

**TEACHER EDUCATION IN EDUCATIONAL ASSESSMENT: A STUDY ON THE ON CURRICULUM AND SYLLABUS OF PEDAGOGY UNDERGRADUATE PROGRAMS**

***FORMAÇÃO DE PROFESSORES EM AVALIAÇÃO EDUCACIONAL: UM ESTUDO SOBRE AS MATRIZES E AS EMENTAS DOS CURSOS DE LICENCIATURA EM PEDAGOGIA***

***FORMACIÓN DE PROFESORES EN EVALUACIÓN EDUCATIVA: UN ESTUDIO SOBRE LOS PLANES DE ESTUDIO DE LOS CURSOS DE LICENCIATURA EN PEDAGOGÍA***



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**ABSTRACT:** With an emphasis on understanding one of the elements of assessment education, this study focuses on what is organized in Pedagogy Bachelor's programs located in the Grande ABC region to be taught to future teachers. The research was based on qualitative methodology, involving the analysis of curriculum matrices, syllabi, and interviews with course coordinators. The results revealed that, despite some progress with the emergence of assessment-focused courses in the curriculum matrices of Pedagogy programs, the nature of the syllabi analyzed for these courses is evidently and concerningly superficial, fragmented, and simplified. These syllabi serve as a pathway for teacher education. It was emphasized that one way to build a solid education, a topic extensively discussed by teachers, especially regarding evaluative competence in assessment education, would be to start with an analysis and critical discussion of the course syllabus, considering its organization and interpretation in light of legislation.

**KEYWORDS:** Evaluation. Teacher education. Course outlines. Curricular frameworks.

**RESUMO:** *Com ênfase na compreensão de um dos elementos do ensino de avaliação, neste estudo será o que se organizou nas Licenciaturas de Pedagogia, localizados na região do Grande ABC, para ser ensinado aos futuros professores. A pesquisa fundamentou-se na metodologia qualitativa, com a análise de matrizes curriculares, ementas e entrevistas com coordenadores dos cursos. Os resultados revelaram que, apesar de haver um certo avanço com o surgimento de disciplinas de avaliação nas matrizes curriculares dos cursos de Pedagogia, é evidente e preocupante a natureza superficial, fragmentada e simplificada das ementas analisadas dessas disciplinas, que servem como rota para a formação de professores. Foi destacado que uma das formas de construir uma formação sólida, e tão discutida para professores, especialmente em relação à competência avaliadora, no ensino de avaliação, seria iniciar com uma análise e discussão crítica da ementa do curso, considerando sua organização e interpretação à luz da legislação.*

**PALAVRAS-CHAVE:** Avaliação. Formação de professores. Ementas. Matrizes.

**RESUMEN:** *Con énfasis en la comprensión de uno de los elementos de la enseñanza de la evaluación, en este estudio analizamos lo que ha sido organizado en los cursos de Pedagogía, ubicados en la región del Gran ABC, para ser enseñado a los futuros profesores. La investigación se fundamentó en la metodología cualitativa, con el análisis de matrizes curriculares, temarios y entrevistas con coordinadores de los cursos. Los resultados revelaron que, a pesar de haber cierto avance con la aparición de asignaturas de evaluación en las matrizes curriculares de los cursos de Pedagogía, es evidente y preocupante la naturaleza superficial, fragmentada y simplificada de los temarios analizados en estas asignaturas, que sirven como ruta para la formación de profesores. Destacamos que una de las formas de construir una formación sólida, y tan discutida para los profesores, especialmente en relación con la competencia evaluadora en la enseñanza de la evaluación, sería comenzar con un análisis y discusión crítica del temario del curso, considerando su organización e interpretación a la luz de la legislación.*

**PALABRAS CLAVE:** Evaluación. Formación de profesores. Programas. Matrizes.

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## Introduction

The education evaluation in Brazil has not been the subject of detailed discussions. Nevertheless, the research group has been dedicated to better understanding its perspectives in pedagogy undergraduate courses. To achieve this, an analysis was conducted on what has been organized to be taught by Higher Education Institutions (HEIs) and teacher trainers, as well as the training of responsible professionals. Their conceptions and knowledge about these teaching and future teachers were also investigated. Additionally, challenges in this work, the infrastructure of HEIs for evaluation teaching, and other issues were examined. These studies will likely improve the quality of evaluation teaching in Brazil, thereby enhancing the training of more qualified teachers capable of effectively assessing their students.

There is an absence of a comprehensive and systemic view of evaluation teaching. Authors only present some aspect of this teaching, teachers' conceptions, or highlight the little or lack of importance attributed to evaluation in higher education courses (LUDKE; SALLES, 1997; ELICKER, 2002), or the inadequate training in evaluation in pedagogy programs (SORDI, 1993; SOUSA; 1994; CARDOSO, 1996; ELICKER, 2002; CHAVES, 2003). Recent studies align with this perspective, mostly indicating the centrality of the theme in the teacher's work and the inadequate treatment in pedagogy courses (GATTI, 2010; SILVA *et al.*, 2016; VILLAS BOAS; SOARES, 2016).

