

Perceptions of Teachers of Higher Education of Law in Nanuque-MG before the Student Performance Exam Enade

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Abstract— Enade aims to assess the knowledge of graduates in undergraduate courses in Brazil, knowing the importance of this exam. We decided to delve deeper into the matter. Thus, this article will highlight the perceptions of law professors at the Centro Universitário de Caratinga - Campus Nanuque-MG about Enade. The Federal Government has specific actions aimed at guaranteeing the quality of higher education, and over the years there have been an improvement in the ways of evaluating from different angles of teaching, the institution and student learning, so that today we have introduced the National Student Performance Exam (Enade), with this assessment purpose. The Enade evaluation process occurs cyclically, every three years. Recognizing the importance of this assessment for the entire higher education institution (HEI). Aspects related to Bloom's Taxonomy guide the elaboration of the Enade assessment and all assessments of the INEP system. Bloom's original taxonomy provides six categories of the cognitive domain: knowledge, understanding, application, analysis, synthesis and assessment. With the material studied, this article aims to propose actions to improve the training of law graduates, in addition to serving as a guide for several decisions to improve the proposed process.

I. INTRODUCTION

Higher education, if a few decades ago in Brazil, favored more socially favored classes, in recent decades it has also become a reality for a larger portion of Brazilian society in the face of the significant increase in the number of public and private educational institutions.

During graduation, the student goes through several stages in the teaching process regarding the training they want to aim for, most of the time the knowledge acquired is verified throughout the course. This is for some students synonymous with terror, shock, and

may sometimes not consider individual psychological issues in response to this method.

Although there are discussions about the act of evaluating, it is necessary to understand that this procedure is used not only in the educational environment. In addition to the space of these institutions, the evaluation processes are used, for example, in selection processes or competitions, aiming at selection for the job.

The general objective is to understand the perceptions of the professors of the Law course of the Centro Universitário de Caratinga - Campus Nanuque- MG

about Enade of professors in relation to Enade and its mandatory nature, describing the perceptions of professors regarding the need for an examination of higher education students in the law course, seeking from the professors of the Law course, according to Bloom's Taxonomy, as such teachers perceive the classification of the Enade questions, in addition to presenting the teachers' position regarding the mandatory application of the exam in question.

To meet the proposed objective, an exploratory methodology was adopted that seeks to understand the knowledge of each teacher based on a questionnaire on the subject. In this way, we can deepen and consolidate pre-existing knowledge.

To build this research, a bibliographic survey of various materials available on the topic was carried out, such as articles, books, websites, magazines and dissertations. The main databases used are indexing platforms such as Google Scholar, Scielo, journals published on the Sucupira Platform with Qualis Capes certification, the Ministry of Education website and regulations on the subject.

After selection, the materials were read and recorded to organize the information and build the theoretical part of the work in order to direct and carry out the investigation, executing and concluding reliably.

II. DEVELOPMENT

2.1 BLOOM TAXONOMY

Bloom's Taxonomy was created by the American and educational psychologist Benjamin Samuel Bloom, who made contributions to the classification of educational objectives and to the Theory of Domain Learning. Ordered by complexity and cumulative hierarchy, as the simplest category is considered a prerequisite for the more complex category (JESUS; RAABE. 2009).

In this new proposed structure, the dimensions of knowledge and cognitive processes help a better definition of the proposed educational objectives, planning, adequate use of strategies and resources. By being able to apply and understand the Revised Bloom Taxonomy, it is possible to classify the levels of abstraction in these questions and interpret the dimensions of knowledge and the cognitive process, a fact that privileges the choice of appropriate strategies for teaching and learning (FERRAZ; BELHOT, 2010).

Aiming to help the process, the taxonomy categories were hierarchically ordered by complexity and abstraction, so that when reaching a category it means having the domain of the previous categories, being able to intertwine. There is also the dimension of knowledge

(which encompasses what to teach) of the dimension of the cognitive process (which encompasses the cognitive activity involved), being able to create a two-dimensional schema, thus verifying the extent and depth and which can be improved.

Aiming at a better use of the teaching-learning moments, there are planning models based on Bloom's Two-Dimensional Taxonomy that can serve as an example for different educational levels FERRAZ AND BELHOT (2010). The process of planning a discipline or a course is not an easy task, especially for professionals without didactic or pedagogical preparation, a reality that many teachers face regularly (SILVA; MARTINS, 2014).

Adequate pedagogical planning is responsible for delimiting the content, based on effective choices and strategies. When this process does not occur, as a consequence, we have a high degree of student evasion or even frustration on the part of the teacher in the face of students who do not reach the desired level of development (cognitive, competence and ability). This planning is essential and must be structured in a coherent way, considering the general and specific objectives, in the choice of content, strategies and assessment instruments that aim to measure what has been learned and direct, in a corrective and formative way, the educational process (SILVA; MARTINS, 2014).

