of PUC-Campinas: a quality education and the integral formation of a citizen who is critical, ethical and up-to-date in relation to the needs of contemporary society and professional requirements" ( LEMOS FILHO et al., 2012, p. 49, translation of the authors)<sup>13</sup>.

*Management and use of teacher assessment*

At UADY, teacher evaluation is a process that, although it remains decentralized and under the responsibility of each faculty, presents tendencies towards centralization. Each Faculty is autonomous, although since 2010 has been created PROEVAL, which has been gaining greater acceptance among the Colleges.

In most of the Faculties of the UADY the sector responsible for the evaluation teacher is the Academic Secretary of the direction of each Faculty, sector that has like its charge not only this activity but also a series of other actions related to the academic management. In spite of this, some Faculties present specific sectors dedicated to evaluation, with teams dedicated to the development of this activity. It should be emphasized the existence of two Faculties that have specific committees to conduct the evaluation processes. The Faculty of Mathematics counts on a Teaching Evaluation Committee composed of a group of teachers in constant training process, responsible for the development and operationalization of the teaching

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composed of members from all academic segments and the Technical Evaluation Center (NTA). The results of the self-assessment works are made available to the university community through two internal publications: the CPA / NTA Bulletins and the CPA / NTA Assessment Notebooks. Regarding this matter, other information can be obtained from the link: <http://www.puc-campinas.edu.br/servicos/proavi>.

<sup>12</sup> The PUC-Campinas Teaching Assessment Program is a project developed by the University's Dean of Graduation to contribute to the achievement of the objectives of its Undergraduate Policy, in a way integrated to the purposes of PROAVI while simultaneously contemplating the legal evaluation requirements of Brazilian higher education, implemented from SINAES (LEMOS FILHO et al., 2012, 2011 and 2009).

<sup>13</sup> [guarantee a continuous evaluation process, meeting the mission of PUC-Campinas: quality education and the integral formation of a citizen who is critical, ethical and up-to-date in relation to the needs of contemporary society and professional requirements].

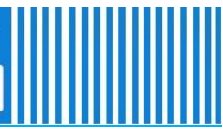
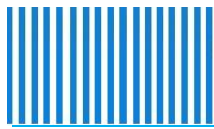
evaluation and the Faculty of Engineering constituted a Committee of Educational Innovation that, besides conducting the process of teacher evaluation, design and implement courses for teachers. In the Faculties participating in PROEVAL, the evaluation is carried out by the Coordination of the Graduation System of the General Direction of Academic Development of the central administration of the University.

The evaluation of teaching and, as part of it, the evaluation of teaching at PUC-Campinas, is a centralized process, since it involves the overall evaluation of the entire faculty of the University, regardless of the Faculty to which the teacher is linked. Its management is the competence of the Graduate Rectorate, through a Working Group constituted specifically for this purpose, the same that organizes the process; advises the IT sector responsible for administering the information collection system to students and teachers; analyzes the overall results of the University; produces periodic reports; and advises the Pro-Rector in meetings with the Centers and Faculties for the discussion and socialization of the results. It should be mentioned that the academic-administrative structure of PUC-Campinas is composed of five Centers, organized according to their respective areas of knowledge of origin, to which are linked the different Faculties: Center of Human and Applied Social Sciences; Center for Exact, Environmental and Technology Sciences; Center of Life Sciences; Center of Economy and Administration; and Language and Communication Center<sup>14</sup>.

The results of the evaluation are analyzed in a global way - from the university as a whole - and specific reports are also produced that are used by each Faculty and the Centers to which they are linked, so that they can contribute to the definition of plans and policies aiming at improvement of education. In addition, each of the teachers evaluated by the students receives on-line information regarding each class and discipline in which they were evaluated, having the possibility to compare their previous performances from the functionalities existing in the computer program that supports the evaluation system.

At UADY the results of teacher assessment are predominantly used to provide information to teachers to improve their academic practices, to administrative instances for monitoring institutional performance (whether globally or by Faculties), and to regulatory bodies to evaluate quality of the University and enable Colleges and the University as a whole to participate in projects aimed at attracting resources. In Faculties, teacher evaluation is used to generate information for external evaluation processes, to inform each individual teacher and to develop teacher improvement programs. In some cases, Colleges adopt forms of collective reflection on the results.

<sup>14</sup> The Centers, to which we refer, should be considered as administrative units that centralize the management of the faculties, divided by areas of knowledge.



At the Faculty of Mathematics, in addition to the previously mentioned uses, the results are used to distinguish teachers with academic awards (recognition in special ceremonies) and with hourly stability. At the Faculty of Engineering, the results of the evaluation are analyzed by an Educational Innovation Committee, which, based on the identification of below-average percentages, allows the elaboration and implementation of improvement activities aimed at teachers who have presented in their assessments the need for with a view to improving their teaching practice.

It should be noted that no University College has stated that it awards monetary prizes to teachers based on favorable results obtained in their assessments. The evaluation has been used for the purpose of recognizing teachers and for elaborating strategies to improve teacher performance. A relevant fact is that it was not possible to find files or databases from which results obtained over the years in these various forms of teacher evaluation activities can be consulted, which shows weakness in the forms of records of the institutional memory of each of the Faculties . The results of the evaluations carried out by the Institutional Program are given to the Management of each Faculty and these are in charge of reviewing them and making decisions about them, by providing feedback to the teacher about their performance, distribution of disciplines and classes to the teacher, prizes or recognition. In the same way, the information is used as evidences in the processes of regulation and accreditation of the courses.