In this study, we focus on understanding one element of evaluation teaching: organization, i.e., what has been organized to be taught to future teachers in pedagogy undergraduate courses.

Given the importance of clarity regarding what is intended to train teachers, matrices, and syllabi, along with objectives content, among others, of evaluation disciplines in pedagogy undergraduate courses located in or with centers in the Greater ABC Paulista region (State of São Paulo), were analyzed. Simultaneously, semi-structured interviews were conducted with coordinators of three courses.

The curriculum matrix is a document that guides the pedagogical organization of education. It presents the selected and necessary curriculum components to be taught and is an integral part of the course's project.

According to the Aurelio dictionary (online)<sup>4</sup>, the syllabus signifies a synthesis, a short and concise text that contains what is essential. It is also considered a list, a note, or a summary.

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<sup>4</sup> [<https://www.dicio.com.br/ementa/>]

In the academic context, a syllabus is characterized by a synthetic description of a discipline's conceptual and procedural objectives and content.

A discipline's syllabus is a document that outlines learning objectives, the syllabus content, theoretical concepts, methods and techniques, practical activities, mandatory readings, assessment methods, and bibliographic references. It is typically prepared by the professor responsible for the discipline and made available to students at the beginning of the semester or academic period. It is a crucial document for future educators to plan for the course and understand its content.

It is a descriptive synopsis exhibiting documentary registration characteristics "motivated by a previous decision, which circulates as the official reference source for what a professional should know to be considered fit for practicing their profession" (SANT'ANNA, 2014, p. 318, our translation). Thus, this outline of each discipline provides the student, a future educator, with a symbolic overview of knowledge previously organized for professional development. The syllabus plays a relevant role in knowledge organization, proposing a delineation of a professional and social commitment, the meaning of which must be responsibly shared.

According to Sant'anna (2014, p. 318, our translation), the syllabus may include prescriptions for teacher training, and such "delimitation requires understanding that these documents construct meanings and institute individuals addressed by discursive positions as subjects of a profession." The author believes the syllabus is "part of a set of discursive practices that validate and give feedback on each other, composing a map of social practices responsible for the articulation between discourse and institutional organization."

For the teacher-educator, the syllabus is a relevant resource for reflecting on teacher training goals. Indeed, as Shulman (1986) indicated, cognitive knowledge of the discipline's content is associated with its structure and organization. Thus, understanding these elements (structure and organization) is not limited to comprehending facts and concepts but extends to understanding their processes of production, representation, and epistemological validation.

Gatti *et al.* (2009, p. 226, our translation) analyzed the syllabi of nearly 1500 Pedagogy courses. According to the authors, the writing is highly diverse, and

[...] Most proponents understand that they should record a list of topics that constitute the set of contents covered in the period: a semester or a year. Others interpret the syllabus as the explicitness of certain concepts in just one paragraph, which can also be understood as clarifying a general objective. More in-depth approaches involve crafting a syllabus that seeks to express the

conception and purpose of the discipline. The diversity of records is significant, showcasing varied forms, whether a list or, in many cases, a summary, synopsis, or conceptual description of procedures. The latter are not prevalent (26% of course syllabi); therefore, in the remaining 74%, there is only the enumeration of topics.

The authors also pointed out that the category related to the knowledge of specific professional training brings forth contents predominantly composed of "theoretical elements, those that underpin policies or teaching theories, covering little the possibilities of educational practices associated with these theories and their implications" (GATTI *et al.*, 2009, p. 226, our translation). According to the authors, these syllabi justify the "why" of teaching. This would contribute to preventing these subjects from becoming mere prescriptions. However, only in a very incipient manner, and in a few cases, do they address the "what" and "how" to teach (p. 226).

In the authors' words, many documents presented "generic phrases, not allowing the identification of specific contents. Some institutions proposed the study of teaching contents associated with methodologies, but still in a panoramic and superficial manner" (GATTI *et al.*, 2009, p. 226, our translation).

Despite this robust study (GATTI *et al.*, 2009), we are centered on analyzing syllabi regarding the assessment discipline in Pedagogy courses, aiming to understand what has been organized in Pedagogy teacher training programs to be taught to future teachers. A few studies provided clues about this process by analyzing only three syllabi (OBEDUCGABC, 2019). The research showed, on the one hand, indications that the organization of documents was, in part, based on legislation; on the other hand, the objectives and contents were diversified and fragmented.

## Evaluation and some elements of legislation in Brazil

Lukas Mujika and Santiago Etxeberria (2009, p. 91-92, our translation) indicated that evaluation:

[...] is the process of identification, collection, and analysis of relevant information about an educational object – which can be quantitative or qualitative – in a systematic, rigorous, planned, directed, objective, credible, reliable, and valid manner to make value judgments based on pre-established criteria and references to determine the worth and merit of that object for decision-making aimed at optimization.

A comprehensive concept is observed, involving data collection based on the use of instruments and the systematic and objective analysis of information, such as criteria for issuing a value judgment.

