

**SOCIALIZING A SELF-EVALUATION TOOL FOR REMOTE CLASSES IN
POSTGRADUATE COURSES**

***SOCIALIZANDO UM INSTRUMENTO DE AUTOAVALIAÇÃO DE AULAS REMOTAS
NA PÓS-GRADUAÇÃO***

***SOCIALIZACIÓN DE UN CUESTIONÁRIO DE AUTOEVALUACIÓN PARA
ENSEÑANZA REMOTA EN LA POSTGRADUACIÓN***

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ABSTRACT: This article aims to share a questionnaire used to evaluate, through the perceptions of the students, the remote teaching offered in the first semester of the COVID-19 pandemic, in two of the Postgraduate Programs in the area of education. The questionnaire was prepared with the students, for the institution of a favorable climate for evaluation. Its final version was made available through Google Forms, with open and closed questions, dealing with (a) characterization of the student; (b) adherence to isolation; (c) infrastructure of the residence; (d) problems and difficulties; (e) situations faced, highlighting those of mental health and/or emotional; and (f) positive aspects and to be improved. The questionnaire, sent to 86 students from 06/26/2020 to 07/12/2020, was answered by 65% of them. The results allowed the university to make decisions aimed at favoring teaching and supporting students.

KEYWORDS: Coronavirus. Postgraduate studies. Remote teaching. Student perception. COVID-19.

RESUMO: *Este artigo visa compartilhar um questionário utilizado para avaliar, por meio das percepções dos discentes, o ensino remoto ofertado no primeiro semestre da pandemia COVID-19, em dois de Programas de Pós-Graduação da área da educação. O questionário foi elaborado com os alunos, para a instituição de um clima favorável à avaliação. Sua versão final, foi disponibilizada por meio do Google Forms, com questões abertas e fechadas,*

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tratando de: (a) caracterização do discente; (b) adesão ao isolamento; (c) infraestrutura da residência; (d) problemas e dificuldades; (e) situações enfrentadas, destacando as de saúde mental e/ou emocionais; e (f) aspectos positivos e a serem aprimorados. O questionário, enviado a 86 alunos, de 26/06/2020 a 12/07/2020, teve adesão de 65% deles. Os resultados permitiram à universidade a tomada de decisões visando favorecer o ensino e apoiar os alunos.

PALAVRAS-CHAVE: *Coronavírus. Pós-graduação. Ensino remoto. Percepção discente. COVID-19.*

RESUMEN: *Este artículo pretende compartir un cuestionario utilizado para evaluar, a través de las percepciones de los discentes, la enseñanza remota impartida en el primer semestre de la pandemia COVID-19, en dos programas de posgrado del área de educación. El cuestionario se elaboró con los alumnos, para la institución de un clima favorable a la evaluación. Su versión final, se puso a disposición a través de Google Forms, con preguntas abiertas y cerradas, que tratan de: (a) caracterización del estudiante; (b) adhesión al aislamiento; (c) infraestructura de la residencia; (d) problemas y dificultades; (e) situaciones enfrentadas, destacando las de salud mental y/o emocional; y (f) aspectos positivos y a mejorar. El cuestionario, enviado a 86 estudiantes del 26/06/2020 al 12/07/2020, fue respondido por el 65% de ellos. Los resultados permitieron a la universidad tomar decisiones encaminadas a favorecer la enseñanza y el apoyo a los estudiantes.*

PALABRAS CLAVE: *Coronavirus. Posgraduación. Enseñanza remota. Percepción del estudiante. COVID-19.*

Introduction

This article aims to share a questionnaire used to evaluate, through the perceptions of the students, the remote teaching offered in the first semester of the COVID-19 pandemic, in two of the Postgraduate Programs in education. Due to the pandemic of the new coronavirus, many organizations needed to review and adapt to this moment of danger of contagion and people's health care. In the field of education, the teaching institutions, at all levels and stages, had to adapt to the impossibility of face-to-face teaching (COLEMARX, 2020; LÖWY, 2020). New challenges have been posed to higher education institutions (GOMES *et al.*, 2020; PIMENTEL *et al.*, 2020).

Some universities have chosen, as early as the first semester of 2020, to organize and adopt Emergency Remote Teaching in their courses, as stated by Arruda (2020). For the author, this medium differs from distance education (EAD) because the classes are transmitted “in instantaneous time”, facilitating interactions between students and teachers and allowing an organization of time that is closer to the face-to-face modality (ARRUDA, 2020, p. 262, our translation).

