RESEARCH ARTICLE   **OPEN ACCESS**

THE ROLE OF FORMATIVE EVALUATION IN THE FORMATION OF SUS PRECEPTORS IN THE CENTRAL HINTERLAND OF CEARÁ

Mariza Maria Barbosa Carvalho, Luciana Nogueira Fioroni, Milena de Holanda Oliveira Bezerra, Sofia Vasconcelos Carneiro, Francisco José Mendes Vasconcelos, Elane Maria de Castro Coutinho, Elisangela André da Silva Costa, Stânia Nágila Vasconcelos Carneiro, Bruna Oliveira Bezerra, Débora Araújo Leal and Raimunda Rosilene Magalhães Gadelha

AV. Teodomiro De Castro, 4166, Casa 41, Álvaro Weine, Fortaleza-Ceará, Cep: 60336-010, Brasil

---

ARTICLE INFO

*Corresponding author:
Mariza Maria Barbosa Carvalho

ABSTRACT

A need in the educational context is to ensure that educational practice is developed in a coherent manner and committed to social transformation and the formation of conscious citizens. To achieve this goal, evaluation, part of the educational process, must be an act, in which reflection is inherent, contributing to the construction of technical and socio-political-cultural skills. The interest in reflecting on the evaluation was driven by the experience with the formative evaluation used in the specialization course in Health Education for preceptors of the Unified Health System (EPES) in the 8th Health Region of Ceará through a partnership between the Ministry of Health (MS) and Teaching and Research Institute of Hospital Sírio-Libanês (IEP-HSL). The objective of this work is to reflect on the formative evaluation as a pedagogical instrument of the teaching-learning process in a training for SUS preceptors. It is a reflexive synthesis about the formative evaluation developed from the experience in the EPES course held in Quixadá-Ce from August 2013 to July 2014 from the perspective of the facilitator. 48 students participated in the course, who are health professionals and tutors, two facilitators, a learning manager and a course coordinator. The reflective synthesis was developed based on the concept and instruments of formative assessment presented in the course notebook, with a focus on self-assessment, peer assessment and performance assessment of the specialist. For the analyses of the training process, the evaluations developed by the students of the specialization were used and in the evaluations between the peers, the anonymity of their parents was preserved. Individual and collective self-assessments were the starting point for a reprogramming of activities, with a view to the way the group works, but also regarding the work content in each activity. The evaluation wheel contributed, above all, to rethinking about educational activities, about the structure and the pedagogical and relational aspects established between facilitators and preceptors. The assessment of professionalism and communication characterized the specialization students as routinely punctual, available, offering support to others, respecting the ideals and values of others, they use best practices and evidence to guide their learning and enhance that of others through assessment. The peer evaluation pointed out important characteristics for the composition of the preceptor's competence profile in the areas of educational management, health and education, and the performance appraisal of the specialist helped the facilitator better understand the groups, and stimulated reflection for the student. for a review of flawed points and awareness of the difficulties in correcting and making the necessary adjustments. It was considered that formative assessment is a key element of the teaching and learning process, a way to guide and / or qualify the teaching-learning process and other products and help students to reach the criteria that allow them to self-evaluate.

INTRODUCTION

In recent years, evaluation has assumed great importance in government policies due to the growth of external evaluations, as a way of measuring the educational evolution of a country (RODRIGUES, 2008). A need in the educational context is to ensure that our educational practice is developed, in a coherent manner, and that it is committed to the promotion of social transformation and the formation of conscious citizens. In order to achieve this goal, the evaluation cannot be a mechanical act, in which the teacher gives activities, the student performs them, being given a concept to transmit the measurement of knowledge. Evaluation as an act, in which reflection is inherent, contributes to the construction of technical and socio-political-cultural competences (RODRIGUES, 2008). As part of the educational context, the evaluation process is also related to the educational reality of the time: "(...) it does not and will not happen in a conceptual vacuum, but dimensioned by a theoretical model of the world and, consequently, of education, which can be translated into pedagogical practice "(LUCKESI, 2002, p. 28). However, it is known that the social function of teaching is not only to promote and select the most capable, but must contemplate other dimensions of the person, and the objective becomes the development of all their abilities and not just the cognitive ones and learning content will not be the sole focus of the assessment. It will also be necessary to consider educational, procedural and attitudinal contents that promote personal autonomy and inclusion in society.