Knowing that the Revised Bloom Taxonomy has significantly collaborated in the learning processes in a hierarchical way, that is, from the simplest to the most complex, being used to structure, organize and plan disciplines, courses or instructional modules, the quality assessment bodies of the education in Brazil has used this knowledge in the most diverse areas. In higher education, Enade values Bloom's Taxonomy, since the preparation of tests follows a hierarchy, divided into easy (25%), medium (25%) and difficult (50%) questions (SILVA; MARTINS, 2014).

2.2 ENADE

Enade assesses the knowledge of graduates in undergraduate courses in Brazil, according to the syllabus provided for in the curricular guidelines that support the construction of skills and abilities necessary for general and professional training, in addition to the level of updating in relation to the Brazilian reality and worldwide (BRAZIL, INEP; 2021).

This higher education assessment initiative began in 1993 by the Institutional Assessment Program for Brazilian Universities (Paiub), initially being a voluntary adhesion and self-assessment that extended to the entire institution and was completed with external assessment. Later, in 1996, the National Course Examination (ENC),

law 9,131/95, known as Provão, was implemented. This was applied to more than 55 thousand graduates of the administration, civil engineering and law courses, such action was initiated in response to the new directives of the Law of Directives and Bases of Education LAW N° 9.394, OF DECEMBER 20, 1996 (BRASIL, INEP ; 2021).

In 2001, after redemocratization, the first National Education Plan was launched, providing for vacancies in higher education for at least 30% of the population aged 18 to 24. In order to improve the assessment of higher education, the Special Commission for the Assessment of Higher Education (CEA) was created in 2003, proposing a new methodology to measure learning in undergraduate courses, SINAES (BRASIL, INEP; 2021).

SINAES's conception of evaluation and global and integrative education, building a national system of evaluation of higher education, from a basic and integrative idea that materializes in certain practices articulated with each other, with the purpose of producing effects and achieving coherent and consistent objectives, through an integration between different instruments and moments of application, having as a basis and structuring axis a global conception of evaluation and higher education, that is, articulating between evaluation and regulation, aiming at the institution as a whole (DIAS SOBRINHO ; 2010).

In 2004, SINAES started to consider three aspects: evaluation of institutions, evaluation of courses and evaluation of student performance. In that year, the National Student Performance Examination (Enade) was applied by INEP, with the aim of evaluating the performance of graduates from this test (BRASIL, INEP; 2021).

In order to observe the periodic processes of evaluation of higher education, and also to judge appeals filed by higher education institutions, the Technical Committee for Monitoring the Evaluation (CTAA) was created in 2006. In the following year, 2007, the Concept Enade, the Preliminary Course Concept (CPC) and the General Index of Evaluated Courses of the Institution (IGC), these being the indicators that aim to measure the quality of courses and higher education institutions and to assist in the management of the regulation processes of higher education, the e-MEC was instituted, according to regulations informed by Ordinance No. 40, of December 12, 2007 (BRASIL, INEP; 2021).

2.3 THE EDUCATIONAL PROCESS AND ENAD

Twenty-first century students are a challenge to teachers of another generation, as the vast majority of these students are used to digital technology, including: telephones, Internet, cell phones, iPods, among others.

They grew up in a more technological world and with that they improved, making these uses more common in future careers. In this way, the intrinsic difficulties of teaching increase and demand an improvement in the teaching-learning process (GALHARDI; AZEVEDO, 2013).

The challenge of educating goes beyond planning and evaluating learning, there are still questions that need to be answered for a better understanding of the teaching team, among many we can mention: How to measure student learning? How to determine if performance was not caused by easy tests? How to compare performance between classes? It is natural that there are discrepancies between the classifications suggested by different teachers in the same context or test (GALHARDI; AZEVEDO, 2013).

Knowing the teacher's profile is essential for the teaching-learning process of the discipline: ensuring the provision of quality teaching and teaching to their students, as well as the teacher must be able to identify their qualities and deficiencies with regard to the profile of a good teacher always looking for an efficient improvement (SANTANA; DE ARAÚJO, 2011).

In addition to teachers having to follow the change at different levels related to work, they must control other educational demands, translating a new pedagogical process, articulating new educational conditions (SANTANA; DE ARAÚJO, 2011).

Teachers from any teaching area must be constantly improving, participating in training and qualification courses, referring to their disciplines and what involves teaching, aiming to offer their students excellence in learning (Santana; de Araújo, 2011).