Indeed, assessment involves the use of different tools. The instrument is the device for collecting information about the teaching and learning process. It relates to instructional objectives and proposed criteria. Aligning assessment instruments with learning objectives is an action before evaluation and planning and needs to be considered. According to Scriven (2018, p. 29, our translation), evaluation is one of the "most powerful and versatile of transdisciplines - instrumental disciplines such as logic, design, and statistics," yet it has autonomy "as an independent discipline."

The assessment encompasses various disciplines with their knowledge, particularly characterized by a consolidated core composed of theories, processes, methods, and an interface with other disciplines. To Scriven (2018), evaluation has various fields, including program, process, proposal, policy, curriculum, and performance evaluation, among others. In this sense, Gatti (2002) indicated that educational evaluation is one of the fields, a domain of studies and practical interventions, which has sub-areas such as system evaluation, self-assessment, performance evaluation, institutional evaluation, and program evaluation, among others, each with its particularities.

Thus, educational evaluation constitutes a broad term and, in our understanding, could be used for the designation of the discipline in Pedagogy teacher training programs since teacher training legislation in Brazil (BRASIL, 2015; 2019) indicates that teacher training must be based on various sub-areas (learning assessment, performance assessment, institutional assessment, among others).

In the context of legislation, it is necessary to consider that Resolution CNE/CP No. 2/2019, dated December 20, 2019, established the National Curricular Guidelines for Initial Teacher Training for Basic Education. The Common National Base for Initial Teacher Training for Basic Education, BNC-Training (BRASIL, 2019) was updated by Resolution CNE/CP No. 2, dated August 30, 2022, which extended the implementation deadline of the regulation (December 2023). This situation indicates that the 2015 Resolution is still guiding many Pedagogy courses, CNE/CP No. 2, dated July 1, 2015, which defined the National Curricular Guidelines for initial education at the higher education level (Bachelor's degree courses, pedagogical training courses for graduates, and second Bachelor's degree courses) and for

continuing education (BRASIL, 2015). What we currently have are two legislations, each with its provisions.

Regarding these two Resolutions, a study (SILVA; SANTOS; GARCIA, 2022) preliminarily analyzed the theme of assessment, showing that the 2015 Resolution had been developed in a democratic environment, with a broader sense of the evaluation and alignment with the scope of educational assessment. It indicated that teachers should acquire diverse knowledge on the subject, including institutional assessment, learning assessment, project assessment, teaching assessment, curriculum assessment, and knowledge assessment. Effectively, the guidelines of this legislation align considerably with the directions of Gatti (2002), in which the author emphasized that educational assessment is comprehensive and encompasses various sub-areas, all relevant to teacher training. Each of these sub-areas presents its associated peculiarities, including system assessment, learning assessment, program assessment, and institutional assessment, among others.

The study also showed that the current Resolution, from 2019, was based on international policy reform movements, especially in privatization processes. It presents principles of the new public administration, with a rationalistic and managerial character and a foundation in ideas of efficacy and efficiency. The current interpretation has a more restricted scope than the previous one, potentially resulting in additional limitations on curricula and content, especially concerning the theme of assessment in teacher training.

Within this approach, when analyzing both Resolutions (BRASIL, 2015; 2019), reference is made to Penna Firme (1994), who discusses the relevance of the whole exercise of critical capacity in the use of assessments, considering both trends (advancements) and biases (setbacks). These are aspects that coexist both in theory and everyday practice.

### **Teacher Training in Assessment: Some Weaknesses in its Teaching**

In the exercise of the profession, in the daily school routine, assessment is inherent to the teacher's work, assuming centrality, whether informal or formal, associated with procedures, techniques, and instruments in the classroom, without disregarding ethical and political components.

Assessment of learning occupies a significant part of the teacher's work, with essential reflections on students' lives, whether in personal satisfaction or frustration, the latter possibly stemming from mechanisms of injustice in the processes of continuing studies related to

approval and disapproval; in participation in some school competition that can generate benefits (participation in a school essay contest that can improve grades); or in the achievement of a diploma, certification.

A study conducted in the Greater ABC region of São Paulo highlighted that teachers, notably those teaching in elementary and high school, are involved and engaged not only in the assessment of learning but also in project assessment (Pedagogical Political Project), external evaluations, and large-scale assessments. Additionally, it is observed that professionals working in early childhood education are particularly involved in institutional assessment (OBEDUCGABC, 2019).

However, the relevance of assessment has not led to its proper appreciation and desired treatment in teacher training. In fact, Rojas (2007), Gatti, (2010), Silva *et al.*, (2016) and Villas Boas ND Soares (2016) are just a group of more recent authors who have indicated that assessment is not adequately addressed in teacher training programs in technical and procedural terms.

It has not been common, as pointed out by some authors (ALAVARSE, 2013; 2014; SILVA *et al.*, 2016; VILLAS BOAS; SOARES, 2016), to provide solid assessment training for teachers. Despite its relevance, teaching assessment has proven insufficient to address the conceptual, procedural, and technical foundations of assessment practices.