When the constructivist conception of teaching and learning is introduced as a pedagogical reference, the object of the assessment ceases to focus exclusively on the results obtained and is placed primarily in the teaching-learning process of both the group and each of the students, decision-making in relation to teaching purposes, related to a model centred on the integral formation of the person, implies fundamental changes, especially in the assessment. In this perspective, the experiences lived by the students constitute basic value of any learning and, therefore, the need for the evaluative processes not only to observe them, but to take them as a sustaining axis. This is possible when considering the uniqueness of each person as a starting point, it is impossible to establish universal evaluation criteria and the educator's first need is to seek to know what each student knows, what they know how to do, what they are, what experiences they have had , what are your interests, expectations, what is your learning style so that, in relation to the objectives and learning content provided, references are created to define educational interventions. In this way, the evaluation starts to be understood as a process and that needs a first phase, called initial evaluation (ZABALA, 1998). The interest in reflecting and discussing the theme of the assessment was driven by the experience with the formative assessment used in the specialization course in Health Education for preceptors of the Unified Health System (SUS) in the 8th. Health region of Ceará through a partnership between Ministry of Health (MS) and Teaching and Research Institute of Hospital Sírio-libanês (IEP-HSL). As an educational tool that informs and appreciates the learning process, formative assessment was essential to provide, at all times, the most appropriate educational proposals, to guide facilitation and also played the role of guide that optimized students' learning, our performance as facilitators and the pedagogical work carried out.

In this perspective, during the course, as part of the evaluation process, self-evaluation was used,

Objective: Reflect on the formative evaluation as a powerful pedagogical tool of the teaching-learning process in a training for SUS preceptors in the 8th Ceará Health Region.

Theoretical Reference: The term educational evaluation became part of the school universe, with the works of Ralph Tyler, around 1940, when he developed analyses on a new conception of learning. In order to establish comparisons between educational results and objectives, the author perceived evaluation as an instrument that could privilege an internal view of the school (GRÉGOIRE, 2000). In this perspective, in the 1970s and 1980s the focus of the assessment is on the rationalization of work in order to ensure the efficiency and effectiveness of the school system, under the strong influence of theories of human capital and technicality (CASTILHO, 2004). Scriven (1967, apud Hadji, 2001) states that the evaluators should use the evaluation to judge the results and, from there, issue judgments. In the 1980s, the understanding about the educational phenomenon is broadened and its social dimension is recovered, as well as the political implications of the evaluation in the reproduction of the conditions of domination of society. The greatest influence at that time was on critical-reproductive theories and the need arises to break with the classificatory paradigm in favor of a diagnostic assessment and the investigation of the educational process, a time when there was an increase in interest in the discussion of qualitative methods and quantitative (BARRETO, 2001).

Bloom, Hastings and Madaus, pioneers in using formative assessment in the years between 1971 and 1981, proposed an example of a written questionnaire followed by a template consisting of several notes and that students used as an instrument for pedagogical correction of their learning, based on in a conception of education called "successful pedagogy", seen as a pedagogy based on objectives, which served as inspiration for the methodology of formative evaluation (GRÉGOIRE, 2000). For Bloom and his collaborators, evaluation is a systematic collection of data that determines the changes that occur in students and the extent to which they occur. In addition, they consider evaluation as a means of guaranteeing the quality of the teaching-learning process, determining changes to ensure its effectiveness, in which students would no longer be evaluated within a defined framework of normality, but from and at the level of performance of each student. The information obtained by the tests, therefore, would be used to improve the performance of students and feedback to teachers. This proposal aimed at promoting a process of valuing the subjects' singularities according to the pace and form of each one (DALBEN, 1998).
In the 1990s, a critical attitude towards the positivist paradigm remains and a contextualized and qualitative approach to evaluation is suggested. For Barreto (2001), the emerging paradigm of qualitative evaluation does not have its own theoretical density, it borrows elements from various strands of thought, constituting an interdisciplinary formulation. In Brazil, the National Education Guidelines and Bases Law (LDB), approved in 1996, requires that the assessment be continuous and cumulative and that the qualitative aspects prevail over the quantitative ones. When establishing this type of assessment, commonly called Formative Assessment, what is expected is a change in a broad sense, because it is not just a

