

VOL IV

# EDUCAÇÃO:

TEORIAS, MÉTODOS E PERSPECTIVAS

PAULA ARCOVERDE CAVALCANTI  
(ORGANIZADORA)

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VOL IV

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PAULA ARCOVERDE CAVALCANTI  
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 EDITORA  
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## APRESENTAÇÃO

O Livro “**Educação: Teorias, Métodos e Perspectivas**” é composto de trabalhos que possibilitam uma visão de fenômenos educacionais que abarcam questões relacionadas às teorias, aos métodos, às práticas, à formação docente e de profissionais de diversas áreas do conhecimento, bem como, perspectivas que possibilitam ao leitor um elevado nível de análise.

Sabemos que as teorias e os métodos que fundamentam o processo educativo não são neutros. A educação, enquanto ação política, tem um corpo de conhecimentos e, o processo formativo dependerá da posição assumida, podendo ser incluyente ou excluyente.

Nesse sentido, o atual contexto – econômico, social, político – aponta para a necessidade de pensarmos cada vez mais sobre a educação a partir de perspectivas teóricas e metodológicas que apontem para caminhos com dimensões e proposições alternativas e incluyentes.

O **Volume IV** reúne 27 trabalhos que apresentam diversas análises acerca de métodos, práticas pedagógicas e educativas, a partir da visão da educação como uma via de aprimoramento integral de todas as dimensões humanas. Nele se destaca a ideia dos sujeitos que constroem o conhecimento e, atividades e instrumentos pedagógicos no processo da aprendizagem. Deste modo, possibilita ao leitor perspectivas educativas dentro de realidades diversas.

A educação, entendida como um processo amplo que envolve várias dimensões, precisa ser (re)pensada, (re)analizada, (re)dimensionada, (re) direcionada.

Espero que façam uma boa leitura!

Paula Arcoverde Cavalcanti

## SUMÁRIO

### MÉTODOS, PRÁTICAS E PERSPECTIVAS

#### **CAPÍTULO 1.....1**

A MEDICALIZAÇÃO E A CONSTRUÇÃO DAS ESTRUTURAS COGNITIVAS DE CRIANÇAS COM DIFICULDADES DE APRENDIZAGEM

Leonardo Crevelário de Souza Carvalho

Orly Zucatto Mantovani de Assis

 [https://doi.org/10.37572/EdArt\\_1612214771](https://doi.org/10.37572/EdArt_1612214771)

#### **CAPÍTULO 2..... 15**

ALFABETIZAÇÃO CIENTÍFICA ATRAVÉS DO PROGRAMA WASH NO BRASIL

Elaine da Silva Tozzi

Ana Carolina de Deus Soares

Denise Vieira Pereira

Gisele Miozzo Fink

Gabriel Ferreira Baptistone

Fernando Accorsi

Ana Paula Rodrigues

Michel Alencar Morandi

Paulo Sergio Camargo Filho

Victor Pellegrini Mammana

 [https://doi.org/10.37572/EdArt\\_1612214772](https://doi.org/10.37572/EdArt_1612214772)

#### **CAPÍTULO 3.....24**

AS TECNOLOGIAS EDUCACIONAIS EM REDE À LUZ DOS QUATRO PILARES DA EDUCAÇÃO: UMA UTOPIA GLOBAL?

Teresa Margarida Loureiro Cardoso

Maria Filomena Pestana Martins Silva Coelho

Magda Sofia Castrelas Duarte

 [https://doi.org/10.37572/EdArt\\_1612214773](https://doi.org/10.37572/EdArt_1612214773)

#### **CAPÍTULO 4.....37**

BRECHAS Y PATRONES PREDOMINANTES DE DISTRIBUCIÓN DE LIDERAZGO EN DOS MUESTRAS INCIDENTALS DE ESCUELAS Y LICEOS EN CHILE

Oscar Maureira Cabrera

Luis Ahumada Figueroa

Carlos Ascencio Garrido

 [https://doi.org/10.37572/EdArt\\_1612214774](https://doi.org/10.37572/EdArt_1612214774)

**CAPÍTULO 5..... 53**

BUENAS PRÁCTICAS. LA SUPERACIÓN PERMANENTE Y LA INNOVACIÓN EDUCATIVA EN EL TERCER PERFECCIONAMIENTO EDUCACIONAL

Madeline Reynosa Yero


Enaidy Reynosa Navarro

 [https://doi.org/10.37572/EdArt\\_1612214775](https://doi.org/10.37572/EdArt_1612214775)

**CAPÍTULO 6.....70**

CAMBIOS URGENTES Y NECESARIOS EN LA EDUCACIÓN DEL SIGLO XXI: EL APRENDIZAJE AUTÓNOMO UN CASO DE ÉXITO DESDE LA VERTIENTE DEL MARKETING


Pablo Muñoz Viquillón

 [https://doi.org/10.37572/EdArt\\_1612214776](https://doi.org/10.37572/EdArt_1612214776)

**CAPÍTULO 7 ..... 86**

CANDIDO JOSÉ DE ARAÚJO VIANA, O MARQUÊS DE SAPUCAÍ: POLÍTICO E MESTRE DA CASA IMPERIAL DO BRASIL

Jaqueline Vieira de Aguiar

 [https://doi.org/10.37572/EdArt\\_1612214777](https://doi.org/10.37572/EdArt_1612214777)