In relation to PUC-Campinas, the use of teacher assessment as a tool for university management was emphasized, either by the Higher Administration or by the directions of the Faculties and the directions of the Centers responsible for them. The results obtained in the evaluations allow reordering the policies of the various courses offered by the University, in the permanent quest for quality.

The results of the teacher assessment have also been used as a subsidy for the programming and offer of training workshops and didactic-pedagogical updating of the faculty of the University. According to Lemos Filho et al. (2011), one of the main consequences has been the constant process of rethinking the teaching practice itself, insofar as the successive feedbacks received by the teachers, in relation to their didactic-pedagogical practice, lead teachers to self-reflection exercises, contributing to their professional improvement.

#### *Procedures and instruments for teacher evaluation*

Within UADY, Faculties that have their own evaluation system use student evaluation questionnaires as the main way to collect information about the teaching practice. The response rate of the students to the questionnaires is quite variable, since in some Colleges participation is free and voluntary, as in the case of the faculties of mathematics and the

humanities, while in others the participation of the students is obligatory activity, functioning as requirement for students to enroll in subsequent semesters.

In practically all Colleges, the evaluation is carried out with the support of electronic means, with the exception of the Faculty of Nursing, in which printed questionnaires are used, later processed manually, requiring considerable time for the preparation and delivery of reports.

The questionnaires answered by the students are composed, on average, of 30 closed questions that admit different types of answer, for example: in some cases, the performance is graded in four different levels (excellent, adequate, basic and unsatisfactory); in others only three grades are used (excellent, satisfactory and unsatisfactory). Although the questionnaires are composed of closed questions, most of them reserve, in the final part of the instrument, a space where the student can make general comments about the teacher's performance.

In addition to the questionnaires answered by the students, some Colleges have used other complementary evaluation instruments. The Faculty of Nursing supplements the evaluation of its teachers through peer evaluation questionnaires. In the Faculties of Mathematics and Medicine, it was verified the practice of teacher self-evaluation. In this last one, in addition to the evaluations carried out by the students and the teachers themselves, there is also a modality of teacher evaluation through which the leaders of the Faculty of Medicine evaluate the performance of the teachers under their responsibility.

Regarding the periodicity in relation to the application of the evaluation questionnaires, except for the Faculty of Medicine that makes an annual evaluation, all other courses carry out a teacher evaluation twice a year, at the end of each semester. In all Colleges, all teachers are evaluated regardless of their work regime (full-time or hourly).

As can be seen in Table 1, the questionnaires applied to the students seek to evaluate multiple aspects related to teaching practice, grouped into five broad categories: teaching skills, discipline domain, student group management, teacher attitudes and learning assessment.

**Table 1.** Main Aspects addressed by the students in the teaching evaluation of the Autonomous University of Yucatan

Categories	Subcategories
Teaching skills	Knowledge and adequate use of didactic-pedagogical techniques
	Stimulating and encouraging reading
	Promotion of forms os colaborative work/In group
	Student participation in class
	Use of diversified educational materials such as videos, software, multimedia resources, etc.
	Clarity in the presentation of your ideas, both orally and in writing
Field of study	Subject content domain

	Proposes the solution of problems related to the present
	Establish relationship between theory and practice through meaningful examples and learning activities
Management of the group of students	Keeps students interested in class
	Maintains discipline in and outside the classroom
Teacher Attitudes	Willingness to clarify doubts
	Maintains a relationship of mutual respect with students
	Impartiality in the treatment and participation of students
	Conformity with the ethical and professional values of the University
	Meets established class schedules
	Punctuality and attendance
Assessment of learning	Evaluate your students according to the established in the program
	Specifies the evaluation criteria
	It is fair to evaluate
	The evaluations correspond to the visa in class
	Provides periodic and timely feedback of each evaluation performed

Source: Barrera Rosado (2014).

A characteristic found in the set of activities of the different Faculties, besides those that are common to all of them, is the need to consider the specificity of the different teaching situations, in order to contemplate the differences and characteristics of theoretical disciplines, those involving laboratory practices, workshops, field practices, clinics, etc. Hence the need to construct and implement different instruments for each Faculty.

In this sense, two Faculties incorporated in their questionnaires questions aiming to obtain information about the self-evaluation performed by each student on their performance throughout the course, with the intention of collecting information about the time devoted to the studies during the classes, the accomplishment of the activities of learning ascribed by the teacher, as well as their behavior during the course.

The diversity of ways of evaluating teachers, evidenced from the different dimensions or categories that make up teacher evaluation processes, shows the lack of consensus about how to evaluate within a university, as well as the need to promote spaces for discussion and possible revision of proposals, so that teachers and managers involved can collectively establish evaluation criteria and can, thus, give answers to the specificity present in the teaching of the different disciplines, as well as to know the obstacles to implement the evaluation.

In relation to the faculties that participate in PROEVAL, almost all of them carry out the teacher evaluation process at the end of each semester, that is, twice a year. The Faculty of Chemical Engineering and the Faculty of Biological and Agrarian Sciences, in turn, promote assessments in the middle and the end of each semester to avoid that the opinion of the students is "contaminated" by the results of the evaluation of the students' learning.