technical change, but changes in the concepts of education, learning and human formation (CASTILHO, 2004). According to Romão (2002) there is a Manichaean view about educational assessment, in which a tendency oscillates between the most traditional and the most current conception of assessment. In this sense, the opposition between summative assessment and formative assessment is common and some characteristics are attributed to each of these assessment modalities as if they were exclusive. Currently, we find several terms that designate an alternative evaluation proposal. According to Romão (1998), some authors suggest a dialogic and dialectical evaluation focused on transformation and autonomy, within a diagnostic and continuous perspective. This search also broadens its target, ceasing to focus only on the student and incorporating teacher training, curriculum, culture and school organization. As for the role of evaluation in education, Abramowicz (1995, p. 132) realizes its importance, but knows that evaluation is not the only one responsible for the quality of education and will not be able to account for all the problems of the educational system: " The evaluation constitutes a window, through which one can glimpse the entire complex educational fabric (...) ".

Role of Formative Assessment: Formative assessment stands out for the regulation of pedagogical activities and, therefore, is fundamentally more interested in the procedures than in the results. It is an evaluation that seeks pedagogical regulation, error management and consolidation of successes. According to Jorba and Sanmartí (2003) formative assessment has as its fundamental purpose the adjusting function of the teaching-learning process to enable the means of training to respond to the characteristics of the students. It is intended to detect the weaknesses of the learning, rather than to determine what the results obtained with that learning (JORBA; SANMARTÍ, 2003. p. 123). Fernandes (2005) characterizes the formative evaluation, from the functional characteristics as activator of the most complex processes of thought (Ex. Analyze, synthesize, evaluate, relate, integrate, select); organized to provide high quality, intelligent feedback with a view to improving student learning; allows the nature of interaction and communication between teachers and students to be absolutely central because teachers have to build bridges between what is considered important to learn and the complex world of the student; students are actively and systematically involved in the teaching-learning process, taking responsibility for their learning and having ample opportunities to elaborate their answers and to share what and how they understood (FERNANDES, 2005 p. 68-69).

Formative assessment is a process in which the first phase is called the initial assessment. In this phase, we seek to know what each student knows how to do, to guide the type of activity, in relation to the objectives and foreseen contents, in order to favor the students' learning. However, this reference is considered hypothetical, considering the educational complexity that prevents us from having previously thought out answers and solutions, the differences of people and educational experiences (ZABALA, 1998). As a planned educational plan develops, and upon the response of the students, new educational activities or strategies must be introduced to meet the needs of the students. In this way, another phase of formative assessment follows, the regulator whose purpose is the continuous improvement of the assessed student, valuing the teaching-learning process, providing the student, all the time, with the most appropriate educational

proposals. Another phase is the final assessment, which refers to the results obtained by the student, considering the entire learning path (ZABALA, 1998).

METHODOLOGY

It is a reflexive synthesis about the formative assessment developed in the specialization course in Health Education for SUS tutors held in Quixadá-Ce from August 2013 to July 2014 from the perspective of the facilitator who authored this work. 48 students participated in the course, health professionals and SUS tutors from the 8th. Ceará Health Region, two facilitators, a learning manager and a course coordinator. The reflective synthesis was developed based on the concept and instruments of formative evaluation presented in the course notebook, with a focus on self-evaluation, peer evaluation and performance evaluation of the specialist. For the analysis of the training process, the evaluations developed by the students of the specialization were used. In peer reviews, the anonymity of those responsible for the reviews was preserved

RESULTS AND DISCUSSION

The training of health professionals in Brazil driven by the need for a broader understanding of the health / disease process, the change in the epidemiological profile of the population and the impact of the result of the evaluation of resources and the pedagogical model of medical training that diagnosed a distance between the real and the ideal school, given the reality of SUS, the National Curriculum Guidelines (DCN) were built for undergraduate health courses that started to guide professional training (TEMPSKI, 2013). With the challenge of improving the curricula of health courses in this 21st century, if in the DCN that emphasize teaching geared towards reality and the needs of the population, SUS becomes a learning scenario and the academy goes beyond its walls, articulating with the SUS service network which also becomes a school health care network and therefore contributing to the formation and production of knowledge (TEMPSKI, 2013).