**CAPÍTULO 8..... 98**

COMPREENSÕES E ANÁLISES DERIVADAS E INTEGRADAS ATRAVÉS DE UMA FILOSOFIA DE RESOLUÇÃO DE PROBLEMAS

Luiz Carlos Leal Junior

Lourdes de la Rosa Onuchic

 [https://doi.org/10.37572/EdArt\\_1612214778](https://doi.org/10.37572/EdArt_1612214778)

**CAPÍTULO 9..... 120**

CONDUCTAS DE ACOSO EN LA UNIVERSIDAD. PERCEPCIÓN DEL PROFESORADO

María Paula Ríos de Deus

Laura Rego Agraso

María Luisa Rodicio García

María José Mosquera González

María Penado Abilleira

 [https://doi.org/10.37572/EdArt\\_1612214779](https://doi.org/10.37572/EdArt_1612214779)



**CAPÍTULO 10.....129**

“CONVERSAS SOBRE O RIO”: PROPONDO LAÇOS ENTRE EXTENSÃO UNIVERSITÁRIA E ENSINO MÉDIO

Valter Luiz de Macedo

 [https://doi.org/10.37572/EdArt\\_16122147710](https://doi.org/10.37572/EdArt_16122147710)

**CAPÍTULO 11.....138**

DESEMPENHO DAS INSTITUIÇÕES DE ENSINO BRASILEIRAS NO ENEM: UMA ABORDAGEM USANDO MINERAÇÃO DE DADOS

Raphael Magalhães Hoed

Pedro Fábio Saraiva

 [https://doi.org/10.37572/EdArt\\_16122147711](https://doi.org/10.37572/EdArt_16122147711)

**CAPÍTULO 12.....153**

DESENVOLVIMENTO DE JOGO PARA A APRENDIZAGEM DAS OPERAÇÕES MATEMÁTICAS E ANÁLISE DO MESMO

André Filipe Cardoso Aparício

 [https://doi.org/10.37572/EdArt\\_16122147712](https://doi.org/10.37572/EdArt_16122147712)

**CAPÍTULO 13.....171**

EDUCANDO DESDE LA REALIDAD

Celenis Antonia Cordoba Mena

 [https://doi.org/10.37572/EdArt\\_16122147713](https://doi.org/10.37572/EdArt_16122147713)

**CAPÍTULO 14.....182**

EFFECTOS SOBRE EL CLIMA SOCIAL DE AULA EN ALUMNADO UNIVERSITARIO TRAS LA IMPLEMENTACIÓN DE UN PROGRAMA BASADO EN LA PEDAGOGÍA DE LA AVENTURA

Pablo Caballero-Blanco

Lidia Salas-Litago

 [https://doi.org/10.37572/EdArt\\_16122147714](https://doi.org/10.37572/EdArt_16122147714)

**CAPÍTULO 15..... 194**

EL LIDERAZGO DIRECTIVO Y DOCENTE COMO ESTRATEGIA DE INCLUSIÓN EDUCATIVA

Mia Giovanna Simental Aldaba

Patricia Illoldi Rangel

María del Pilar Valdés Ramírez

 [https://doi.org/10.37572/EdArt\\_16122147715](https://doi.org/10.37572/EdArt_16122147715)

**CAPÍTULO 16.....214**

IMPLEMENTACIÓN DE ACTIVIDADES LÚDICAS, PARA LA ADQUISICIÓN DE LA LECTOESCRITURA EN LA ASIGNATURA DE ESPAÑOL

Oscar de Loera Díaz

Roberto Romo Marín

Lluvia Ofelia Palomino Robledo

Juana Araceli Marín Cardona

Erika Yadira Medina Burgos

José Santos Torres Garibay

Juan José Palacios Arellano

 [https://doi.org/10.37572/EdArt\\_16122147716](https://doi.org/10.37572/EdArt_16122147716)

**CAPÍTULO 17 .....221**

“LA EDUCACIÓN ARTÍSTICA RECURSO PARA EL DESARROLLO DE LA CREATIVIDAD, EL ARTE Y LA CULTURA”

Antonia Acevedo Tinoco

 [https://doi.org/10.37572/EdArt\\_16122147717](https://doi.org/10.37572/EdArt_16122147717)

**CAPÍTULO 18.....230**

LA METAMORFOSIS DE LA INCLUSIÓN (EQUIDAD Y DIVERSIDAD) EDUCATIVA Y LITERARIA EN BALÚN CANÁN DE ROSARIO CASTELLANOS

Juan Antonio Serna

Leticia Serna Niño

 [https://doi.org/10.37572/EdArt\\_16122147718](https://doi.org/10.37572/EdArt_16122147718)

**CAPÍTULO 19.....241**

O PRECEPTOR NA RESIDÊNCIA MULTIPROFISSIONAL EM SAÚDE: REALIDADE E DESAFIOS

Noeli Maria Alves dos Santos Hack

Marcio José de Almeida

Rosiane Guetter Mello

 [https://doi.org/10.37572/EdArt\\_16122147719](https://doi.org/10.37572/EdArt_16122147719)

**CAPÍTULO 20 .....254**

PERCEPÇÃO DOS ALUNOS DE ODONTOLOGIA DA UNIVERSIDADE DE GURUPI  
SOBRE O PAPEL DO PROFESSOR NO PROCESSO DE ENSINO-APRENDIZAGEM

Donizeth Alves Silva Junior  
Lorrane Monteiro Guimarães  
Vinicius Lopes Marinho