Regarding the elaboration of the evaluation instruments, in the case of Faculties that adopt autonomous evaluation systems, there are coexistence of instruments created by the Faculties themselves, as well as instruments adapted from those existing in other Faculties, according to each reality. In the Faculties participating in PROEVAL, on the other hand, the existing instruments were adapted from a single instrument, created in 2009, under the coordination of the University's central administration.

Both students and teachers carry out the Assessment of Teaching at PUC-Campinas. Students evaluate their teachers and self-evaluate. Similarly, faculty evaluate their students and classes, their managers, the teaching infrastructure conditions offered by the university and self-evaluate.

Since its inception in 2007, teacher evaluation, as part of the Teaching Assessment Program, has been carried out through electronic forms voluntarily answered every semester by University students, with participation of an average of 30 to 40% of the total number of students. Throughout their relatively short existence, the questionnaires underwent some changes in their writing, including the alteration, inclusion or exclusion of some questions, without compromising or structurally modifying the set of aspects evaluated (LEMOS FILHO et al. 2011)

Starting in the second half of 2008, the Teaching Assessment began to contemplate the active participation of the University's own faculty, who were invited to voluntarily self-assess every two years, evaluate their direct managers and evaluate aspects of teaching conditions, through an electronic form available on the University web page. This self-assessment is a process that has reached the participation of approximately 50% of the teaching staff (LEMOS FILHO et al., 2012).

In any case, whether in the evaluation carried out by the students or in the evaluation carried out by the teachers, the procedure involves the answer to structured questions, made available to the academic community through electronic forms / questionnaires answered online through the University web page.

An important feature of the process of Teaching Assessment at PUC-Campinas is the transparency of information, since every semester, "all teachers have access to the results of their evaluation" (LEMOS FILHO et al., 2011, p. 22)<sup>15</sup>. Another relevant aspect of the process, the secrecy of the informants, complements this transparency. The information provided by the students does not allow them to be identified by name.

<sup>15</sup> [todos los profesores tienen acceso a los resultados de su evaluación].

The evaluation tool available to students includes two dimensions (Student Assessment and Student Self-Assessment) composed of closed questions. The final part of the instrument reserves a space where the student can make considerations that he deems necessary to carry out and that have not been contemplated in the closed questions (LEMOS FILHO et al., 2011). According to Table 2, the dimension corresponding to teacher evaluation is composed of several subcategories grouped around five main categories: teaching plan of the discipline, development of the discipline, evaluation of the learning, student training and teacher posture.

**Table 2.** Teacher assessment categories and subcategories

Categories	Subcategories
Discipline Teaching Plan	Discipline Teaching Plan Discussion
	Compliance with Discipline Teaching Plan
Development of Discipline	Organization
	Didactics / Mediation of knowledge
	Provide a good lesson with diverse methodological procedures and didactic resources
	Interdisciplinarity and Perspectives / dialogue with reality
Learning evaluation	Coherent assessment; procedural evaluation
Student training	Student's intellectual autonomy and Integral student training
Teacher's posture	Requirement and leadership
	Ethical and Respect Posture
	Punctuality and attendance

Source: Lemos Filho et. al. (2012).

As can be seen from Table 3, the Student Self-Assessment dimension also presents several subcategories grouped into two categories: student commitment to the course and assessment of the class in which the student studies.

**Table 3.** Categories and subcategories of student self-assessment.

Categories	Subcategories
Student engagement with the course	Punctuality in academic commitments
	Attend class
	Reading the basic texts
	Realization of activities proposed by teachers
	Relationship of respect with colleagues
	Relationship of respect with teachers
	Course pedagogical project
Class evaluation	Class Attitude and Academic Performance
	Punctuality of the class and progress of the class
	Class attitude and class progress
	Attitudes of the class and respect and solidarity among students

Source: Lemos Filho et. al. (2012).

Teaching self-assessment is carried out through six independent and complementary forms, which seek to gather information on four dimensions, the first of which is subdivided into

three parts: a) Assessment of the infrastructure conditions offered by the University for the development of teaching activities; b) Evaluation of the teacher's involvement with the University; and c) Evaluation of teaching activities related to internship practices and course completion work (exclusively for teachers who participate directly in these academic activities). The second dimension refers to the evaluation of the academic characteristics of the students with whom the teacher has worked in the semester. The third dimension addresses the self-assessment of teaching practices, using a form similar to that used by students to evaluate their teachers, so that the teacher self-assesses the same aspects in which they are evaluated by their students, allowing to confront the perceptions that the teacher has about himself with the students' perceptions so that the teacher can reflect on the development of his activities in the classroom. Finally, the fourth dimension is intended for the evaluation of the Directors of the Faculties in which the teacher acts, through another form consisting of eleven questions<sup>16</sup>, with five Likert scale response alternatives ("I totally agree", "I agree more than disagree", "I disagree more than agree", "I totally disagree" or "I cannot respond").

Likewise, as in the case of the forms used by the students, although the evaluated aspects that are translated through closed questions, the instrument reserves, in the end, space for the teachers to add observations that seem necessary and pertinent to them.