The expansion of the training process highlighted the preceptorship in SUS and the role of health preceptors. Thus, the Ministry of Health and the Ministry of Education, through policies to encourage the improvement of higher education in health, created programs to encourage the professional training of health courses, such as PROMED, PROSAÚDE and PETSAÚDE. In 2009, the IEP / HSL in partnership with CONASS and CONASEMS, and with approval from the MS, developed educational projects for the training of SUS health professionals. This partnership contributes to an approximation between the world of work and education, in a way that promotes the inclusion of the political dimension in educational projects in search of valuing health as a right and duty of the State (TEMPSKI, 2013). The educational initiatives of the EPES course are also guided by the specificities of each health region in order to enhance the knowledge already accumulated, with the IEP / HSL being a partner in the construction of new knowledge. In this way, with this constructivist guideline, learning communities were formed, which allow students of specialization, in small groups, to experience the proposed educational activities, which allows people to exercise respect for diversity, negotiation and agreement, of to seek scientific evidence, and to expand the reasoning from the clinical-epidemiological to

the critical-reflective (PADILHA; LIMA, 2013). In this perspective, the course aims to contribute to the improvement of health care in SUS, through the training of professionals in health education, so that their performance as preceptors in real work scenarios favours learning and the production of new knowledge and covers their development in 70 health regions of Brazil in the 2012-2014 biennium. The teaching-learning process of the course is based on active methodologies and has a theoretical basis in the constructivist spiral in order to build a competence profile of the preceptor, anchored by interactionist theories of learning, scientific methodology, learning communities, in dialogue, in educational strategies with the processing of problem situations and narratives, team-based learning, workshops, plenary sessions, portfolios, travel and in the construction of application projects aimed at the health needs of the region.

The training process was built by a group of eight authors responsible for the theoretical material and pedagogical project, in which 48 students, health professionals and SUS tutors participated in our Quixadá region. Faced with the challenge of involving SUS health professionals who are also preceptors / teachers in the various spaces of this system in the Central Hinterland of Ceará, the main objective of this course was to transform health education through reflection on the educational processes in SUS of the 8th. Ceará Health Region with a population coverage of 300,000 inhabitants, distributed in the municipalities: Quixadá, Quixeramobim, Pedra Branca, Solonópoles, Senador Pompeu, Banabuiú, Milhã, Ibaretama, and Choró. In 2008, the municipality of Ibicuitinga was also included in this CRES. This proposal for material and human investment represented a major advance for the qualification of workers / teachers in the SUS scenarios, important pillars for the strengthening of our health region, for our public policies and for their social, economic and political development. Despite the achievements in the field of public health policies, the municipalities of the central hinterland region have invested little in training for health education. SUS workers / preceptors involved in the education specialization proposal for SUS preceptors are from the municipalities of Quixadá, Quixeramobim, Pedra Branca, Ibaretama and Senador Pompeu. The work team was the learning facilitator, mediator of the teaching-learning process, the learning manager, responsible for the development and training of the facilitators, and the learning communities that were formed by students of the specialization, facilitators, managers and course coordinators. The EPES course was offered in a semi-classroom mode, with a total workload of 360 hours. Of the educational activities, the evaluation was a permanent and critical reflexive activity both for the planning and development of programs and for the monitoring of the teaching-learning process, based on the principles, referenced criteria, continuous, dialogical, ethical, democratic and co-responsible, formative and sum of both facilitators and students of the specialization.

The summative assessment focused on the performance of students and facilitators in educational activities with reference to their competence profiles. The formative assessment used consisted of all those carried out during and at the end of each teaching-learning activity, guaranteeing the recognition of achievements and offering opportunities for improvement, the construction of new meanings and the negotiation of the coexistence agreement whenever necessary.

For this purpose, self-assessment, the assessment carried out by the other colleagues and the assessment of the facilitator were used.

Conceptions and Functions of EPES Formative Assessment: The learning process in the EPES course provides for the construction of the competence profile as a specialist in health education. For this, it uses problems and experience as resources for the teaching-learning process with a view to self-learning, autonomy. According to Guimarães (2003), autonomy as an idea of self-determination is a basic human need so that, of course, he can carry out an activity because he believes that they do it willingly, because they want to do so and not because they are forced by force of external demands. They act intentionally in order to bring about some change. Habits are learned to be used in action and knowledge is learned to guide action "When both habits and knowledge, combined with motivation, are satisfactory.