Gatti *et al.* (2009) pointed out the limited existence of Bachelor's degree programs with explicit elements related to educational assessment. Alavarse, Chappaz and Freitas (2021, p. 267, our translation), acknowledging the political dimension's relevance in assessment, indicated that evaluative practice needs to have solid conceptual and instrumental foundations. This situation aims to "avoid situations in which, for example, validity and reliability are very weak, compromising the resulting developments, including situations of blatant injustice to students." Garcia (2023) suggested a better understanding of assessment teaching from various perspectives and overcoming this traditional training model.

Training associated with external and large-scale assessments in Pedagogy Bachelor's degree programs has been limited, constituting one of the underlying reasons for misunderstanding and, at times, resistance to these assessments. Generally, this phenomenon is characterized by a lack of familiarity with assessment theories (Classical Test Theory and Item Response Theory), test development processes, curriculum matrices, and pedagogical interpretation. Silva *et al.* (2016) indicated that content related to external assessments is rare in both public and private Pedagogy Bachelor's degree programs in Higher Education



Institutions (HEIs). Out of 971 analyzed HEIs, only 65 courses in the face-to-face modality were identified with themes associated with assessments.

### The Greater ABC Region

The Greater ABC is part of the metropolitan region of São Paulo. It comprises seven municipalities, a hub with a population of approximately 2.7 million inhabitants, a Gross Domestic Product (GDP) of nearly 100 million, and a total area of 828.70 square kilometers (BRASIL, 2022). Table 01 presents the characteristics of the municipalities.

**Table 1 – Socioeconomic Characteristics of the Municipalities in Greater ABC**

| Municipality                       | Santo André | São Bernardo | São Caetano | Diadema    | Mauá      | Ribeirão Pires | Rio Grande da Serra |
|------------------------------------|-------------|--------------|-------------|------------|-----------|----------------|---------------------|
| <b>HDI-M (2010)</b>                | 0,815       | 0,805        | 0,862       | 0,757      | 0,766     | 0,784          | 0,749               |
| <b>GDP (millions)</b>              | 17.664.718  | 36.337.338   | 11.762.744  | 11.786.624 | 7.633.782 | 1.978.256      | 529.413             |
| <b>Estimated Population (2016)</b> | 712.749     | 822.242      | 158.825     | 415.180    | 457.696   | 121.130        | 48.861              |

Source: Greater ABC Education Observatory (2019) - Authors' elaboration

It is observed that the municipalities, in general, have a high Municipal Human Development Index (HDI-M). In Greater ABC, São Bernardo do Campo is the most populous municipality, and São Caetano is Brazil's smallest but highest HDI-M. Table 2 indicates the number of Higher Education Institutions (HEIs) and their respective modalities.

**Table 2 – Higher Education Institutions and Modalities**

| Municipality          | HEIs      | Modality   |                 |
|-----------------------|-----------|------------|-----------------|
|                       |           | Presential | Distance (pole) |
| Santo André           | 18        | 2          | 16              |
| São Bernardo do Campo | 23        | 1          | 22              |
| São Caetano do Sul    | 16        | 1          | 15              |
| Diadema               | 16        | 0          | 16              |
| Mauá                  | 16        | 0          | 16              |
| Ribeirão Pires        | 6         | 0          | 6               |
| Rio Grande da Serra   | 2         | 0          | 2               |
| <b>Total</b>          | <b>97</b> | <b>4</b>   | <b>93</b>       |

Source: Authors' elaboration

In Greater ABC, 34 Higher Education Institutions (HEIs) offering Pedagogy degree programs were identified. However, many of them operate in various municipalities, resulting in a total of 97 course offerings. At the time of the study, only four institutions provided in-

person courses, while the others were offered through distance education, with hubs located in different cities.

## **Methodology**

With a focus on understanding one component of assessment teaching, this study investigates the content structure intended for future teachers' education in Pedagogy degree programs. To achieve the outlined objective, the adopted methodology is qualitative, chosen for its open and flexible approach, contributing to an in-depth understanding of the investigated context. Due to its open nature allows for various methodological procedures for data collection and analysis, with interviews and documentary analysis chosen in this case.

According to Gil (2002, p. 45, our translation), documentary analysis occurs when "materials have not yet received an analytical treatment or can still be reworked according to research objectives." In this documentary analysis, the examined documents date from the year 2023 and belong to 18 Higher Education Institutions (HEIs), representing a little over 50% of the total 34 institutions in the Greater ABC region that offer in-person courses or maintain hubs in one of the seven municipalities in the region. The choice of the number of analyzed documents is based on the availability of materials on the institutions' websites. Despite establishing contact with all HEIs, many did not respond.

The analysis of the documents considered the following elements: 1) the curricular matrices of the HEIs, including the type of course, the name of the discipline, the workload, and the course/location hub; 2) the syllabi, along with the general and specific objectives, the taught knowledge, and the assessment intended for future teachers.

The documents, sometimes referred to as syllabi and other times as disciplines or teaching plans, provided information that included syllabi, objectives, content, evaluation methods, and references, among other elements. Therefore, terms such as COURSE\_SYLLABUS\_01, COURSE\_SYLLABUS\_02, etc., are used in the results citations.