## CONCEPTIONS, USES AND TYPES OF TEACHER EVALUATION

### *Concepts and uses of teacher evaluation*

The evaluation strategies adopted by the studied universities allowed to verify the coexistence of evaluation conceptions that are based on different theoretical matrices and trigger for specific uses of the results, moving towards a process of accountability called high stakes measures with adequate policies of classification and individual valorization, within the so-called summative evaluations, or by means of low stakes measures with actions aimed at a formative and more reflexive evaluation of the teaching performance, with more symbolic

<sup>16</sup> The questions are as follows: The Principal has led the construction and / or implementation and / or consolidation of the pedagogical project, in a way shared with the teachers; The Principal has led the construction and / or implementation of the pedagogical project, in a way shared with the students; The Principal has kept me informed on important matters concerning the University and the Course; The Director has discussed with the group of Faculty teachers, in a reflexive way, the process of evaluation of the teaching implanted in the University, provoking an environment that favors the continuous improvement of the teaching-learning processes; The Director accepts and respects any questioning, answering it in a clear and direct way; The principal dialogues with the students of the course; The Director has actively participated in the Permanent Teacher Training Program (he / she sends suggestions for the offer of Pedagogical Workshops, discloses the agenda of the same to the faculty and encourages teachers to participate); The Director (a) adopts an agglutinative attitude, which favors the integration of the faculty; The (A) Director adopts an agglutinating posture, which favors the integration of the student body; The Director has forwarded the requests of the teachers in the scope of the faculty; and the Director has forwarded the lawsuits of the students within the scope of the faculty (LEMOS FILHO et al., 2012).

consequences (BROOKE, 2013). It should be emphasized that in the cases studied, the use of results predominates in low stakes measures, linked to formative evaluation processes, although, as will be seen later, initiatives with summative characteristics are evident.

There are two main reference matrices regarding the conceptions of evaluation with their respective forms of use of the results. They are dyadically divided matrices, which in certain contexts end up generating passions that end up dichotomizing them in a Manichean way. On the one hand, according to Freitas, Costa and Miranda (2014, p. 87, translation of the author), "the formative evaluation is carried out throughout the process, it is continuous, and gives parameters to the teacher to verify if the objectives have been reached, which may be compromising learning"<sup>17</sup>. On the other hand, the summative evaluation is directed to individuals and products aiming to measure the performance of the teacher and the identification of the results of his work. According to Dias Sobrinho (2003, p. 168, p. 136, translation of the authors), it is a

bureaucratic evaluation and accountability. It follows the logic of control and aims to gather information to support decision-making related to effective management, especially with regard to teacher contractual issues, promotions and merit and productivity payments<sup>18</sup>.

Although the effective use of evaluation depends exclusively on the position of HEI in relation to the results of the evaluation process, it is worth mentioning that, regardless of the type of teacher evaluation adopted, there is no priori a better or less effective strategy. There is a need to adapt them to the institutional objectives and the institutional reality, and make appropriate use of their results, following the internal decision-making processes of each HEI and the institutional objectives.

This vision advocated in this article can be included in a theoretical movement that advocates more eclectic approaches to evaluation, which can be called hybrid evaluations, such as Worthen, Sanders and Fitzpatrick (2004), who, far from worrying about identifying which approach is best, they begin with the principle that all approaches are useful, "[...] choosing and combining concepts from evaluative approaches to adapt them to each situation, using parts of the various approaches when they seem appropriate" (WORTHEN, SANDERS, FITZPATRICK, 2004, p. 260, translation of the authors)<sup>19</sup>.

<sup>17</sup> [A avaliação formativa é realizada ao longo do processo, é contínua, e dá parâmetros ao professor para verificar se os objetivos foram alcançados, podendo interferir no que pode estar comprometendo a aprendizagem].

<sup>18</sup> [burocrática, de prestação de contas e responsabilização. Segue a lógica do controle e objetiva colher informações que sirvam de suporte às tomadas de decisões relacionadas a gestão eficientista, especialmente no que se refere às questões contratuais do professor, às promoções e pagamentos por mérito e produtividade].

<sup>19</sup> [escolhendo e combinando conceitos de abordagens avaliativas para adapta-las a cada situação, usando partes das diversas abordagens quando parecem apropriadas].

From Worthen, Sanders and Fitzpatrick (2004) it can be affirmed that theoretical conceptions should not be confined to devotion to a specific modality of evaluation, whether emancipatory or techno-bureaucratic, objectivist or subjectivist (CALDERÓN, BORGES, 2013). These authors warn us about the dangers of being "irrational disciples" of a particular evaluation model, convinced that "this approach alone serves any and every situation" (WORTHEN, SANDERS, FITZPATRICK, 2004, p. 248, translation of the authors)<sup>20</sup> to choose and combine various concepts, models, methods and techniques to adapt them to the situation that will be evaluated, using them whenever they seem more appropriate to achieve the objectives of the evaluation.

With regard to the evaluation processes identified, it should be mentioned that these are closely linked to the reality of each institution. The academic literature points out the importance that universities develop alternative models and practices of evaluation that meet their particular needs within the reality in which they are inserted. Thus, some aspects should be considered in the act of evaluating, highlighting contexts, concepts, people, cultures, stories, social commitment, among other elements.

Any evaluation process only has social sense and scientific characteristics when its reference context and its objectives are well defined. From this, it is necessary to specify clearly how the concepts to be used, their validity domain, and what conclusions can be really supported by the methodology employed. Without the fulfillment of these minimum conditions, the scientists of the evaluative processes and their social meaning are lost, generating serious biases, being at the service of pretensions ambiguous, of preconceptions, susceptible of manipulations and lightened interpretations. (GATTI, 1999, p.11, translation of the authors)<sup>21</sup>.