Anchored in the experience and in the theoretical foundation of problem-based learning, problematization and scientific methodology, the course uses as a reference the constructivist spiral that allows visualizing the different educational stages of the process as articulated movements that feedback (TEMPSKI, 2013). Educational actions that use the problematizing methodology develop moments of collective construction by meaning, in which the different situations of the observed and lived reality are shared among the group participants, who democratize knowledge, experiences and proposals (VASCONCELOS et al., 2009). The stages of the constructivist spiral consist of the identification of the problem and the formulation of explanations, the elaboration of learning questions, the search for new information, then in the construction of new meanings and the evaluation of the process. Thus, the participants are inserted in the theorization and bring new elements, not yet considered in the classes or in the facilitator's own perspective. When apprentices' contributions are accepted and analysed, valuing them, feelings of engagement, perception of competence and belonging are stimulated, among others (BERBEL, 2011). Thus, the formative assessment considers that the student learns throughout the process and restructures his knowledge through the activities he performs.

The information sought in the evaluation refers to the student's mental representations and the strategies used to reach a certain result and errors are objects of study, as they reveal the nature of the representations or strategies developed by the student. Thus, the participants are inserted in the theorization and bring new elements, not yet considered in the classes or in the facilitator's own perspective. When apprentices' contributions are accepted and analysed, valuing them, feelings of engagement, perception of competence and belonging are stimulated, among others (BERBEL, 2011). Thus, the formative assessment considers that the student learns throughout the process and restructures his knowledge through the activities he performs. The information sought in the assessment refers to the student's mental representations and the strategies used to reach a certain result and errors are objects of study, as they reveal the nature of the representations or strategies developed by the student. Thus, the participants are inserted in the theorization and bring new elements, not yet considered in the classes or in the facilitator's own perspective. When apprentices' contributions are accepted and analysed, valuing them, feelings of engagement,

perception of competence and belonging are stimulated, among others (BERBEL, 2011). Thus, the formative assessment considers that the student learns throughout the process and restructures his knowledge through the activities he performs. The information sought in the evaluation refers to the student's mental representations and the strategies used to reach a certain result and errors are objects of study, as they reveal the nature of the representations or strategies developed by the student. not yet considered in class or in the facilitator's own perspective. When apprentices' contributions are accepted and analysed, valuing them, feelings of engagement, perception of competence and belonging are stimulated, among others (BERBEL, 2011). Thus, the formative assessment considers that the student learns throughout the process and restructures his knowledge through the activities he performs. The information sought in the evaluation refers to the student's mental representations and the strategies used to reach a certain result and errors are objects of study, as they reveal the nature of the representations or strategies developed by the student. not yet considered in class or in the facilitator's own perspective. When apprentices' contributions are accepted and analysed, valuing them, feelings of engagement, perception of competence and belonging are stimulated, among others (BERBEL, 2011).

Thus, the formative assessment considers that the student learns throughout the process and restructures his knowledge through the activities he performs. The information sought in the assessment refers to the student's mental representations and the strategies used to reach a certain result and errors are objects of study, as they reveal the nature of the representations or strategies developed by the student. feelings of engagement, perception of competence and belonging are stimulated, among others (BERBEL, 2011). Thus, the formative assessment considers that the student learns throughout the process and restructures his knowledge through the activities he performs. The information sought in the assessment refers to the student's mental representations and the strategies used to reach a certain result and errors are objects of study, as they reveal the nature of the representations or strategies developed by the student. feelings of engagement, perception of competence and belonging, among others, are stimulated (BERBEL, 2011). Thus, the formative assessment considers that the student learns throughout the process and restructures his knowledge through the activities he performs. The information sought in the assessment refers to the student's mental representations and the strategies used to reach a certain result and errors are objects of study, as they reveal the nature of the representations or strategies developed by the student.

Evaluation Instruments at EPES: In the EPES course, formative and procedural assessment helped us to observe the relationship between discourse / theory and practice, it was considered a critical-reflexive activity that allowed us to see progress and detect difficulties, subsidizing actions to qualify the process, products and results. For Hadji (2001), assessment can be located throughout the process, including the center of training, in order to regulate the teaching-learning process, since it allows, in a pedagogical context, to better adapt the content and forms education.