Simultaneously, three coordinators of Pedagogy degree programs were also interviewed, and they agreed to participate in the research through semi-structured interviews. The invitation, sent via email, was extended to 18 professionals. However, few responded.

According to Gil (2002, p. 85, our translation), an interview, besides being a form of social interaction, is a methodological procedure with "different formats but is characterized by the prior establishment of a set of questions or topics presented to the interviewees." This

means that the interview is not characterized as a structured and rigid guide but rather as a means that possesses the necessary flexibility to obtain data required for the research.

The interviews were conducted to collect data regarding the participants' profiles, including course coordinators, and information about the assessment discipline. This information encompassed the selection of discipline names, the professionals involved in these choices, the process of syllabi development, and their content, along with possible discussions about the syllabi and current legislation regarding teacher education.

The analysis of the documents and information derived from the interviews was performed using a content analysis approach, following the guidelines of Flick (2004), an author whose contributions are relevant for this type of results interpretation. In summary, the data was comprehensively read, identifying significant aspects, similarities, and differences that could contribute to the study's objectives. This approach aimed to present new elements for discussion in the field while simultaneously corroborating or refuting pre-existing data in the literature.

### **The training in assessment, as reflected in the indications of the syllabi and coordinators**

The analyzed data from the curriculum matrices and syllabi of Pedagogy degree programs are presented initially. Subsequently, the results from the interviews conducted with the coordinators of these programs are displayed. Table 1 provides information available in the matrices, such as the Higher Education Institution (HEI), the type of course, the name of the discipline, the workload, and the location of the course/pole.

**Chart 1 – Course Characteristics**

| HEI | Type                | Discipline Name  | Hours | Location |
|-----|---------------------|--|-------|----------|
| 1   | Distance/Pole       | School Planning and Learning Assessment  | 50    | Multiple |
| 2   | Presencial/Distance | Curriculum and Assessment  | 80    | SCS      |
| 3   | Presencial/Distance | Assessment: Concepts and Practices and Assessment of Early Childhood Education | 80    | Multiple |
| 4   | Presencial          | Curriculum and Assessment of Educational Processes                             | 40    | SA       |
| 5   | Presencial          | Educational Assessment   | 40    | SBC      |
| 6   | Distance/Pole       | Educational Assessment   | 60    | Multiple |
| 7   | Distance/Pole       | Curriculum and Education Assessment  | 80    | Multiple |
| 8   | Distance/Pole       | Management and Educational Assessment  | 40    | Multiple |
| 9   | Distance/Pole       | Educational Assessment   | 40    | Multiple |
| 10  | Distance/Pole       | Educational in Assessment  | 40    | Multiple |
| 11  | Distance/Pole       | Educational Assessment and School Learning Assessment                          | 40    | Multiple |
| 12  | Distance/Pole       | Educational Assessment   | 80    | Multiple |
| 13  | Distance/Pole       | Assessment in the Teaching and Learning Process                                | 40    | Multiple |
| 14  | Distance/Pole       | Evaluation System  | 60    | Multiple |

| HEI | Type          | Discipline Name                                   | Hours | Location |
|-----|---------------|---|-------|----------|
| 15  | Distance/Pole | Management of Planning and Educational Assessment | 60    | Multiple |
| 16  | Distance/Pole | Learning Assessment                               | 80    | Multiple |
| 17  | Distance/Pole | Education and Assessment                          | 80    | Multiple |
| 18  | Distance/Pole | Educational Assessment                            | 60    | Multiple |

Source: Authors' elaboration (2023)

Most of the courses were offered in a distance-learning format, with centers located in various municipalities, utilizing materials such as PDF files for reference, video lectures, tutor guidance, discussion forums, and occasional in-person meetings. The content was distributed throughout the semesters, and proprietary and public platforms (such as Moodle) were employed.

There is a diversity of designations assigned to the discipline, with "Educational Assessment" being the most frequent, sometimes used independently and on other occasions in conjunction with additional topics like school planning, curriculum, pedagogical, and political projects. In certain situations, the focus was more specific to learning assessment, as evidenced by names like "Educational Assessment and School Learning," "Educational Assessment and Learning," and "Assessment in the Teaching and Learning Process." It is noteworthy that learning assessment was present in all the syllabi analyzed.

Indeed, as indicated by Gatti *et al.* (2009, p. 225, our translation), analyzing 71 Pedagogy licensure institutions, there is a "variety of nomenclature for disciplines found in each course and among Pedagogy licensure courses is immense, signaling that each institution's project seeks its vocation in different aspects of knowledge, with its focus, reflected in the naming of disciplines."

Despite the diversity of nomenclatures identified for the discipline, the relevance of using the term "Educational Assessment" is reinforced, as Gatti (2002) suggested. This term encompasses various assessment fields, including sub-areas such as system evaluation, self-assessment, performance evaluation, institutional evaluation, and program evaluation. Moreover, these terms are more appropriate due to compliance with legislation (Resolution 02/2015 and 02/2019), which indicates that teacher training must involve various fields: institutional assessment, learning assessment, and performance assessment, among others.