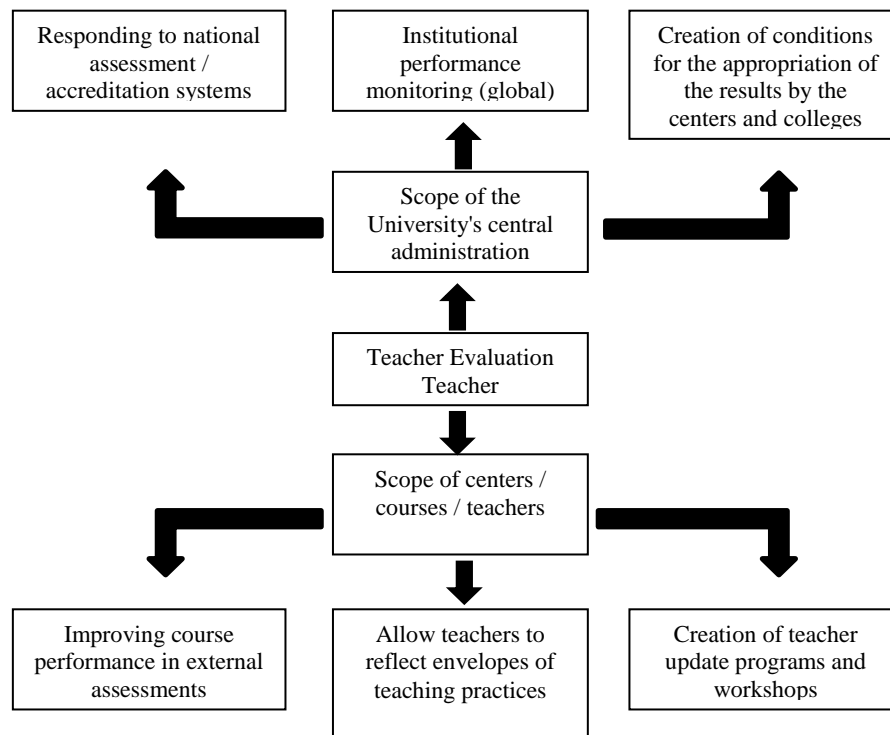
The analysis of the experiences of PUC-Campinas and UADY reveals a certain similarity regarding the evaluated aspects of the teaching practice, focusing on the way in which the teachers evaluate the learning; the posture of the teacher in the classroom and in relation to the students, involving ethical and technical aspects in the exercise of teaching; the didactic-methodological aspects of teaching practice; and the mastery of discipline by the teacher. Likewise, the use of online questionnaires, with closed answers, type Likert scale in the classification of responses, is the predominant tendency in the two universities studied.

As can be observed in Figure 1, the research carried out shows that the evaluation results are used in two levels.

<sup>20</sup> [somente essa abordagem serve para toda e qualquer situação].

<sup>21</sup> [Cualquier proceso de evaluación solo tienen sentido social y características científicas cuando se tiene bien definido su contexto de referencia y sus objetivos. A partir de eso es necesario especificar con claridad como son elaborados los conceptos que serán utilizados, su ámbito de validez y cuáles serían las conclusiones que realmente pueden ser sustentadas por la metodología empleada. Sin la atención a estas condiciones mínimas, la base científica de los procesos evaluativos y su significado social se pierden, generando graves sesgos, quedando a servicio de pretensiones ambiguas, de prejuicios, pasible de manipulaciones e interpretaciones hechas de forma muy ligera].





**Figure 1.** Uses of teacher evaluation  
**Source:** The authors

Within the university's central administration, there is a close link between the monitoring of institutional (global) performance, national assessment / accreditation systems, and the creation of conditions for the appropriation of results by centers / faculty / teachers for improvement quality of education. Within the scope of the centers / faculties, there is a close link between the improvement of the performance of the courses in the external evaluations, the delivery of the results to the teachers with the possibility of reflecting on the teaching practice to continuously seek their improvement and the creation of programs / workshops. update.

As mentioned previously, the results of the teacher evaluation in the two studied universities, in general, generated low stakes practices, since the results do not imply actions of direct accountability of the teachers, that is, of the evaluation do not result in actions of punishment for the unsatisfactory results that teachers can not necessarily achieve strong incentives to improve performance through direct benefits for teachers. Teachers with poor teacher performance are not sanctioned and are not encouraged to improve through performance bonuses or other awards.

Considering the types of evaluation conceptions already mentioned, in the study carried out, the predominant tendency was the formative dimension of the teacher evaluation understood

as a process evaluation. These institutional options mean, in the voice of authors such as Dias Sobrinho and Balzan (2011, p. 66-67, translation of the authors), that "prioritizing formative evaluation is therefore to reaffirm the value of the process and of pedagogical relationships, and to privilege the intersubjective webs that give coherence to the collective, albeit inhomogeneous, effort to build a socially and qualitatively relevant university"<sup>22</sup>.

If, on the one hand, the formative conception prevails in the two universities, it is necessary to point out the existence of isolated cases in the UADY, in which the results of the evaluations are used to publicly recognize the good performance of teachers in special ceremonies and to determine more stable hours for the best evaluated teachers. These initiatives based on public recognition and meritocracy are experiences of high stakes evaluations that merit further study and deepening to evaluate the consequences of these actions within the faculty and to verify to what extent they can really be conducive to improving teacher performance.