Arruda (2020) also states that information and communication technologies (ICTs) have provided resources to remote education, thus allowing the continuity of classes, preventing the removal of students from school units from compromising the quality of education. Moreover, ICTs were, according to the author, primordial to preserve the relationship between students, teachers, and other education professionals. However, this situation was not without costs:

Better-known European countries such as France, Spain, Portugal and England have adopted school bonding strategies through the mediation of digital information and communication technologies. In the great majority, the reports also present difficulties regarding the management and implementation of remote learning due to several factors, such as difficulties for students and teachers to follow the classes, lack of access of part of the population to information and communication technologies. The reports also show that the governments of these countries have established public policies to maximize technical access to equipment in order to increase equity in the teaching and learning process (ARRUDA, 2020, p. 260, our translation).

The instrument in question is embodied in this context. A search in the Scielo database, in August 2020, with the keywords “covid” and “postgraduate” and “Covid” and “higher education” did not identify any articles. Using the words “education” and “Covid”, 28 papers were identified, concentrated in studies from the health area. From education, two addressed basic education in times of pandemic and two others, the issue of funding relating COVID-19 and education. With the keywords “Covid” and “education”, 31 papers were identified, three of them dealing with basic education and one, with the challenge of funding federal universities in times of Covid. The others addressed issues related to the health area. At that moment, it was not identified, in Scielo, works on the evaluation of remote education through the perceptions of graduate students.

To broaden the search, a survey was conducted in Google Scholar and more than 90 articles were identified using the keywords “covid” and “postgraduate”; “student perception” and “covid”; and “covid” and “higher education”. Of 90 studies analyzed, three papers form were considered pertinent to this research, focusing on graduate students' perception of remote teaching in covid: Vercelli (2020); Manhães, Musial, and Guindani (2020); and Durso and Russo (2020).

Vercelli (2020) studies the perception of students in a professional master's degree in education and highlights learnings obtained and challenges to be faced. The use of technologies by students is one of the major difficulties identified. Students highlight as positive the learning to use different platforms; the optimization of time, since they do not

have to commute to the university; good interaction between professors and students, and the quality of the classes offered. For the author, the pandemic period brought challenges and new looks that need to be researched to identify the weaknesses of the use of remote teaching, but also what was learned from it.

Manhães, Musial, and Guindani (2020) highlight the perception of *lato sensu* postgraduate about less academic justice facing the use of ICTs in pandemic than in face-to-face teaching.

Durso and Russo (2020) conducted a quantitative research and identified the level of satisfaction of students in masters and doctoral programs in the business area. To measure the level of satisfaction about course adjustments in pandemic, the index of satisfaction with the changes was created. The data showed a “moderate” level of satisfaction. Personal characteristics and previous contact with long distance education courses are significant factors in the differentiations of motivation.

At that time of the beginning of the pandemic, it was observed a low number of articles in the Scielo database, which dealt with evaluation through the perceptions of Brazilian graduate students, about the introduction of remote teaching due to the pandemic, understanding it according to the definitions of Arruda (2020). None of them provided the research instrument used. This article aims to offer as a contribution a questionnaire tested in two Post-Graduation Programs considering that it was also useful for decision making in the face of problems detected.

Methodology

The evaluative action presented by this article sought, through the perceptions of students about the remote teaching adopted during the first semester of the COVID-19 pandemic, to face the challenges of the field of educational evaluation. According to the literature, it is important to involve the subjects; to achieve simplicity; to be able to improve the life of institutions and people; to lead to negotiation and consensus building; and to have the evaluative process legitimized by decision makers (FERNANDES, 2007; FITZPATRICK; CHRISTIE; MARK, 2009).

Considering these principles, we sought to involve the students through the collective construction of the questionnaire, with the support of a research group of the institution. The first draft of the instrument, prepared by professors of the Postgraduate Programs, was based on the research of the Federal University of São Carlos (2020) about the limits and

potentialities of remote school activities in basic education. The instrument was discussed with the students and two pre-tests with students were carried out, in order to contribute to the improvement of the questions, to make them simple and easy to understand.

This procedure also aimed to build a favorable climate for the evaluative process (SOUZA; GATTI, 2015). The form was made available through *Google forms*. Seeking the legitimacy of the evaluation process, it was also discussed about the evaluation with the Program coordinators and professors. Moreover, the disclosure was carried out by the coordinators of the Postgraduate Programs. Students systematized the data, helped with the analysis, and disseminated the results of the research. The initiative was also presented to the Dean of Research of the University.