Observing Table 01, it is noticeable that evaluation is secondary to other significant themes, such as management and curriculum, in almost half of the analyzed cases. In this scenario, in the actual work of the teacher educator, time may or will be divided between the two subjects. This situation indicates that the topic has not yet received the prominence and desired importance despite being a robust discipline with complex knowledge (SCRIVEN,

2018) and despite various indications and denunciations made by researchers in the past (SORDI, 1993; SOUSA; 1994; CARDOSO, 1996; ELICKER, 2002; CHAVES, 2003) or more recently (ALAVARSE, 2013; 2014; SILVA *et al.*, 2016; VILLAS BOAS; SOARES, 2016), regarding the lack of a solid education in Pedagogy courses, in terms of, among other things, the conceptual, procedural, and technical foundations of evaluation practices.

Including the evaluation discipline in the curricular frameworks of Pedagogy licensure courses, as evidenced in this analyzed sample, is noteworthy, whether autonomously or associated with other themes. This situation represents progress, especially considering that, in the recent past, it was common for knowledge related to this discipline to be addressed in the context of other subjects, such as Didactics. However, the workload is still insufficient, appearing in Pedagogy licensure courses with 80, 60, 50, 40, and even 36 hours. Given the breadth, complexity, and intrinsic nature, the workload of up to 80 hours is insufficient to provide comprehensive education, addressing, among other aspects, the principles, foundations, conceptual, procedural, and instrumental elements of evaluation. Not to mention considerations related to ethical and political issues.

As for the syllabi, it had varied wording, presenting, in some cases, some form of a list, a text with syntheses, conceptual descriptions, or themes. They also included objectives, contents, diverse purposes of the discipline, and some references. Table 02 presents some characteristics of the documents.

**Chart 2 – Document Characteristics**

| HEI | Document Name              | Present in Document |              |               |         |       |        | Non-compliance with Resolutions of 2015 and 2019 |     |    |    |     |
|-----|----------------------------|---------------------|--------------|---------------|---------|-------|--------|--|-----|----|----|-----|
|     |                            | Syllabus Text       | General Obj. | Specific Obj. | Content | Eval. | Refer. | LA   | ELA | IA | PA | PPA |
| 1   | Course Syllabus            | Yes                 | Yes          | Yes           | Yes     | No    | No     | X  | X   | -  | -  | -   |
| 2   | Education Plan             | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | X  | X  | X   |
| 3   | Teaching Plan              | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | X  | X  | X   |
| 4   | Course Pedagogical Project | Yes                 | Yes          | Yes           | Yes     | No    | No     | X  | X   | -  | X  | -   |
| 5   | Discipline Syllabus        | Yes                 | No           | Yes           | Yes     | No    | No     | X  | X   | -  | -  | -   |
| 6   | Teaching Plan              | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | X  | X  | X   |
| 7   | Discipline Syllabus        | Yes                 | Yes          | No            | Yes     | No    | No     | X  | X   | X  | -  | -   |
| 8   | Education Plan             | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | X  | -  | -   |
| 9   | Teaching Plan              | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | -  | -  | -   |
| 10  | Discipline Syllabus        | Yes                 | Yes          | No            | No      | No    | No     | X  | X   | -  | X  | -   |
| 11  | Discipline Syllabus        | Yes                 | Yes          | Yes           | No      | No    | No     | X  | X   | -  | -  | -   |
| 12  | Discipline Syllabus        | Yes                 | Yes          | No            | Yes     | No    | No     | X  | -   | -  | -  | -   |
| 13  | Discipline Syllabus        | Yes                 | Yes          | No            | Yes     | No    | No     | X  | X   | X  | X  | X   |
| 14  | Discipline Syllabus        | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | -   | X  | X  | -   |
| 15  | Education Plan             | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | X  | X  | -   |
| 16  | Course Pedagogical Project | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | -  | -  | -   |
| 17  | Teaching Plan              | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | -   | -  | -  | -   |

| HEI | Document Name              | Present in Document |              |               |         |       |        | Non-compliance with Resolutions of 2015 and 2019 |     |    |    |     |
|-----|----------------------------|---------------------|--------------|---------------|---------|-------|--------|--|-----|----|----|-----|
|     |                            | Syllabus Text       | General Obj. | Specific Obj. | Content | Eval. | Refer. | LA   | ELA | IA | PA | PPA |
| 18  | Course Pedagogical Project | Yes                 | Yes          | Yes           | Yes     | Yes   | Yes    | X  | X   | -  | -  | -   |

\* LA – Learning Assessment; ELA – External and Large-Scale Assessment; IA – Institutional Assessment; PA – Project Assessment; PPA – Pedagogical Project Assessment  
Source: Authors' Compilation (2023)

The information extracted from the documents included summaries of syllabi and the general objective; however, not all presented specific objectives, among other considerations, as illustrated in Table 2.

