



**CONCEPÇÃO DISCENTE AO QUESTIONÁRIO SOBRE A AVALIAÇÃO  
DOCENTE NO CURSO DE LICENCIATURA EM QUÍMICA**

**CONCEPCIÓN ESTUDIANTIL DEL CUESTIONARIO SOBRE EVALUACIÓN  
DOCENTE EN EL CURSO DE GRADUACIÓN DE QUÍMICA**

**STUDENT CONCEPTION OF THE QUESTIONNAIRE ON TEACHER  
EVALUATION IN THE GRADUATE COURSE IN CHEMISTRY**

Presentation: Poster

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**INTRODUCTION**

Assessment methods are important instruments that contribute to pedagogical practices applied to the teaching and learning process. The assessment of learning contributes to the construction of knowledge, helping teachers to follow the student in cognitive assimilation and new perspectives on the idiosyncrasy of each individual (Brasileiro; Souto, 2017).

Assessment must be carried out using instruments that provide support for teaching work, directing the effort undertaken in the teaching and learning process to contemplate the best pedagogical approach and the most pertinent teaching method suited to the discipline - but not only, as they consider, equally, the socio-political context in which the group is inserted and the individual conditions of the student, whenever possible.

Diagnostic assessment comprises the evaluation of a certain reality, at a certain moment, to better develop a project or process. In education, the objective is to understand the learning stage the student is in to adjust and adapt the course design or teaching-learning process (Oliveira, 2017).

Formative assessment can be understood as a continuous estimation method, whose objective is to provide feedback in order to adapt teaching and learning. The act of evaluating involves monitoring the quality of a given course of action, and intervening, if necessary, with a view to its success (Araújo; Mamedio, 2016)

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In view of the above, considering the evaluation as an instrument for improving teaching and learning conditions, the study aimed to evaluate the conception of students enrolled in the 2nd period of a public Education Institution about learning the curricular components taught in the Bachelor's degree course in Chemistry.

## **THEORETICAL FOUNDATION**

According to Worthen, Sanders, Fitzpatrick, (2004), evaluating is assigning value or deserving something, in terms of quality and ability, limited by research and judgment methods (Worthen; Sanders; Fitzpatrick, 2004). The authors also define the term “centered assessment” as evaluative questioning that takes into account the participants’ opinion as fundamental. The evaluation of the teacher by the student is more of a participant-centered approach, and this article has an approach close to the global value.

The student evaluation of teaching practice, which is included in the institutional evaluation, can approve the continued training of the teaching staff and the qualification of the services provided (Tahim, 2011). For Ribeiro (2011), student involvement in the teaching-learning-assessment process is essential for learning. Student participation does not diminish the teacher, as it is up to the teacher to evaluate the students' responses to the incentives they provoke, with the intention of enabling educational actions.

In any and all assessments that aim to improve the professional attitudes of the subjects involved, the evaluator must play a critical role, demonstrating attitudes of recognition of particularity and identity, the context in which they are inserted, the motivation of the acts and their potential. , enabling the person being evaluated to recognize their strengths and creativity in their professional work (Paixão; Almeida, 2016).

At Federal Education Institutes and Universities, professors are evaluated by students through institutional evaluation through their own CPA Evaluation Committee. Paixão; Almeida, 2016, considers institutional evaluation as a process of knowledge, interpretation, attribution of value judgments, organization and definition of actions that causes institutional improvement (Paixão; Almeida, 2016). In this sense, institutional assessment must establish improvement, through democratic actions, with the participation of all those involved, (Dias Sobrinho, 2003).