 [https://doi.org/10.37572/EdArt\\_16122147720](https://doi.org/10.37572/EdArt_16122147720)

**CAPÍTULO 21 .....262**

PERCEPÇÃO DOS ESTUDANTES DE MEDICINA SOBRE O USO DA  
PROBLEMATIZAÇÃO COMO METODOLOGIA ATIVA NO INTERNATO EM SAÚDE  
PÚBLICA

Marcelo Rodrigo Caporal  
Rogério Saad Vaz  
Anna Paula Semêniuk

 [https://doi.org/10.37572/EdArt\\_16122147721](https://doi.org/10.37572/EdArt_16122147721)

**CAPÍTULO 22 .....278**

PERCEPÇÃO DOS ESTUDANTES DE ODONTOLOGIA DA UNIVERSIDADE DE GURUPI  
FRENTE AO ATENDIMENTO COM PESSOAS COM DEFICIÊNCIA

Murilo Marques Almeida Santana  
Polliana Teixeira Soares  
Vinicius Lopes Marinho

 [https://doi.org/10.37572/EdArt\\_16122147722](https://doi.org/10.37572/EdArt_16122147722)

**CAPÍTULO 23 .....286**

PROYECCION CIENTIFICA DE LA UNIVERSIDAD KATYAVALA BWILA – ANGOLA,  
ANTE LOS RETOS ACTUALES DE LA REGION


Albano Vicente Lopes Ferreira  
Alberto Domingos Jacinto Quitumbo  
Ángel Vega García




 [https://doi.org/10.37572/EdArt\\_16122147723](https://doi.org/10.37572/EdArt_16122147723)

**CAPÍTULO 24 .....299**

REDES DE INVESTIGACIÓN PARA LA CONSTRUCCIÓN CONJUNTA DE  
CONOCIMIENTO: EL CASO DE REUNI+D

Ana García-Valcárcel Muñoz-Repiso  
Verónica Basilotta Gómez-Pablos

 [https://doi.org/10.37572/EdArt\\_16122147724](https://doi.org/10.37572/EdArt_16122147724)

<b>CAPÍTULO 25</b> .....	<b>311</b>
RELACIÓN DEL HISTORIAL DE BACHILLERATO Y DIAGNÓSTICO DE ESPAÑOL CON EL DESEMPEÑO: GENERACIÓN 2017 PSICOLOGÍA	
Irma Rosa Alvarado Guerrero María Luisa Cepeda Islas	
 <a href="https://doi.org/10.37572/EdArt_16122147725">https://doi.org/10.37572/EdArt_16122147725</a>	
<b>CAPÍTULO 26</b> .....	<b>320</b>
RELAÇÕES ÉTNICO RACIAIS NA EDUCAÇÃO: ANTECEDENTES, AVANÇOS E LIMITES DA LEI 10.639	
Luiz Antonio Dias Anna Luiza Bittencourt Dias	
 <a href="https://doi.org/10.37572/EdArt_16122147726">https://doi.org/10.37572/EdArt_16122147726</a>	
<b>CAPÍTULO 27</b> .....	<b>329</b>
STUDENT ASSESSMENT AND EVALUATION IN ENGINEERING EDUCATION: THEORY AND PRACTICE	
N. P. Subheesh	
 <a href="https://doi.org/10.37572/EdArt_16122147727">https://doi.org/10.37572/EdArt_16122147727</a>	
<b>SOBRE A ORGANIZADORA</b> .....	<b>339</b>
<b>ÍNDICE REMISSIVO</b> .....	<b>340</b>

# CAPÍTULO 27

## STUDENT ASSESSMENT AND EVALUATION IN ENGINEERING EDUCATION: THEORY AND PRACTICE

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**ABSTRACT:** ‘Assessment’ and ‘evaluation’ are two crucial components in engineering education settings. They play a significant role in the quality assurance of engineering education. Literature suggests that better assessment and evaluation practices require specific knowledge and skills about types and methods of assessment and evaluation. It is found that most of the engineering faculty members do not have factual knowledge about assessment and evaluation types and methods. Further, it is argued that engineering educators are not aware of ‘feedback comments’ associated with assessment practices. Comments on students’ performances are essential because it helps them know their course’s strengths and weaknesses. This chapter critically analyses assessment and evaluation practices in engineering education set up across the globe in this background. It discusses the challenges

faced by engineering faculty members while assessing students’ performances. Lastly, the chapter offers recommendations to improve assessment and evaluation practices so that engineering students and teachers will primarily benefit.

**KEYWORDS:** Engineering Education. Evaluation. Quality Assurance in Engineering Education. Student Assessment.

### 1 OVERVIEW

‘Assessment’ in the higher education context refers to judging students’ performance by awarding scores/marks about the quality and extent of their achievement and providing qualitative feedback [1]. It is an essential component of the teaching-learning process that influences students on the one hand and course teachers on the other hand. It motivates students to learn subject content and assists them to enhance their learning. It guides them to identify the strengths and weaknesses of their learning. It also allows students to overcome the weaknesses of their learning. It guides course teachers to evaluate their teaching performance regarding the courses that they offered to students. While assessing students’ performances, they

receive feedback on the instructional design and effectiveness of the courses. They identify the reasons for students' good and bad performance(s) of the course. By using the assessment results, course teachers check whether students have achieved the course's learning objectives or not. Assessment, therefore, stimulates learning in multiple ways. In short, it encourages and motivates students to learn the subject contents, to diagnose their strengths and weaknesses of a course, supplies information to plan what they will do next.