One of the syllabus summaries indicated:

*Examination of political, social, and educational issues related to learning assessment. Reflection on process-oriented assessment to overcome traditional and exclusionary (classificatory) models. Investigation of the relevance of criteria for choosing assessment instruments (SYLLABUS\_COURSE\_03, our translation).*

Other presented elements in list form: "1) Provide support to Pedagogy students for curriculum construction and evaluation in educational institutions, and 2) Recognize the importance of institutional assessment as one of the indicators for building quality education for all levels and modalities of education" (SYLLABUS\_COURSE\_02, our translation).

There was, therefore, a significant diversity of indications in the assessment documents. This disparity situation had been indicated in a general sense in analyses of Pedagogy courses' syllabi (GATTI *et al.*, 2009), but not with an exclusive focus on the assessment discipline.

Gatti *et al.*, (2009, p. 231, our translation) indicated that in the syllabi:

Most proponents understand that they should record a list of topics that make up the set of contents worked on during the period: a semester or a year. Others understand the syllabus as the exploitation of certain concepts in just one paragraph, which can also be understood as the explicitation of a general objective. Others, in a more in-depth way, elaborate a syllabus that seeks to express the conception and purpose of the discipline. The diversity of records is significant, showing varied forms, whether a list, a roll, or, in many cases, a summary, a synopsis, or a conceptual description of procedures. The latter are not many (26% of the syllabi of the courses); therefore, in the remaining 74%, only the listing of topics appears.

The multiple understandings regarding the creation of syllabi for assessment disciplines present a diverse and divergent scenario regarding the principles, foundations, and fields of

assessment, which may indicate a certain fragility and fragmentation in education. Many did not indicate what was present and, therefore, mandatory in current legislation.

In over half of the syllabi, indications for developing institutional assessment, project assessment, or pedagogical project were not found in the summaries, objectives, or content (Table 2). For example, one syllabus indicated the need to understand "the different types of learning assessment, their functions, relating them to their ethical and political dimension. Understanding the debate around external and large-scale assessments in Brazil, their impacts, and their relationship with the quality of education" (SYLLABUS\_COURSE\_1, our translation). The absence of knowledge related to Institutional Assessment is observed. The context did not comply with the current legislation, Resolution 02/2019 (BRASIL, 2019). Ethical and political elements related to assessment were also not found in the documents.

As for the objectives, they were diffuse, broad, and lacked references. In one course, for example, the general goal was to "understand the processes of learning assessment" (SYLLABUS\_COURSE\_02, our translation), but there were no further details in the document about these processes.

Generally, the syllabi included a general objective and some specific ones. In many cases, they were disconnected or presented confusingly. For example, in one case, the general purpose stated: "Understand the political, social, and educational issues of learning assessment," and the specific objective indicated: "Understand the political, social, and educational issues of learning assessment" (SYLLABUS\_COURSE\_03, our translation). As observed, there were no differences between them.

Objectives, in general, were defined using infinitive verbs: recognize, build, identify, analyze, define, develop, interpret, make use, articulate (SYLLABUS\_COURSE\_06); know, explore, elaborate (SYLLABUS\_COURSE\_03); understand, analyze (SYLLABUS\_COURSE\_01). However, it was not possible to identify an association with any taxonomy (Bloom's Taxonomy, for example). This was indeed highlighted in interviews with course coordinators.

In some cases, a single objective encompassed various purposes in an obscure manner: "Provide subsidies for the student to understand, from a critical perspective, educational and institutional assessment, conception and implementation, as well as Federal Assessment Systems and Educational Policies at the Federal levels, indicators of results, and finally, the political implications of institutional assessment" (SYLLABUS\_COURSE\_07, our translation).

The contents of the syllabi were also diverse. Sometimes, they appeared disconnected and did not align with the proposed objectives. For the purpose of "studying evaluative processes at micro and macro levels, starting from different conceptualizations/theoretical-methodological foundations on evaluation" (SYLLABUS\_COURSE\_08, our translation), the corresponding contents were not found.

In the vast majority, the contents included more theoretical than practical elements. They were presented superficially and without a connection to methodologies. Gatti (2010, p. 104, our translation) indicated that "many syllabi present generic phrases, not allowing the identification of specific contents. Some institutions propose the study of teaching contents associated with methodologies, but even so, in a panoramic and shallow way." Thus, Gatti *et al.*, (2009, p. 233, our translation) pointed out that:

There was a clear imbalance in the theory-practice relationship in the syllabi, favoring more theoretical treatments, foundations, and contextualization, and the school, as a social and teaching institution, is almost absent in the syllabi. This leads to thinking about a more abstract formation, little integrated into the concrete context where the professional teacher will act. From the study, the curricular part that promotes the development of specific professional skills for working in schools and classrooms is greatly reduced. Thus, the theory-practice relationship, as proposed in legal documents and discussions in the field, also appears compromised from this formative basis.