## METHODOLOGY

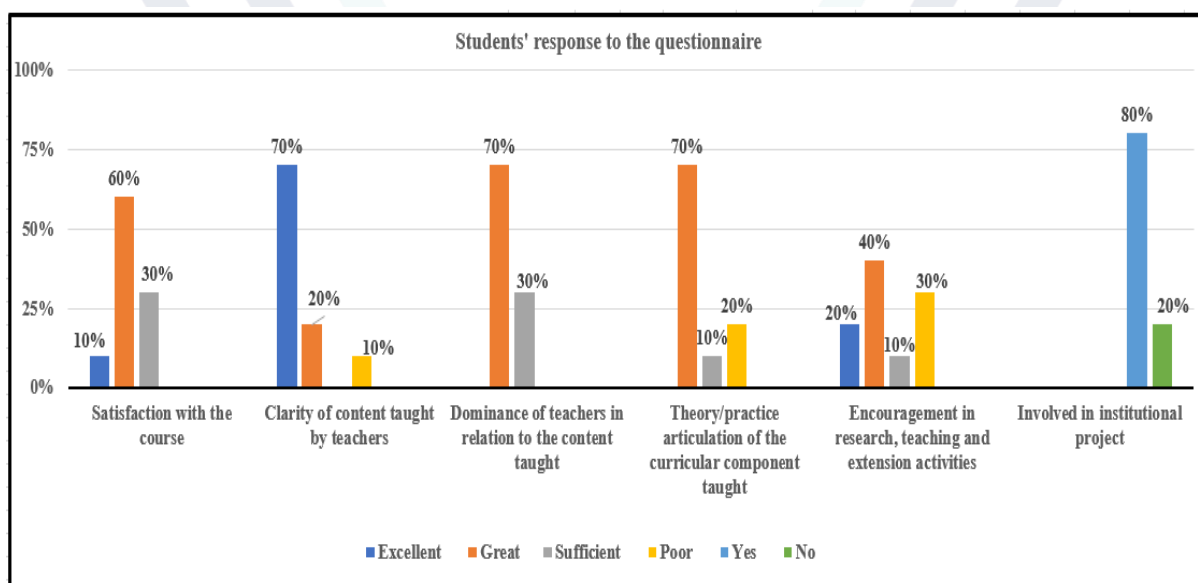
The action took place in the 2nd semester of 2023, involving 20 students from the 2nd period of the Chemistry Degree Course at a public Higher Education Institution located in City Paraíso do Tocantins. The research was carried out in an exploratory, descriptive way with a quantitative approach (Marconi; Lakatos, 2015), with the intention of evaluating the curricular components taught in the Chemistry graduation course.

The students answered a printed questionnaire, prepared with 6 (six) objective questions, which was made available in the classroom. The data collection instrument used was designed with the aim of understanding the conception of the research subjects, referring to: 1. Satisfaction with the course, 2. Clarity of the content taught by the teachers, 3. Mastery of the teachers in relation to the content taught, 4. Coordination of theory and practice of the curricular component taught, 5. Encouragement in research, teaching and extension activities and 6. Involved in institutional project. All students responded and returned the completed questionnaire between October 2nd and 4th, 2023.

## RESULTS AND DISCUSSION

Graph 1 reports the responses to the questionnaire applied to students in the 2nd period of the Chemistry graduation Course

**Graph 1:** Response from students in the 2nd period of the Chemistry Degree course



**Source:** Authors, (2023)

According to the aforementioned graph, 10% of the students interviewed consider the Chemistry graduation course to be excellent, 60% as excellent and 30% as sufficient. Data regarding course satisfaction reveal that students are satisfied with the course.

Regarding the clarity of the content taught by teachers, 70% said it was excellent, 20% said it was excellent and 10% said it was insufficient.

When asked about the professors' mastery of the content taught, 70% stated that the professors had excellent command and 30% stated that the professors' mastery was sufficient.

The articulation between theory and practice of the curricular component taught was evaluated by 70% of students as excellent, 10% as sufficient and 10% as insufficient. The incentive for research, teaching and extension was evaluated by 20% of those interviewed as excellent, 40% as excellent, 10% as sufficient and 30% as insufficient.

Regarding participation in institutional projects, 80% of interviewees are participating in research projects and 20% do not participate in any institutional project.

Ribeiro (2011), Campanale et al. (2012) and Galian (2012) defend the need to recognize and use teacher evaluation carried out by students as a factor in improving teachers' pedagogical practices. Costa, Dias (2020), Assessing higher education by students through the proposal of a data collection instrument, resulted in general satisfaction among students in relation to the teachers evaluated.

## CONCLUSIONS

The conception of students in the 2nd period of the Chemistry Degree Course points to satisfaction with the course, clarity in the delivery of subject content, teaching mastery of the content taught, articulation between theory and practice of the components taught in the course and student involvement in a project of research. These results demonstrate the importance of evaluation as an instrument for improving teaching and learning conditions and improving the evaluation course.

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