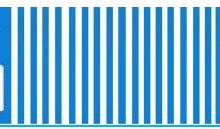
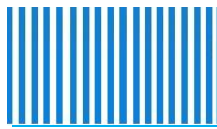
In this sense, understanding the conception of predominant teacher evaluation, its models and proposals, involving the internal processes of conducting teaching activities, contributes to understand the teaching practice itself and the results achieved or that are desired to be achieved in terms of learning. As part of this comprehensive process, one cannot ignore the many factors that impact and directly contribute to students' learning, such as: degree of complexity of curriculum content, teacher position and student relationships, ethical and technical aspects, didactic-pedagogical aspects, domain of the discipline, among others.

When the evaluation process is built with the purpose of improving institutional activities, specifically in the case of teacher assessment, it can be said that a tool is available that can potentially guide working methods, so that their results can be used to contribute to the decision-making of teachers and institutions themselves. Within a pragmatic and rational perspective, every evaluation system should predict in its design, the use of its results and subsequent developments, depending on the posture to be adopted by the management team to reach the institutional objectives.

Thus, from the perspective of the public policy cycle (SECCHI, 2011), teacher assessment has to be considered as a step within a larger process, and should not have an end in itself. The teacher evaluation process requires analysis and reflection so that the data generated are analyzed in detail in order to obtain a true picture of reality and, in this way, serve to feed back the qualification process of the teaching staff and overcome the weaknesses that may arise.

### *Types of teacher evaluation*

<sup>22</sup> [priorizar a avaliação formativa é, portanto, reafirmar o valor do processo e das relações pedagógicas, é privilegiar as teias intersubjetivas que dão consistência ao esforço coletivo embora não homogêneo de construção de uma universidade social e qualitativamente relevante].

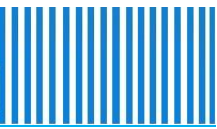
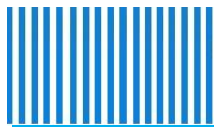


The analysis of the experiences reveals that in the process of teacher evaluation the student evaluation predominates. However, it is convenient to mention that in a complementary way, in PUC-Campinas, teacher self-assessment is institutionalized. Thus, the analyzed experiences show that teacher evaluation can be carried out by means of complementary forms: student evaluation (student perception) and self-evaluation carried out by the teachers themselves (teacher perception).

Regarding the evaluation carried out by the students, both the UADY and PUC-Campinas the students' questionnaire response is carried out in a free way is not compulsory, there is no penalty or coercive action that obliges students to use part of their time to answer the questionnaire, although there are strategies to raise awareness about the importance of student participation in the evaluation process. However, in a few faculties of the UADY, there is an established practice of forcing students to participate in the evaluation, as a requirement for students to enroll in the next semester of studies. This high stake evaluation experience deserves special attention and further investigation into its scope and limitations. Adopting such a measure by reducing the risks of sabotage and tampering with data as an act of student defiance requires a high degree of consensus between teachers and students on the importance of mesos participation, and more than that, students should believe, with evidence, in the transformative potential that exists in the results of the evaluation process. However, evaluation and its results alone do not change reality; it is up to managers to use this information to improve the quality of teaching and to meet the multiple expectations behind the evaluation processes.

In the case of universities, there is a tendency to evaluate students at the end of the semester. However, UADY identifies two colleges, the chemical engineering faculties and the biological and agricultural sciences, where teachers are evaluated in the middle of the semester and not in the final, as is done predominantly in UADY as a whole and in PUC-Campinas, arguing that, in this way, it avoids that students' opinions are biased by the results obtained in the appraisals of learning at the end of the semester. As can be seen, the measures taken by these faculties end up touching on an aspect continually questioned by many professors of the two universities studied, such as the contamination of the evaluation process by false information as a consequence of reprisals on the part of the students, with respect to the teachers who end up taking less lenient or pleasant measures to the students in the final evaluations. These evaluation experiences during the semester and not at the end of the semester require a careful look at research to verify their results in the teacher evaluation process.

In addition to students' perceptions about the performance of their teachers, the student's self-assessment is instituted at PUC-Campinas, which self-assesses its own commitment to the course (punctuality in academic commitments, attendance at classrooms, reading of basic



texts, performance of the activities proposed by the teachers, relationship of respect with colleagues, relationship of respect with teachers and relationship with the pedagogical project of the course) and the performance of the class in which the student studied (class attitude, academic performance, punctuality, room development respect, and solidarity among students). It should be noted that in the evaluation of UADY faculty, they incorporated questions about the self-assessment of each student's performance during the course, with the intention of knowing the time they devote to the study of class, fulfillment of learning activities attributed by the teacher, as well as during the course.

With regard to teacher evaluation through self-assessment and appreciation of the teachers themselves, the PUC-Campinas is a process in which teachers participate voluntarily, reaching approximately 50% participation of the teaching staff. This process is notable for leading the teacher to self-evaluate his teaching activities, his involvement with the university, the academic characteristics of the students he worked with during the semester, the performance of the managers to which they are linked and the teaching conditions that the university offers. A stealth process does not generate any high-stake measure. It is convenient to emphasize that teachers have access to the results of self-assessment of their students, and can comparatively compare their perceptions with the students' perceptions.