Individual and Collective Self-Assessment: The identification of the need to regulate the teaching-learning process was also achieved through individual and collective self-assessment. As an experience of our work, we cite the self-assessment developed through educational activity in a diversity group (GD), in which after the completion of the same, students were asked to list strengths and weaknesses of learning as a trigger for the evaluation moment that was, after this phase, the starting point for a reprogramming of activities, with a view to the way the group works, and the content of work in each activity. In the process of developing formative assessment, we always need to be clear about the stage of development, in which students are, and the instrument used to assess, in turn, it should provide clear data on what needs to be done next. In situations where corrections were made to the learning path, facilitators and students, we had to be clear about what processes needed to be redone and how these corrections would be made. It is essential to qualify the work to be developed, and for that, it is necessary to use a set of cognitive and metacognitive resources, in order to achieve what was desired. Again, it is necessary to emphasize that, in a formative evaluation, teacher and student need to have an active participation (RODRIGUES, 2008). It is essential to qualify the work to be developed, and for that, it is necessary to use a set of cognitive and metacognitive resources, in order to achieve what was desired. Again, it is necessary to emphasize that, in a formative evaluation, teacher and student need to have an active participation (RODRIGUES, 2008). It is essential to qualify the work to be developed, and for that, it is necessary to use a set of cognitive and metacognitive resources, in order to achieve what was desired. Again, it is necessary to emphasize that, in a formative evaluation, teacher and student need to have an active participation (RODRIGUES, 2008).

Another experience with self-assessment in the EPES course was carried out during and after team-based learning activity or "team-based learning" (TBL) on educational planning in the DG. Self-assessment allowed us to perceive the difficulties of students in recognizing planning as an activity of the teacher / preceptor and a disenchantment about the format of the class not being the traditional one. The strategies used to work on the content and the proposed objectives were two workshops, a TBL, a plenary session and a trip and no expository class, a fact that promoted, in some students of the groups, concerns and frustrations. Considering this, we decided, facilitators and students, first in the GD, to resume the objectives and methodology of the course, in a conversation circle, with the aim of untying the knots that hindered the learning path. In the affinity group (GAF) composed of 12 students, they were asked to write, in cards, the main difficulties faced. Among these, the new methodology and the lack of experience in educational planning were the most potent, a fact that proved the students' learning needs verified by the self-assessment previously performed in DG. Many students are tutors for the first time and demonstrate the lack of experience of educational planning, reported the limitations of services and professionals with educational practice in SUS. Therefore, we return to the sense of active methodologies, the methodology used in the course and establish dialog as a bridge so that they could recognize their real needs. Pimenta and Almeida (2011, p.80) affirm that "the exercise of teaching is based much more on the imitation of teaching that they had, rather than the incorporation of what it actually means to be a teacher / preceptor in higher education." There are cases, however, that the beginner preceptor in higher education is a bachelor with no pedagogical training for teaching. These bring the conception of a teacher who transmits knowledge, a striking

characteristic of the models preserved by the student's memory that each teacher carries with them (ALMEIDA, 2012). In this perspective, it is important to make a permanent investment in the teacher / preceptor training process so that he can develop professional knowledge that allows him to assess the potential need and the quality of the educational innovation that must be introduced, develop basic skills in the context of teaching strategies in a given context, planning, diagnosis and evaluation, in addition to providing skills capable of continually modifying educational activities in order to adapt to the diversity and context of students. Freire (2006) points out the dialogue as a safe alternative to eliminate the borders between these different actors, and states that it works as a potentialized in the development of conflicts and allows collective work. The rescue of words and listening enhances change. However, only through availability and respect for the potential of each actor will a real transformation be possible and thus.

The individual meeting to evaluate the portfolio, and also for a self-assessment of the specialist followed by a feedback from the facilitator, considering the critical points, but also considering the pacts, participation in the face-to-face and distance activities, the commitment, punctuality and attendance, it was an important activity considering that for the facilitator, it helped to better understand people and the group, and for the student it helped in the reflection for a review of flawed points. Benjamim Bloom was the author who most influenced learning theories, from the conception that education obeys the tendency to develop human potential. However, it is worth mentioning that man builds his knowledge from relationships with nature, with space and with society.

From this statement, we can see that one of the ways to monitor and evaluate whether, in fact, our meetings and methodologies cause changes in each specializing, considering their knowledge, but also their singularities, was to verify the movement made during the learning process that had as its parameter the learning questions produced in each educational unit. This is a cumulative process and follows from the simplest to the most complex, from the most concrete to the most abstract, which involves an equivalence in people's behaviour, since this is a plural and interactive phenomenon in which the communication of the cognitive dimension occurs with the affective and psychomotor.