In engineering education, which is a part of higher education, assessment plays a vital role to diagnose students' knowledge and skills in engineering courses. Engineering students require specific skills that would not be assessed effectively by traditional assessment practices [2]. According to Suskie [3], in traditional assessment practices, the focus is on reproducing the memorised knowledge. Further, assessment is planned and executed without setting the instructional objectives. One tool and one assessment strategy are followed across the courses of a programme. Assessments are based on purely course teachers' expectations from students.

Further, assessment is treated as merely a practice where course teachers often give quantitative feedback (e.g. number) and seldom qualitative feedback. This often leads to poor quality of learning for students. In contrast to traditional assessment practices, 'authentic' assessment practices are developed from research and best practices on teaching and assessment methodologies [4], [5]. Authentic assessment practices are carefully aligned with learning objectives. These focus on the enhancement of students' performance, skill, and creativity. Design and implementation of such assessment methods are regarded as professional tasks [6] in which most engineering educators lack expertise.

In higher education theory, the term 'evaluation' refers to the use of quantitative evidence/data [7]. It does not include the qualitative feedback component. Thus, evaluation is purely quantitative. In contrast to evaluation, 'feedback' is an integral part of the assessment. The notion of assessment necessarily includes qualitative feedback. Hence, assessment can be regarded as 'qualitative'. The feedback associated with assessment is used to improve students' learning and course teachers' teaching.

## 2 TYPES AND METHODS OF ASSESSMENT AND EVALUATION

Formative and summative assessments are regarded as the two 'types' of assessments, whereas criterion-referenced and norm-referenced assessments are considered assessment 'methods'. 'Evaluation' also has a similar classification.

## 2.1 FORMATIVE ASSESSMENT (FA)

Formative assessment is defined as the task or activity which provides feedback to students about their learning [8]. It does not carry a quantitative score/mark, which is associated with a summative judgment. Instead, it contains a qualitative feedback component (only) used by course teachers and learners to improve the ongoing teaching-learning process. In this sense, formative assessment is conversational in intent, which tries to help the student recognise the path by which his/her performance can be better. Activities relating to formative assessment are often entangled with instructional objectives. Formative assessment can be used to assess learners for modifying instructional objectives and correcting further learning as in a feedback loop. This is made through ongoing and timely qualitative feedback processes until the achievement of all instructional objectives for better learning [9]. Thus, formative assessment is described in the educational literature as 'assessment for learning'.

## 2.2 SUMMATIVE ASSESSMENT (SA)

Irons [8] defines summative assessment as an activity that results in a mark or grade that is subsequently used to judge student performance. Here students' receive the 'final language' in the form of a mark/score. Summative assessment marks are used to classify students in a class at the end of a course or a programme. Its function is to measure the achievement of instructional objectives and report the same to students, parents, and other stakeholders. Summative assessment is stated in literature as an 'assessment of learning'. This 'assessment of learning' generally occurs at the end of a semester in a course. Summative assessment often includes awarding a final Cumulative Grade Point Average (CGPA) or marks. Hence, it can be used for certifying the required levels of competency achieved by students.

The difference between formative and summative assessment can be described with an analogy. When a cook tastes the soup, it is a formative assessment, and when a guest tastes the soup, it is a summative assessment. To explain, when the cook tastes the soup by himself, he can improve it and make it better before serving it to the guest, but when the guest tastes the soup, even if it is not good, it does not get a chance for improvement.

## 2.3 CRITERION-REFERENCED ASSESSMENT (CRA)

In the criterion-referenced assessment, the course teacher cum assessor's judgments on students' performances are made based on the achievements of course objectives. Thus, in criterion-referenced assessment, it is theoretically possible that each

and every student belonging to a course could achieve all the learning outcomes and end up with a higher grade, let's say 'S' grade. It justifies the relation between the course objectives achievements and the scores awarded [10]. Criterion-referenced assessment is most often, but not always, conveys students' achievements and earned competency in a course. In the criterion-referenced assessment, what extent a student achieves the intended learning outcomes of a course is judged [9]. Biggs [11] enunciates that in criterion-referenced assessment, a correlation exists among course objectives, teaching and learning activities, and assessment tasks.

## 2.4 NORM-REFERENCED ASSESSMENT (NRA)

In a norm-referenced assessment, a course teacher judges a students' achievements by comparing them with his/her classmates' achievements on an assignment [1]. Even without achieving all the course objectives, a student may stand first in a class. Norm-referenced assessment is colloquially known as 'grading on the curve'. It is so because; grade sheet of a student is often designed through a 'bell curve'. It is observed that in norm-referenced assessment, course teachers push some of the students to higher grades than they deserve or pull some students from their deserving grades to design the 'bell curve'. Thus, mark-sheet designed through such a curve is always treated as relativistic [10]. While comparing a student's achievements with his/her classmates on an assignment task, the course teacher's subjective and biased notions on assessment may not be ruled out. Thus, the norm-referenced assessment does not communicate students' real achievements of a course and thereby misguides the students.