New methodologies and differentiated approaches are very important factors that help in teaching and have come to reinify student learning. Active methodologies, aimed at problem-based learning, with a central focus on students and the teacher; application of diagnostic evaluation; validation and recognition of the skills presented; follow-up of studies, final evaluation, are important tools in reducing the dropout rate, and can surpass institutional strategic planning goals.

III. DATA ANALYSIS

The municipality of Nanuque-MG is located in Vale do Mucuri and its estimated population in 2018 was 40,839 inhabitants, the economic base of the city in which the present work was carried out, concrete in livestock, agriculture, service provision and local commerce. . The Law course at Centro Universitário de Caratinga - Campus de Nanuque, started 03 (three) years ago, with a high

demand and student engagement with the course, mainly because in the not so distant past, most of the students who intended to graduate in law school, needed to move to the city of Teixeira de Freitas/BA, located about 100 km from the city of Nanuque or to the city of Teófilo Otoni/MG.

Although historically the teaching profession is mostly formed by women, this context has been modified

over the years and it was observed in this study that in the investigated Law course 60% of the professors were male and 40% female (figure 1). The age group of these teachers in the highest percentage was between 21 and 40 years (Figure 2).

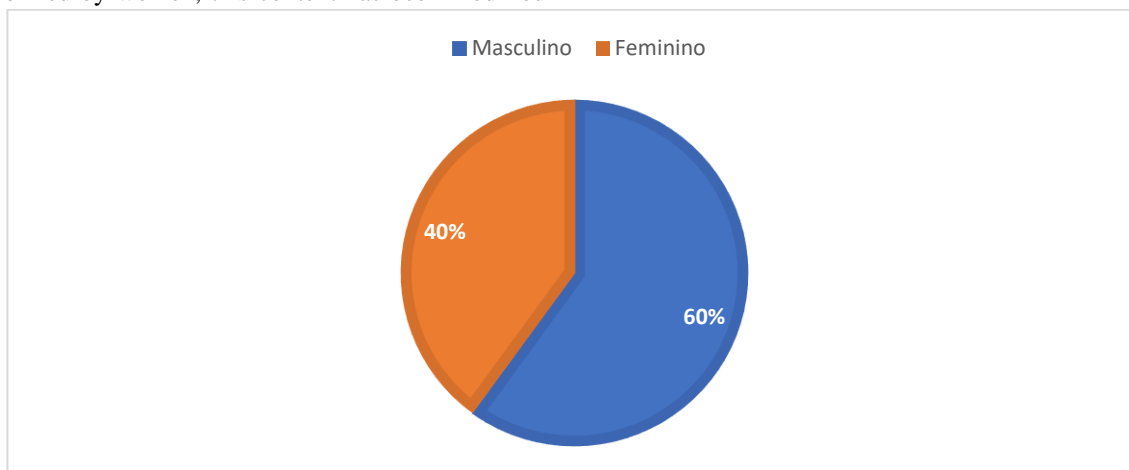


Fig.1: Sex of professors linked to the law course in Nanuque-MG.

Source: Material produced by the author to illustrate the research.

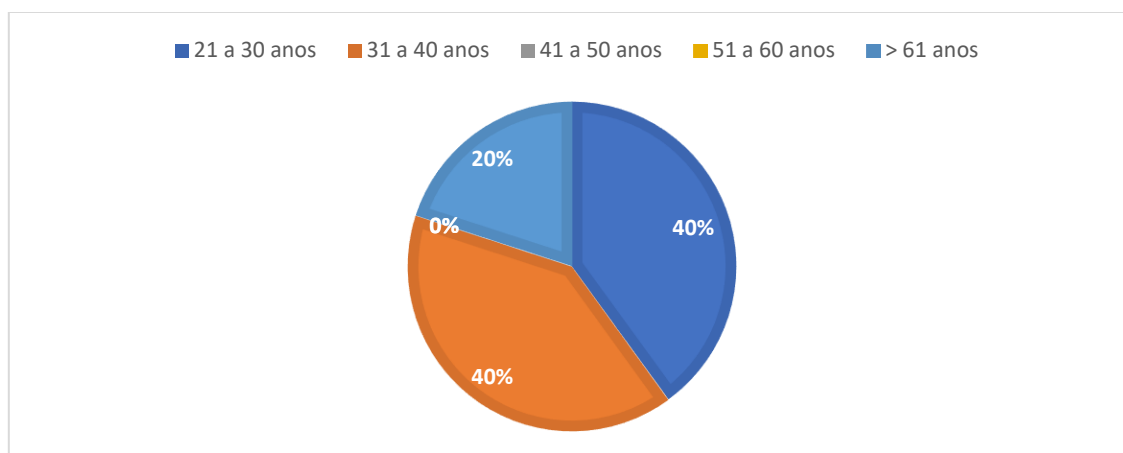


Fig.2: Age group of professors linked to the law course in Nanuque-MG.