Evaluation Wheel: The figure of the evaluation wheel, adapted from Lampert (2002 apud TEMPSKI, 2013), brings eight evaluation domains adapted from the proposals of peer evaluation in TBL activities of the medical schools of Boonshoft and the University of Texas. Each domain has three descriptors that represent the respective degree of development of the team's performance. The domains are: Punctuality and attendance, Responsibility, Balance between listening and speaking, Respect for different points of view, Evidence in the arguments, Pact, Integration with other teams, Commitment to excellence. In each domain, there are three quality indicators, with increasing values and the lower the value assigned, the further the respective domain will be in relation to the quality standard of the team (ANNEX A). In the experience of the EPES course, the evaluation, using the evaluation wheel of the diversity team in the Educational Unit (UE) III, showed that in the punctuality and attendance domain, the most pointed value was the intermediate in which it is defined "some participants

do not fulfil the schedules agreed or remain during all activity "while in EU V the value that prevailed was the one that represents the best indication of quality because it considers that the team adheres to the agreed schedules and participates in every activity. For the second domain, Responsibility, the teams, in the evaluation carried out in Unit III, assessed that they use reading materials as preparation and context to support the performance of the activity, which corresponds to the value closest to the quality standard of the performance. However, in EU V, the value attributed to the same domain was the intermediate one, in which some participants use little reading material as preparation or subsidies for the activity. The other domains were considered by the teams with value that represents the best quality standard in both EU III and EU V. Given the results, it was possible to rethink the educational activities, the structure and the pedagogical and relational aspects established between facilitators and student's specialization. Among the domains evaluated.

Assessment of Professionalism and Communication: This evaluation format allowed us to analyse various elements of professionalism development (ANNEX B) through the self-evaluation of each specializing in the educational activities carried out and then by the team. Knowledge, skills and attitudes were assessed on a five-point scale. The maximum score points to exaggeration and fragility, which can cause damage to the team or personal life. In this assessment, the domains were punctuality, readiness, respect, serenity, empathy, commitment to excellence and health needs. and self-assessment and assessment of the performance of others. The most assigned value was 4, which characterized students in the specialization as routinely punctual, available students, those who offer support to others when necessary, respect their ideals and values, serene, those who understand the other's perspective, use the best practices and evidence to guide their learning and enhance their learning and that of others through assessment. These results point to the competence profile objectified by the EPES course. For Bollela (2014), "the curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this perspective, the assessment of professionalism and communication is more than an instrument that allows only to approve or not approve the student. to make the decision on the performance of a given professional profile more solid. those who understand the other's perspective, use the best practices and evidence to guide their learning and enhance their learning and that of others through assessment.

These results point to the competence profile objectified by the EPES course. For Bollela (2014), "the curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this perspective, the assessment of professionalism and communication is more than an instrument that allows only to approve or not approve the student. to make the decision on the performance of a given professional profile more solid. those who understand the other's perspective, use the best practices and evidence to guide their learning and enhance their learning and that of others through assessment. These results point to the competence profile objectified by the EPES course. For Bollela (2014), "the curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this

perspective, the evaluation of professionalism and communication is more than an instrument that allows only to approve or not approve the student, it is above all an additional resource, among the various evaluation methods, which is part of the evaluation process that forms the specializing student, with a view to compose with greater strength the decision of the performance of a certain professional profile. they use best practices and evidence to guide their learning and enhance their learning and that of others through assessment. These results point to the competence profile objectified by the EPES course. For Bollela (2014), "the curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this perspective, the assessment of professionalism and communication is more than an instrument that allows only to approve or not approve the student. to make the decision on the performance of a given professional profile more solid. they use best practices and evidence to guide their learning and enhance their learning and that of others through assessment.

These results point to the competence profile objectified by the EPES course. For Bollela (2014), "the curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this perspective, the evaluation of professionalism and communication is more than an instrument that allows only to approve or not approve the student. to make the decision on the performance of a given professional profile more solid. These results point to the competence profile objectified by the EPES course. For Bollela (2014), "the curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this perspective, the assessment of professionalism and communication is more than an instrument that allows only to approve or not approve the student. to make the decision on the performance of a given professional profile more solid. These results point to the competence profile objectified by the EPES course. For Bollela (2014), "the curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this perspective, the evaluation of professionalism and communication is more than an instrument that allows only to approve or not approve the student, it is above all an additional resource, among the various evaluation methods, which is part of the evaluation process that forms the specializing student, with a view to compose with greater strength the decision of the performance of a certain professional profile. "The curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices".