## 2.5 THE DIFFERENCE BETWEEN ASSESSMENT AND EVALUATION

As enunciated earlier, assessment can be regarded as the process of collecting data, reviewing it and using the information for improving learning by providing qualitative feedback [3]. On the other hand, evaluation is the process of making judgments about the teaching-learning system based on predefined criteria and standards. In this sense, assessment is to improve the quality, and evaluation is to judge the quality. Assessment is diagnostic and process-oriented, whereas evaluation is judgemental and product-oriented.

Evaluation is the final step that is used to gauge the quality of an instructional system. It focuses on grading and certification. Evaluation certifies students where they stand in a course in a programme. The information on how much they have achieved subject knowledge and whether they have attained the required skills of a profession can be obtained through certification. Certification can also be done in conformity with the



regulations of an external professional body [9]. In this regard, it supplies information to the various stakeholders associated with engineering education. Stakeholders may use the evaluation results for specific purposes such as employment short-listing. This underlines the necessity of evaluation in addition to formative and summative assessments.

## 2.6 TYPES OF EVALUATION

Evaluation, which is purely quantitative in nature, can also be classified as formative and summative. As mentioned earlier, the significant difference is ‘evaluation’ does not contain any (qualitative) feedback, in contrast to assessment. It involves assigning marks/scores only. This difference can be pinpointed with examples of Formative Assessment (FA), Summative Assessment (SA), Formative Evaluation (FE), and Summative Evaluation (SE). In an engineering course, if qualitative feedback is only provided to students’ responses, then it is judged as FA. Nevertheless, if only marks/grades assign to the students’ responses, then it is treated as FE. When course teachers provide qualitative feedback along with marks/scores on students’ responses, it can be treated as SA. Quizzes (Quiz 1, 2, etc.) having both feedbacks (to perform better) as well as marks/scores is an example of SA. Quiz marks will contribute to final grading. Summative Evaluation (SE) is the final grade/mark students receive at the end of a course. Normally at the semester/year-end, students are awarded a final grade/mark without any qualitative feedback (from the course teacher). This can be regarded as an example of SE.

## 3 SIGNIFICANCE OF FEEDBACK IN ASSESSMENT

The expressions ‘assessment’ and ‘feedback’ are invariably and indubitably related to each other. Feedback is the teacher’s response to a student’s performance. Assessing students’ performances and providing feedback on the performance is a professional approach to assessment practices. The rationale for providing feedback is to help students to use feedback for the enhancement of their learning. An effective assessment thus offers feedback on students’ performances. Assessment feedback guides students about where and how they ought to be able to go next.

Irons defines feedback as “any information, process or activity which affords or accelerates learning, whether enabling students to achieve higher quality learning outcomes than they might otherwise have attained or by enabling them to attain these outcomes more rapidly” [8]. Black and William identify feedback as a key component of formative assessment [12]. Pellegrino suggests that learning is a process of continuously modifying knowledge and skills and that feedback is essential to guide and redirect student’s thinking [13].

According to Yorke, “Academic professionals should begin by commenting on strengths of students’ performance, moves on to discuss weaknesses, and rounds the comments off with encouragement for the future” [9]. Broadly, there are five types of comments assessors should understand and use the feedback practices. It is endorsed by Gibbs [14], Nicol and Milligan [15].

- 1) Comments on the content of student’s response
- 2) Comments designed to enhance student’s skills
- 3) Comments that encourage further learning
- 4) Motivational comments on students’ performance
- 5) De-motivational comments on students’ responses

#### **4 ASSESSMENT PRACTICES IN ENGINEERING EDUCATION**

Integrating a process of good assessment practice into academic programmes has to be a major goal of every engineering educational institution [16]. McDowell, White and Davis [17] state that engineering departments are often criticised by their students and by external quality reviewers for paying insufficient attention to the effective implementation of good assessment practices. Christoforidou, Kyriakides, Antoniou, and Creemers enunciate that researchers need to identify and tackle such difficulties in the effective implementation of efficient assessments [18]. In Shaeiwitz view [19], to implement a good assessment plan, a paradigm shift in engineering faculty culture is needed so that faculty members will communicate more about expectations from the course content and student learning.

Design, development and implementation of assessment practices are challenging activities as the assessment itself evolves from time to time along with the course curriculum, instructional design and course objectives. Since engineering faculty members hardly have had any formal training to learn how to design a course, they are prone to commit an error while designing the instruction of a course. Further, they are not able to formulate effective assessment strategies and assessment tools of a course. According to Felder and Silverman, “The infusion of accepted principles and practices of educational assessment are having a significant impact on the development of engineering curricula and the evaluation in terms of student performance” [20].

In this context, Palmer enunciates that “engineering educators should seek assistance from experts, where required, to help in the development of appropriate student assessment” [21]. He further points out that the pedagogies and measuring techniques appropriate to the broader graduate attributes are not widely known in engineering, and it will take time to acquire experience in them. Formulating measurable learning outcomes

and assessing students' performances are sophisticated activities with which most engineering educators have had little or no experience [22].

Nonetheless, for an engineering faculty member, it is not so easy to find an educational expert who can help him develop better assessment practices. Practical guidelines on effective assessment design in engineering courses are also not readily available in engineering departments [21]. This is a global scenario pointing to the need for more research study in student assessment and evaluation practices in engineering education. It would be better if we can train and develop such 'assessment expert' within each engineering departments so that they can help other faculty members. It can be done in collaboration with other departments like education and social sciences. Existing educational theories can then be tailor-made for engineering education to improve both students learning and the quality of teaching.