The questionnaire contained 32 questions, 29 of which were closed. The questions involved: a) characterization of the student (age, gender, race/color, income, scholarships, disability or reduced mobility, working hours, work in education, professional relationship); b) adherence to isolation in the pandemic; c) infrastructure at home for the remote class (location, equipment, etc.); d) problems and difficulties (software used, carrying out the activities, etc.); e) situations faced (general, mental health and/or emotional, and family members with Covid); and f) positive aspects and those to be improved in the remote classes.

The final version of the questionnaire, evaluated and approved by the coordinators of the two Postgraduate Programs, has an Informed Consent Form (ICF) that presents the objectives of the study and offers the participant a field to opt or not to answer the questions.

The questionnaire was made available electronically, via *Google Forms*, between 06/26/2020 and 07/12/2020, to 86 post-graduates, distributed as follows: 52 students from the Master's in Education course; 12 from the Doctorate in Education and 22 from the Master's in Training of Educational Managers. From this universe of 86 investigated, the survey was adhered to by 56 respondents, which accounted for a total of 65% return of the instrument.

According to Chaer, Diniz, and Ribeiro (2011, p. 261), “one must pay special attention to the construction of the questions that will compose [a] questionnaire, because it is from them that one will be able, or not, to obtain the correct data”. Hill and Hill (1998) highlight the challenge of designing a good questionnaire. That is why it is relevant to share a tested instrument.

Gil (1999) presents some of the advantages of using this type of research instrument, among them, he cites the lower cost in relation to other means, the guarantee of anonymity of people, the fact that, in this modality, the person being researched chooses the best time to participate in the research.

The following are the questions formulated for the study, so that other institutions can use this instrument and its elaboration method to, if necessary, adapt and replicate the research in their units.

The Questionnaire

Informed Consent Form

This instrument refers to a survey conducted by the Coordination of the Postgraduate Program in Education (PPGE) and Postgraduate Program for the Training of Educational Managers (PPGP-GE) with the aim of identifying how students are dealing with academic activities during the pandemic. Therefore, we request your contribution by filling out this questionnaire.

We also inform you that this questionnaire may be adapted and published, by means of research works, as long as the source and the way of elaboration are acknowledged. Therefore, please choose the option that best represents your interest in participating in this study:

- I am aware of the objective and wish to participate in this research.
- I do not wish to participate in this research.

1. Please indicate your postgraduation course:

- Professional Master in Training of Educational Managers
- Academic Master in Education
- Academic Doctorate in Education

2. Are you a scholarship holder in your postgraduate program?

- Yes
- No

3. Gender:

- Man
- Woman

4. Race/color:

- Black
- Brown
- White
- Yellow
- Indigenous

5. Age:

- From 20 to 30 years
- From 31 to 40 years old
- 41 to 50 years old
- 51 to 60 years old
- More than 60 years old

6. Do you have a disability or reduced mobility?

- Yes. If “yes”, specify:
- No

7. Work:

- Less than 20 hours per week
- From 20 hours to 29 hours per week
- From 30 to 39 hours per week
- 40 hours weekly
- More than 40 hours per week
- Does not work

8. Family income:

- Up to R\$ 1,045.00
- Between R\$ 1,046.00 and R\$ 2,000.00
- Between R\$ 2,001.00 and R\$ 5,000.00
- Between R\$ 5,001.00 and R\$ 8,000.00
- More than R\$ 8,000

9. Do you work in the field of Education?

- Formal (education within the educational systems)
- Non-formal (learning initiatives that take place outside the school systems)
- I do not work in Education

10. Are you a teacher?

- Yes, from the municipal public network
- Yes, from the state public network
- Yes, from the federal public network
- Yes, from private network
- I am a teacher, but I am not exercising the function/position
- I am not a teacher

11. In which stage/level/modality of education do you work? (More than one alternative is possible)

- Early childhood education (daycare or preschool)
- Elementary school (initial or final years)
- High School
- Higher education

- Technological education and vocational training
- Distance education and educational technologies
- Youth and adult education
- Special Education
- Indigenous education
- Non formal education
- I do not work in Education

12. Are you managing to fulfill your social isolation?

- Yes
- No
- Partially

13. How many people reside in your household?

- 1 person
- 2 people
- 3 people
- 4 people
- 5 people
- More than 5 people

13. In your household, has anyone contracted the coronavirus?

- Yes, without symptoms
- Yes, with mild symptoms
- Yes, with strong symptoms
- Yes, with death
- No or I don't know