In relation to the UADY, it has been identified that there are only two faculties, Medicine and Mathematics, which make, besides, the evaluation by students, the self-assessment of teaching. In addition to the self-assessment, as a component of the evaluation process of teaching, some UADY faculties verify the existence of an isolated form of other components of the evaluation process, which also requires greater investigative depth to verify its effectiveness in the evaluation of teaching. Specifically, the nursing faculty identifies the existence of a way to complement the peer evaluation.

As can be observed, the comparative study confirmed the existence of four types of teaching evaluation strategies, some widely adopted, others used alone and focused: a) teacher evaluation by beneficiaries or users (students); b) faculty evaluation by university administration (faculty directors or course coordinators); c) teacher evaluation by peers and; d) teacher self-assessment by the evaluated subject.

The typologies of teacher evaluation stated that, behind its incorporation into institutional practices, there is a gradual process of maturation linked to specific university contexts and cultures. These are not evaluation practices that are efficient, standardized or created only to comply with the bureaucratic regulations that appear in academic calendars.

The teacher evaluation in the HEIs studied occupies a specific place in the university agendas throughout the year, involving several phases, besides the continuous stimulus for the use of the results of the evaluations for the improvement of the teaching practice, it also goes

through a continuous process of improvement of the instruments data collection, the most appropriate strategies to carry out the evaluation action and even the strategies to raise awareness among the various participants.

Although it is an administrative activity incorporated in the routine of the universities and assimilated by the teachers, the teacher evaluation always presents the unknown to know to what extent the results are effectively used to improve the work in the classroom. In this sense, there is no doubt that teacher evaluation is a field loaded with contradictions, since it is not a sporadic, punctual and discontinuous activity, on the contrary, it is a continuous act that involves constant reconfigurations and multiple decisions.

Considering this reality and the continuous challenges of the evaluative process, Fernandes (2010, p.18, translation of the authors) argues in this article, as is the adoption of pragmatic discernment, as the evaluator's attitude towards "a certain theoretical chaos that is experienced in the domain of evaluation and a certain tendency, which inevitably persists, for the subordination of the evaluators to the classical ontological, epistemological and methodological orthodoxies"<sup>23</sup>.

Within this thesis is meant by pragmatic the

[...] distinguish, separate, different evaluative approaches to precisely regroup and integrate them and to be able to use them properly when the assessment is on the ground; that is, when the assessment is situated in a context in which the various social practices, conceptions, interests, values or policies are evidenced by the various actors (FERNANDES, 2010, p. 18, translation of the authors)<sup>24</sup>.

For Fernandes (2010), pragmatic discernment requires a more elaborate, more sophisticated and sustained position in the available theoretical and practical resources, taking into account the perspective [...] "that all evaluative action must be useful and must contribute to help solve problems and, consequently, to create well-being in people, institutions and society in general" (FERNANDES, 2010, p.18, translation of the authors)<sup>25</sup>.

From this point of view, the evaluation process of the different strategies and instruments that can be used in evaluation processes is based on their usefulness and effectiveness in relation to the objectives established in the evaluation tasks. From this perspective, we can choose the

<sup>23</sup> [cierto caos teórico que se vive en el ámbito de la evaluación y cierta tendencia que, inevitablemente, todavía persiste, para la subordinación de los evaluadores a las clásicas ortodoxias ontológicas, epistemológicas y metodológicas].

<sup>24</sup> [proceso de distinguir, de separar, diferentes abordajes evaluativos para, exactamente, poder reagruparla e integrarlas e para poder utilizarlas adecuadamente cuando la evaluación está no terreno, o sea, cuando la evaluación está situada en un contexto en que se evidencian las más variadas prácticas sociales, concepciones, intereses, valores o políticas por parte de los diversos participantes].

<sup>25</sup> [de que toda acción evaluativa debe ser útil y tiene que contribuir para ayudar a resolver problemas y, consecuentemente, para crear bienestar en las personas, en las instituciones y en la sociedad en general].



most suitable theories, strategies and techniques to reach certain established objectives, be it to evaluate learning, institutions and / or educational systems, with its technical dimension of evaluation on its political dimension.

## CONCLUSIONS

The research carried out shows that in the two universities studied, institutional programs involving teacher evaluation were created in the second half of the 2000s, with one of the stimulating axes being the governmental actions for quality accreditation as part of the national evaluation policies of higher education, a trend that has gained momentum in the first decade of the 21st century. Priority, external pressures eventually stimulated the central bodies of universities to be concerned with diagnosing the reality of the various faculties regarding teacher evaluation, identifying diverse, often isolated, fragmented and punctual practices, proposing more systematic, continuous, uniform practices that allowed to monitor the evaluation of teaching performance both from a macro perspective, global perspective and from a micro perspective, of each course of the university.

In this perspective, the creation of institutional programs that contemplate the teacher evaluation reveals the transition from decentralized experiences, marked by the autonomy of the faculties, to the centralization of evaluation practices, through institutional programs that monitor the educational quality. This process of centralization, at least in the universities studied, is not synonymous with authoritarian practices marked by an absolutist verticalism that eliminates or neutralizes democratic practices.

The strategies adopted by universities are aligned with their daily policies and practices. Including the specificities and particularities, the practices existing in the studied universities were systematized in general form in Table 4. This typology does not imply determinism nor does it exhaust the possibilities of evaluative practices. They are neither better nor worse, nor more or less effective. They represent possibilities that must be considered and adopted from the so-called pragmatic discernment (FERNANDES, 2010).