From the global perspective, it is true that engineering faculty members need not go through teacher training, orientation, and certification programmes to join in engineering teaching. This may result in them in difficulties to develop better assessment tools, techniques of a course and thereby practices to assess students' learning. Any sort of wrong assessment practice misguides students about their learning and provides wrong information about where they stand in a course. It further gives a wrong impression to the stakeholders about the achievements and skills of engineering graduates. This phenomenon does not help in achieving the objectives of engineering education.

In addition, to develop the required skills of engineering professionals, new forms of learning are introduced, such as teamwork based collaborative learning, problem-based learning, active learning, etc. The practices for assessing students' responses are also constantly changing. To put up with these ever-changing demands of assessment practices course instructors need to learn the multiple assessment practices in engineering education.

Another issue, which can be traced from literature, most of the engineering institutions across the globe are using norm-based assessment practices those are treated as subjective [1], [10], [23]. The assessors are making judgments on students' performance based on their gut feelings, previous experiences and existing conventions. As a result, the stakeholders may not know what the level of achievement of a student is, in a particular course.

#### 4.1 QUALITY ASSURANCE THROUGH ASSESSMENT

According to Yorke, assessment plays a pivotal role to ascertain quality in HE settings [9]. Quality can't be reduced to merely a set of quantified learning outcomes

[24]. So improving the quality of learning for students is not just ensuring achievement of learning outcomes by grading at the end of the course. However, if integrity in grading were achieved tolerably well, it would be possible to evaluate the quality of teaching and learning [25]. Therefore, in engineering education settings, the assessment does not only help students for the growth of their learning but also monitor and continuously assist in improving the quality of programmes. Sadler further enunciates that through better assessment and grading practices, quality assurance in engineering education can be ascertained [25].

## 5 EFFECTIVE ASSESSMENT PRACTICES

Establishing clear as well as measurable instructional objectives is the first step in the development of an authentic student assessment [26]. In this regard, teacher training on basic instructional system design emphasising Bloom's taxonomy [27] would be helpful to establish and classify instructional objectives. The next phase is the design and implementation of regular formative assessment (and qualitative feedback) for the improvement of learning. These ongoing, continuous assessment tasks should be carefully aligned with the predefined instructional objectives.

In the real contexts of engineering education, information and communication technology (ICT) options such as web-based assessment tools shall be considered to enhance assessment effectiveness [28]. For instance, a two-level objective test based on students' misconceptions in an engineering course can be implemented [29]. Based on the student's answers to the two linked questions, online qualitative feedback can be provided. If properly designed, this feedback can pinpoint the misconception associated with student's conceptual understanding related to each of the instructional objectives. It can be done regularly for the continuous improvement of learning. Such a web-based design can be used and reused for practical situations like those that many students are enrolled in a course. In addition, employing a combination of criterion-referenced assessment and norm-referenced assessment by taking positive aspects from both would also be beneficial.

## 6 RECOMMENDATIONS TO IMPROVE STUDENT ASSESSMENT

- 1) Assessment and evaluation practices have to be carefully aligned with the instructional objectives of the course. Establishing clear, measurable instructional objectives is a prerequisite for the same.

- 2) The assessment ‘for’ learning – formative assessment (and hence qualitative feedback) has to be prioritised more than assessment ‘of’ learning – summative assessment.
- 3) An optimal mix of criterion-referenced assessment and norm-referenced assessment can be adapted. Course teacher’s subjective and biased notions on assessment can be ruled out by giving more preference to criterion-referenced assessment.
- 4) Faculty members need to learn the multiple assessment and evaluation practices concerning new forms of learning such as teamwork-based collaborative learning, problem-based learning, and active learning.
- 5) Engineering faculty members have to seek assistance from experts, where required, to get help in the development of authentic student assessment. Appropriate teacher training has to be offered to engineering faculty members across the globe, particularly on assessment practices. Comprehensive training on instructional design and educational theories leading to authentic assessment and evaluation practices can be pretty valuable.

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## ÍNDICE REMISSIVO

### A

Acoso laboral 120, 121, 122, 123, 124, 126, 127

Alfabético 214, 215, 216, 218

Alfabetização 15, 16, 23, 31

Ambiente Virtual Aberto de Aprendizagem 24, 26

Aprendizagem 1, 2, 3, 4, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 22, 24, 25, 26, 27, 28, 30, 32, 33, 36, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 115, 116, 117, 118, 119, 136, 137, 153, 155, 156, 157, 159, 162, 163, 168, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 254, 255, 256, 257, 258, 259, 260, 263, 265, 266, 267, 270, 271, 272, 273, 274, 275, 276, 277, 326

Aprendizaje autónomo 70, 73, 74, 76, 77, 78, 79, 80, 81, 82, 83, 84

Aprendizaje experiencial 182, 184, 191

Apriori 138, 139, 140, 141, 142, 143, 145, 146, 151, 152

Arte 68, 82, 92, 221, 222, 223, 224, 225, 226, 227, 228, 229, 232, 296

Atendimentos 8, 278, 280, 281, 282, 283

### C

Colaboración 41, 42, 57, 67, 188, 196, 197, 200, 210, 287, 291, 294, 297, 300, 301, 304, 305, 307, 308

Competencias 53, 62, 64, 68, 73, 74, 75, 76, 82, 84, 171, 179, 184, 185, 186, 188, 189, 193, 198, 199, 219, 224, 232, 292, 308, 318