14. How many *desktop, notebook, laptop and tablet computers* are in your household?

- 1 equipment
- 2 equipments
- 3 equipments
- 4 equipments
- 5 equipments
- More than 5 equipments

15. How many cell phones are there in your home?

- 1 equipment
- 2 equipments
- 3 equipments
- 4 equipments
- 5 equipments
- More than 5 equipments

16. What equipment(s) were used to access the classes? (More than one option can be checked)

- Desktop
- Notebook or Laptop
- Tablet
- Cell Phone
- TV

17. In your residence, is there access to the Internet?

- Yes
- No

18. What is your Internet modality? (More than one alternative can be checked)

- Broadband
- Radio
- Cable
- Phone
- I use the cell phone to access the internet
- Pen Modem
- Box
- Other. If you marked “Other”, specify:

19. Which space did you use to participate in the classes? (More than one option can be checked)

- Single room
- Shared room
- Office
- Room or other space for collective use
- Non-residential space
- Other. If you marked “Other”, specify:

20. Did the space described above make it possible to attend classes with acoustic comfort?

- Yes
- No

21. Did the space before allow you to attend classes with physical comfort?

- Yes
- No

22. Have you had problems with the systems/software used in the courses? (More than one option can be checked)

- Jitsi
- Blackboard
- Google meet
- Zoom

- Cisco webex
- WhatsApp
- Skype
- Hangouts
- I had no problem

23. What is the difficulty faced to perform the activities of Postgraduate Studies? (You can mark more than one alternative)

- I had no difficulty
- Concentration
- Organization of studies
- Lack of support from teachers
- Overload with teleworking
- Overload with domestic chores
- Overload with schoolwork and children's classes
- Overload due to child care
- Other. If you marked "Other", specify:

24. What problems were faced in relation to the equipment for attend the remote classes? (More than one alternative can be checked)

- I had no problems attending classes
- I don't have adequate equipment to be used in the classes
- I have limited internet access
- I share the equipment with other residents of the residence
- In the region where I live the internet is restricted and/or presents constant failures
- Other. If you marked "Other", specify?

25. During your classes, how often did you have problems with the Internet?

- I had no problems with the internet
- In a few classes
- In approximately half of the classes
- In more than half of the classes
- In all classes

26. What situations did you face during the pandemic? (You can mark more of an alternative)

- I had no problems
- Domestic chores overload
- Overload of professional tasks
- Need to help children with their school work and classes
- Extended childcare
- Other. If you marked "Other", specify:

**27. What mental health and/or emotional situations did you face during the pandemic?
(More than one alternative can be checked)**

- Sadness
- Happiness
- Loneliness
- Feeling of abandonment
- Feeling of helplessness or powerlessness
- Anger
- Insomnia
- Anxiety and/or distress
- Fear of losing the job
- Fear of contracting the coronavirus
- Fear of losing family members
- Fear of dying
- Fear of facing an economic crisis
- Grief
- Panic crisis
- Depression
- Suicidal ideation
- Stress
- Other. If you marked “Other”, specify:

28. The Postgraduate courses have promoted: (More than one alternative can be checked)

- Socialization among students
- Information sharing
- Performing joint works
- Reception by the teachers
- Other. If you marked “Other”, specify:

29. What was positive about the subjects taught remotely during the 1st semester of 2020?

30. What could be improved in the remotely taught subjects during the 1st semester of 2020?

31. Other comments or suggestions:

Final considerations

This article aims to share a questionnaire used to evaluate, through the perceptions of students, the remote teaching offered in the first semester of the COVID-19 pandemic, in two Postgraduation Programs in the area of education. The results of the evaluation allowed the

University, in which the two Postgraduate Programs are inserted, to replicate the questionnaire among the students of all its Postgraduate Programs, to obtain information that would subsidize support actions for its students and, in this way, contribute to circumvent, in the best possible way, the disruption caused by the social isolation measures that prevented face-to-face teaching.

Here are some of the decisions taken by the university with this purpose: a university partnership to make the internet available at an affordable price to students who have difficulty accessing the net; articulation of the Postgraduation with the Psychology Course with the consequent creation of a Psychotherapeutic Group to attend master's and doctoral students; communication through WhatsApp groups, by discipline and by program; expansion of the provision of remote support to students by the library.

The questionnaire was also used as the basis for a survey conducted by a Technical School of the Paula Souza Center of the São Paulo state government located in the Municipality of São Paulo.

Thus, with the disclosure of the research instrument and the methodological procedures adopted, it is expected that other Postgraduate Programs can use, criticize, improve, and disseminate the instrument presented here.

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