**Table 4.** Types of teacher evaluation

Typologies of teacher evaluation	Evaluation Concepts	Formative Assessments Reviews Summatives Hybrid Assessments
	Use of the results	Low Stakes Stocks High Stakes Stocks
	Evaluation Strategies	Evaluations made by students Evaluations conducted by faculty managers or courses Peer-Reviewed Assessment Teaching self-assessment
	Moment of Evaluation	Evaluations during the process End of Process Evaluations

Source: the authors

As can be seen, Table 4 presents a wide range of possibilities, with different types of conceptions, uses of results, evaluative strategies and moments to carry out evaluation processes. Undoubtedly, as Stufflebeam and Shinkfield (1987, p. 20, translation of the authors) state, "evaluation is a complex enterprise"<sup>26</sup>. The reflection of this complexity is observed not only in this rich typology, but also, and especially, in the moment of deciding which of these alternatives should be used to carry out the evaluative process and to make judgments of value or merit on the practice and the teaching work. As the authors mentioned above point out, depending on the adopted value position, different and possibly contradictory evaluations will often be obtained.

The study made it possible to verify that HEIs, when proposing to work around teacher assessment, do so to identify the existing gaps within what actually exists in order to improve and achieve certain standards of excellence. It is precisely in the improvement of the processes and organizations where Stufflebeam and Shinkfield (1987, p.20, translation of the authors) derive from the "positive force"<sup>27</sup> of evaluation. That is, to evaluate as an act of judging and valuing, has a positive force "is used to progress and is used to identify weak and strong points, and to tend towards an improvement" (STUFFLEBEAM, SHINKFIELD, 1987, translation of the authors)<sup>28</sup>.

From this perspective, evaluation can be considered as "a process through which useful information will be provided for decision making" (STUFFLEBEAM, SHINKFIELD, 1987, p 179, translation of the authors)<sup>29</sup>. Thus, the results of the teacher evaluation should not be shelved, since the positive force of the evaluation lies precisely in the search for improvement.

If, on the one hand, evaluation is an important management tool, a panoramic picture of the teaching staff that should serve to make decisions both of managers and teachers, seeking to improve teaching practice and institutional performance, on the other, its realization must be based on a widely known (though sometimes seldom practiced) principle and defended by the Joint Committee on Standards for Educational Evaluation (SANDERS, 1994), as is the ethics to protect the rights of the participants and affected subjects evaluation. In this sense, according to JCSEE (Sanders, 1994), the evaluation should be complete and fair in the examination and recording of the strengths and weaknesses of the evaluated program, it must be balanced by informing both its positive aspects and its negative aspects, being

<sup>26</sup> [la evaluación es una empresa compleja].

<sup>27</sup> [fuerza positiva].

<sup>28</sup> [si sirve al progreso y se utiliza para identificar los puntos débiles y los fuertes, y para tender hacia una mejora].

<sup>29</sup> [un proceso mediante el cual se proporcionará información útil para la toma de decisiones].

inadmissible the manipulation of data in order to meet the interests of individuals or specific groups. In addition, all stakeholders, that is, all teachers, included in the evaluation process, have the right to be informed of the conclusions of the evaluation, methodology of data collection, interpretation and analysis, since lack of access to information can generate resistance, on the part of the teachers, for not having the opportunity to critically examine the results, especially if they can be harmed by actions and partial conclusions and of little credibility. In this sense, teacher assessment should not only be useful, but be technically feasible and accurate, it should be mainly ethical.

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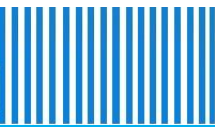
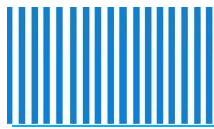
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### About the authors

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<sup>1</sup> *Adolfo-Ignacio Calderon*

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E-mail: [adolfo.ignacio@puc-campinas.edu.br](mailto:adolfo.ignacio@puc-campinas.edu.br) / ORCID: <http://orcid.org/0000-0001-6534-2819>

Pontifical Catholic University of Campinas (PUC-Campinas) - Brazil

PhD in Social Sciences from the Pontifical Catholic University of São Paulo (PUC-SP) and Post-doctorate in Educational Sciences at the University of Coimbra.

<sup>2</sup> *Carmen Barrera Rosado*

E-mail: [carmen.barrera@correo.uady.mx](mailto:carmen.barrera@correo.uady.mx) / ORCID: <http://orcid.org/0000-0003-4482-9649>

Autonomous University of Yucatan - Mexico

Master's Degree in Administration of Educational Organizations from the Autonomous University of Yucatan (UADY).

<sup>3</sup> *Carlos Marshal França*

E-mail: [carlos.marshal@puc-campinas.edu.br](mailto:carlos.marshal@puc-campinas.edu.br) / ORCID: <http://orcid.org/0000-0002-4039-1689>

Pontifical Catholic University of Campinas (PUC-Campinas) - Brazil

PhD in Education by the Graduate Program in Education of the Pontifical Catholic University of Campinas (PUC-Campinas).

<sup>4</sup> *Marco Wandercil*

E-mail: [marcowandercil@puc-campinas.edu.br](mailto:marcowandercil@puc-campinas.edu.br) / ORCID: <http://orcid.org/0000-0002-9295-1051>

Pontifical Catholic University of Campinas (PUC-Campinas) and Santa Lucia College of Mogi Mirim - Brazil

PhD in Education by the Graduate Program in Education of the Pontifical Catholic University of Campinas (PUC-Campinas).