Conflicto 75, 121, 238

Conocimiento 37, 39, 55, 56, 57, 59, 60, 68, 69, 73, 75, 79, 82, 171, 172, 179, 180, 195, 197, 215, 216, 217, 222, 227, 228, 234, 239, 290, 291, 293, 295, 296, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 314, 315, 317

Construtivismo 1, 13

Contexto 1, 3, 4, 7, 24, 25, 28, 30, 31, 32, 33, 34, 40, 49, 55, 56, 57, 63, 68, 74, 75, 76, 99, 100, 103, 104, 106, 107, 108, 127, 129, 130, 131, 132, 135, 142, 155, 157, 171, 172, 177, 178, 179, 181, 183, 192, 198, 199, 201, 202, 204, 218, 219, 220, 221, 224, 228, 234, 238, 239, 242, 243, 252, 253, 261, 262, 265, 291, 297, 299, 304, 305, 312, 323

COVID-19 24, 25, 256, 280

Creatividad 53, 55, 58, 67, 68, 217, 220, 221, 222, 228, 308

Cultura 15, 18, 22, 27, 49, 54, 55, 56, 59, 61, 64, 76, 83, 84, 85, 99, 118, 119, 211, 221, 222, 223, 224, 227, 228, 231, 239, 289, 291, 297, 298, 318, 320, 325, 326, 327



## D

Desarrollo positivo 182

Desempeño escolar 41, 44, 311, 312, 318

Desenvolvimento cognitivo 1, 9, 12, 101

Dificuldade de aprendizagem 1

Direito 27, 89, 161, 285, 320, 328

Discurso do sujeito coletivo 263, 267, 268, 272, 277

Diversidad 54, 59, 63, 65, 68, 72, 195, 197, 199, 200, 202, 204, 205, 208, 209, 210, 211, 228, 230, 231, 232, 234, 236, 237, 240, 306

Docência universitária 171, 254, 309

## E

Educação 1, 6, 7, 8, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 86, 88, 93, 96, 97, 99, 100, 101, 102, 109, 116, 117, 118, 119, 130, 131, 132, 134, 136, 137, 138, 139, 141, 151, 152, 153, 156, 241, 242, 243, 245, 246, 252, 253, 255, 256, 261, 262, 264, 265, 276, 277, 279, 309, 320, 324, 325, 327, 328

Educação básica 16, 22, 136, 139, 141, 152, 320, 324

Educação de crianças 153

Educación 13, 39, 40, 44, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 78, 81, 82, 83, 84, 85, 96, 119, 120, 178, 180, 181, 182, 183, 191, 193, 194, 195, 196, 197, 199, 200, 201, 203, 204, 206, 207, 208, 209, 210, 211, 212, 214, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 236, 237, 238, 239, 240, 291, 293, 296, 299, 300, 301, 304, 305, 308, 309, 310, 311, 315, 317, 318, 319

Educación al aire libre 182

Educación artística 221, 223, 225, 226, 227, 228

Educación especial 68, 195, 196, 197, 200, 201, 203, 206, 208, 211, 212, 232, 233

Educación literaria 231

Educación superior 73, 75, 83, 84, 85, 296, 311, 319,

ENEM 118, 138, 139, 140, 141, 142, 143, 144, 145, 149, 150, 151, 152

Engineering Education 68, 329, 330, 333, 334, 335, 336, 337, 338

Ensino-aprendizagem 117, 118, 119, 136, 137, 241, 242, 243, 245, 248, 250, 251, 252, 254, 256, 257, 258, 260, 272, 277

Ensino médio 22, 129, 130, 131, 132, 133, 134, 135, 136, 138, 139, 140, 141, 142, 144, 150, 152, 324, 325, 327

Equidad 51, 59, 195, 196, 200, 203, 204, 207, 208, 209, 210, 211, 212, 230, 231, 232, 233, 235, 237, 239, 310

Escolas 6, 8, 18, 19, 21, 22, 131, 138, 140, 141, 144, 148, 149, 150, 151, 169, 265, 276, 320, 325  
Escuela 43, 45, 47, 50, 51, 52, 53, 56, 58, 63, 64, 65, 66, 68, 73, 84, 85, 171, 172, 173, 179,  
193, 194, 196, 197, 198, 199, 201, 204, 207, 209, 210, 211, 214, 217, 218, 230, 231, 233, 234,  
237, 238, 311, 312, 313, 314, 315, 316, 318, 319  
Etnico Racial 320, 325  
Evaluation 193, 329, 330, 332, 333, 334, 335, 336, 337, 338  
Extensão universitária 129, 130, 131, 132, 133, 134, 135

## F

Formación de docentes 195  
Formación inicial 54, 182, 184, 185, 310  
Formación permanente 53, 54, 55, 59, 62, 211, 300, 301

## G

Gamificação 153, 155  
Geografia 129, 130, 131, 132, 133, 134, 135, 136, 137, 314  
Gestión científica 286  
Gestión del cambio 70, 74, 77, 79, 82, 84  
Gestión del centro de enseñanza 37  
Globalização 24, 25, 26, 27, 29, 33, 34