An environment of disjointed and confusing elements was observed in the assessment of future teachers in the evaluation discipline. One syllabus stated:

*The student will be assessed through individual bimonthly exams, without consultation, following the parameters defined by the Course. The bimonthly exams (NP1 and NP2) must contain 12 (twelve) objective questions, ranging from zero (0.0) to 10.0 (ten), with 10 questions worth 0.8 points each and 2 questions worth 1.0 points each. All questions on the exams should address the content taught in each bimester. No individual or group work is planned for this discipline (SYLLABUS\_COURSE\_02, our translation).*

In another syllabus, it was described that the assessment would be conducted in a "diagnostic (0.5 point), 4 Questionnaires (1 point), Webfolio (2 points), Challenge (1 point), Exam (5.5 points), Self-assessment (2 points - added to the student's average with a grade between 4 and 6 points)" (SYLLABUS\_COURSE\_12, our translation). There is a gap in understanding the conceptual dimension of evaluation and its data collection instruments, notably concerning the exam. This scenario raises relevant considerations about the training of the teacher-educator.



Assessment, as described by Lukas Mujika and Santiago Etxeberria (2009), involves data collection using instruments, systematic and objective information analysis, and the creation and use of criteria or references for issuing a value judgment. Effectively, the judgment is made by comparing the description of students' knowledge obtained through instruments used by the teacher with previously established quality criteria.

In the context of the interviews, the first point to highlight is the profile of the interviewees, who were course coordinators, consisting of one male and two female individuals, all with degrees in pedagogy. Two held a doctoral degree, while one had a master's degree. The average age was around 51 years, with an approximate standard deviation of 2.0 points. All coordinators worked a 40-hour workweek.

In general terms, the coordinators indicated that they conceived the names of the disciplines based on their experiences and education or through suggestions from colleagues, specialists, and teachers. One also mentioned that the discipline's name was already established when he took over the course coordination.

According to the coordinators, the syllabi with evaluation themes were developed either by them or by the teachers who taught the disciplines. One coordinator reported, "When I took over the coordination, we already had syllabi, and I just sent them to the teachers for updates" (CP\_01, our translation). For another coordinator, "The syllabi for most of the disciplines were created by me at the beginning of the pedagogy undergraduate course. I based them on the syllabi of other courses and what I knew about the disciplines" (CP\_02, our translation).

In general, all three professionals indicated that there were no discussions about the summaries, objectives, and content of the syllabi, only technical indications: syllabus format, number of references, and the year to be adopted, among other issues. At the very least, this situation can be considered concerning, as there was no epistemological "alignment" of these elements with current legislation. Therefore, the objectives and contents are not always connected, grounded, and centered on the laws. Some of them (Institutional Evaluation, among others) were not included in many syllabi.

In summary, the presence of the evaluation discipline in the course matrices is evident, distributed under a variety of denominations, with emphasis on those related to learning and its association with another relevant theme. However, the workload proved insufficient to address the complexity and nature of the subject adequately. The syllabi generally exhibited diversity, superficiality, and an emphasis on theories, lacking official content or studies related to the planning and theoretical-methodological elements of evaluation.

The objectives often exhibited imprecision, sometimes disconnected between the general and specific scopes without observable association with any particular taxonomy. The contents were varied, with a predominance of theoretical elements presented superficially, and in some instances, they did not align with the proposed objectives. The definition of discipline names and syllabi often involved direct participation from coordinators, who occasionally appeared as authors. Lastly, the absence of discussions about the objectives and contents of these documents is noteworthy, with the guidance predominantly being technical.

### **Final considerations**

This study presents data to comprehend one of the elements of evaluation teaching, the organization attributed based on certain documents. The research was conducted in one of the country's wealthiest regions, the Greater ABC region of São Paulo.

Despite some progress, evidenced by the emergence of disciplines with exclusive focus (explicitly mentioned in the name) on evaluation in the curriculum of Pedagogy undergraduate courses, the superficial, fragmented, and disconnected nature of the analyzed syllabi is notable and simultaneously concerning. These syllabi serve as a route and gateway to teacher education, playing a crucial role that cannot be disregarded in teaching evaluation.

Given this context of superficiality, fragmentation, and disconnection, a path toward building a solid foundation for teachers in terms of evaluative competence in the teaching of evaluation would involve initiating an analysis and discussion of the Pedagogy course syllabus. This would include, among other considerations, its epistemological organization and a critical interpretation in light of legislation, including criticisms of the legislation itself. The aim would be to generate meaning in the organization of objectives, knowledge, skills, and references, among other aspects.

Simultaneously, one cannot underestimate and relegate to the background training for teacher educators that focuses, on the one hand, on the foundations, principles, and procedures of evaluative competence and, on the other hand, on the perspective of the discipline's structure – that is, how the teacher organizes the knowledge to be taught. The teacher must possess a profound understanding of the structure and organization of the discipline, its objectives, contents, social representations, and epistemological validation.

The data from this study raise questions about the teaching of evaluation, emphasizing the need to understand it from various integrated and systemic dimensions, surpassing the

fragmented knowledge produced thus far. This is the focus of our research group, which seeks to comprehend elements of this teaching to overcome the traditional model used in Pedagogy undergraduate courses.

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