Source: Material produced by the author to illustrate the research.

Among these professors, we can observe that 60% have a master's degree and 40% have a specialization/MBA (figure 3). According to the new institutional assessment instruments published in 2017, there is no quantitative requirement for masters and doctors in higher education courses, but we believe that a qualified faculty is essential for students to have good results in their training.

The educational legislation allows newly graduated professionals to make the option of directly entering a Master's Course, not establishing time of experience in the area or the completion of a postgraduate/specialization course. In this way, the level of training is directly linked to professional qualification and the good results obtained for the professional training of teachers (BECERRA, 2010).

Among the professors linked to the IES, only 60% have a contract with a fixed half-yearly workload, a fixed

workload is considered to be a contract that does not vary over the years, regardless of the number of classes, and the other professors are hourly and their The task is simply to

teach classes, with no workload for extension and research (figure 4).

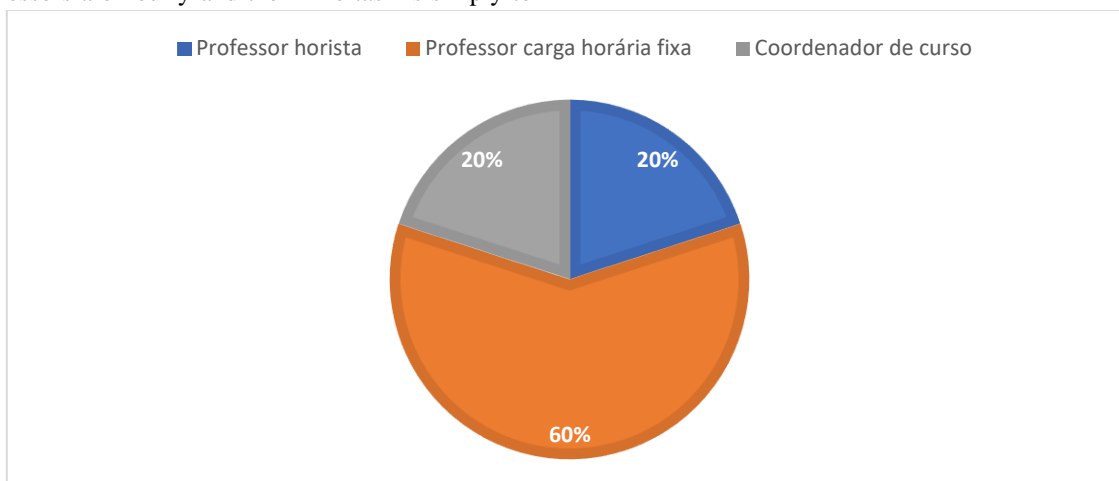


Fig.4: Link of professors linked to the law course in Nanuque-MG.

Source: Material produced by the author to illustrate the research.

After the elaboration of a profile of the group of professors that compose the collegiate of the Law course, the objective was to identify the knowledge of professors about Enade, and according to the professors' reports, the evaluation of Enade in the evaluated institution has not yet taken place, since who did not graduate from the first class.

Although it is necessary to explain that success in the Enade result should not be the final objective of an institution, it is known that the grade of this evaluation incisively infers the possibility of continuing the course. Thus, it is necessary that all teachers involved in the teaching-learning process know the mechanisms.

IV. CONSIDERATIONS

When analyzing the perceptions of law professors at Centro Universitário de Caratinga - Campus Nanuque-MG about Enade, it is concluded that there are limitations to understand and apply Bloom's taxonomy throughout graduation.

The general objective of understand the perceptions of law professors at Centro Universitário de Caratinga - Campus Nanuque - MG about Enade was successfully achieved, and the specific objectives of identifying knowledge of professors in relation to Enade and its mandatory nature, as well as professors' perceptions regarding the need for an examination of higher education students, use of Bloom's taxonomy in the course of construction of evaluations and professors' positions on the

mandatory application of the Enade exam in question, were fully achieved.

In analyzing the questionnaires filled in by the teachers, there is a certain contradiction in the answers, especially with regard to knowledge about the evaluation of Enade, making it evident the need for specific training for teachers, with the purpose that the knowledge of the subject is passed on to students.

This is because, it is important to remember that Enade is not developed using only Bloom's taxonomy, and the most important thing is that teachers understand that Enade is built taking into account the learning of an entire course. that throughout the course teachers need to work on issues with different levels of difficulty, explaining the content, taking into account the logic of thought that occurs in the elaboration of the Enade.

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