## H

Historial de Bachillerato 311

## I

Impacto universitario 286  
Influencia social 37, 40  
Iniciação científica 16, 17, 18, 19, 20, 21, 22, 152  
Innovación 38, 51, 53, 54, 56, 57, 58, 59, 60, 64, 67, 68, 69, 74, 84, 128, 194, 196, 198, 199,  
210, 211, 286, 288, 289, 290, 291, 294, 295, 297, 299, 300, 301, 302, 308, 310, 313, 319  
Innovación educativa 53, 54, 56, 57, 58, 59, 60, 67, 68, 69, 84, 128, 194, 210, 299, 301, 302,  
308, 310  
Internato médico 263, 265, 266  
Investigación 50, 53, 55, 56, 57, 60, 61, 62, 64, 65, 68, 70, 74, 76, 82, 84, 120, 121, 122, 126,  
128, 171, 174, 178, 179, 180, 181, 182, 184, 192, 194, 196, 199, 200, 202, 209, 210, 211, 212, 213,  
233, 234, 239, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 297, 298, 299, 300, 301,

302, 303, 304, 305, 306, 307, 308, 309, 310, 313, 318

Investigación científica 64, 286, 287, 288, 291, 293, 294, 295, 299, 301, 309, 310

## J

Jogo didático 153

## L

Learning by doing 70, 71, 73, 74, 79

LEI 10.639 320, 321, 324

Leitura 88, 94, 97, 98, 99, 103, 104, 105, 106, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 130, 131, 140, 267

Liderazgo 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 61, 67, 128, 182, 194, 195, 196, 198, 199, 200, 206, 207, 210, 211, 212

Lúdica 18, 166, 168, 214, 215, 216, 217, 220

## M

Marketing 70, 71, 76, 79, 81, 82, 156

Marquês de Sapucaí 86, 87, 89, 92, 95, 96

Metodologia da Problematização com Arco de Maguerez 263

México 194, 195, 196, 197, 199, 200, 203, 208, 209, 211, 212, 213, 214, 220, 221, 223, 225, 229, 230, 231, 237, 239, 240, 298, 311, 312, 313, 314, 319

Mineração de dados 138, 139, 140, 143, 144, 151, 152

## O

Odontologia 244, 254, 256, 261, 278, 279, 280, 281, 283, 284, 285

Oficina 16, 19, 20, 21, 126, 201, 240

Operações matemáticas 153, 155, 156, 158, 159, 162, 163, 168

## P

Participación 37, 39, 45, 61, 67, 81, 122, 183, 195, 197, 201, 203, 204, 207, 210, 221, 224, 230, 234, 237, 239, 294, 297, 301, 302, 304

Percepção dos alunos 254, 256, 261, 263

Pessoas com deficiência 278, 280, 281, 283, 284

Pobreza 50, 171, 172, 174, 175, 180, 231, 237

Práctica pedagógica 60, 195

Preceptores 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 270

Preceptoria 241, 243, 244, 248, 249

Presilábico 214

Princesa Isabel 86, 93, 94, 97

Processo ensino-aprendizagem 137, 241, 242, 250, 251, 252, 254, 257, 258, 260, 277

Profesorado 54, 55, 59, 120, 121, 122, 210, 211, 308, 309, 310, 311

Programa WASH 15, 17, 18, 19, 20, 22, 23

Psicopedagogia 1, 13, 99

## Q

Quality Assurance in Engineering Education 329, 336

## R

Realidade local 20, 129

Regional 84, 129, 130, 134, 240, 294

Residência multiprofissional em saúde 241, 242, 243, 253

Resolução de Problemas 32, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 109, 110, 112, 113, 114, 115, 116, 117, 118, 119

Rio de Janeiro 2, 83, 84, 86, 90, 94, 95, 96, 97, 117, 118, 129, 130, 131, 132, 253, 261, 327

Rosario Castellanos 230, 231

## S

Saúde pública 241, 262, 263, 266, 267, 268, 269, 271, 272, 274, 276

Sentido 4, 8, 9, 11, 27, 29, 30, 40, 41, 42, 46, 49, 50, 56, 66, 67, 88, 92, 98, 99, 100, 101, 102, 103, 105, 106, 107, 108, 110, 111, 112, 113, 115, 116, 117, 119, 130, 131, 135, 136, 140, 141, 151, 156, 184, 186, 187, 188, 207, 216, 226, 227, 257, 259, 280, 281, 284, 288, 290, 292, 293, 297, 301, 321, 323

significado 71, 88, 98, 99, 100, 102, 103, 105, 106, 109, 110, 111, 116, 214, 215, 216, 318

Silábico 214, 215, 216

Silábico alfabético 214, 215

Student assessment 140, 329, 334, 335, 336, 337

Superación profesional 53, 55, 296, 297

## T

Tecnología no ensino 153

Tecnologias 17, 24, 25, 26, 33, 35, 36, 140, 151, 153, 154, 156, 327

Trabajo en red 65, 66, 300, 303, 305

## U

UNESCO 24, 25, 26, 27, 28, 29, 33, 34, 35, 36, 54, 71, 75, 83, 84, 85, 195, 212, 230, 231, 232, 239, 240

Universidad 37, 51, 52, 53, 63, 69, 70, 73, 83, 84, 120, 121, 122, 125, 126, 127, 182, 183, 192, 194, 212, 229, 286, 287, 288, 289, 290, 291, 293, 294, 295, 296, 297, 298, 299, 309, 310, 311, 312, 313, 314, 317, 318, 319

Universitaria 70, 125, 129, 130, 131, 132, 133, 134, 135, 136, 137, 171, 184, 244, 254, 255, 288, 296, 298, 299, 300, 301, 309, 310, 319

## V

Vulnerable 172, 174, 178