In this perspective, the assessment of professionalism and communication is more than an instrument that allows only to approve or not approve the student, it is above all an additional resource, among the various assessment methods, which is part of the evaluation process that forms the specializing student, with a view to make the decision on the performance of a given professional profile more solid. "The curricular proposal for competences presupposes the measurement of student performance in several domains using known evaluation practices". In this perspective, the assessment of professionalism and communication is more than an

instrument that allows only to approve or not approve the student. to make the decision on the performance of a given professional profile more solid.

Peer Review: In the perspective that the pedagogical assessment of higher education goes far beyond the application of assessments and tests, classifying or failing students, this assessment takes the student to the level of investigation of the subjects placed in the evaluation by the colleague, generating a sense of analysis. critical, reflective and promotes a higher level of learning for the student. However, this is another type of assessment that complements and does not replace other forms of assessing and instructing a student. The peer evaluation used in the EPES course (ANNEX C) was composed of two questions in which the student evaluates his colleague and one in which he reports his comments on the evaluation made. In this evaluation format, this specialization assumes the role of evaluator, sometimes of who is evaluated. These characteristics pointed out through the evaluation allow us to see that they are important for the composition of the competence profile of the SUS preceptor foreseen by the course in the areas of competences of educational management, health and education. However, when the evaluative question refers to what the student needs to improve in order to contribute to the team's performance, attendance, commitment, active participation in the proposed activities, theoretical and practical contribution, knowledge sharing, motivation and clarity in communication were the most recorded, although there was a very frequent opinion that there was no need to improve.

We realized that many characteristics for the preceptor were, for some, understood as potent, while for others, understood as points to be improved. The records in which there were no characteristics to improve suggest that it reflects a superficial evaluation, in which we were not able to perceive what the other needs to improve, since we live in constant learning and this requires new attitudes and behaviors from us. These results may be related to the conception that we have built on evaluation. When it comes to evaluation, it is customary to think of the results obtained as a priority or even exclusively. This, perhaps, remains the main target of any approach to the evaluating fact, that is, the evaluation refers to the instrument used to assess the degree of reach of the student, in relation to the planned learning objectives. Basically, the evaluation is considered as a sanctioning and qualifying instrument, in which the subject of the evaluation is only the student and the object of the evaluation is the learning carried out according to certain minimum objectives for all (ZABALA 1998) although in most evaluations the students, in their comments, have affirmed that the evaluation between peers helps to perceive values, to get to know the group in the face of the confrontation of different looks and to value how the other perceives it.

Specialization Performance Evaluation: As part of the set of evaluative instruments of the teaching-learning process, in the formative perspective, the student's performance evaluation was carried out by the facilitator in the EPES course (ANNEX D), in EU IV and VI. The evaluation verified the contributions of the specializing in face-to-face and distance activities, the development of capacities in the areas of health competence, educational management and education based on a reflective portfolio developed throughout the course, and the fulfilment of work agreements. The individual meeting to evaluate the

portfolio, and also for a self-evaluation of the specialist, was an important activity in view of the fact that for the facilitator, it helps to better understand people and the group, and for the student helps in the reflection for a review of flawed points , to become aware of the difficulties in correcting and making the necessary adjustments. This evaluation was built by a facilitator and specializing in a dialogical relationship, through the collection of information regarding progress, needs, thus constituting an important moment of educational action, in which it was possible to create new pacts and new strategies. educational activities to contribute to improving student performance. The portfolios, products of the reflections of the students of the specialization in the face of what was experienced, helped us to understand whether the activities carried out had any impact on the life and professional practice of these students, in addition to assisting in the assessment of the development of skills and performances. Many of these students were looking at building a portfolio for the first time. These reflective syntheses were the most questioned products regarding their construction, but which allowed for greater involvement of students, especially with research. According to Luckesi (2000), the act of evaluating, due to being at the service of obtaining the best possible result, and above all, implies the willingness to accept. This means the possibility of taking a situation as it is, whether it is satisfactory or unsatisfactory, pleasant or unpleasant, beautiful or ugly. Welcoming her as she is the starting point for doing anything that can be done with her.

Evaluating a student implies, initially, embracing him in his being and in his way of being, as he is, in order to, from there, decide what to do. The willingness to accept is in the subject of the evaluator, and not in the object of the evaluation. It is not possible to evaluate an object, a person or an action, if it is rejected or excluded, from the beginning, or even previously judged. The willingness to judge in advance does not serve an evaluation practice, because it excludes. When we work with people, qualification and decision need to be discussed. The act of assessing is not an imposing act, but a dialogic and constructive act and the data collected for the practice of learning assessment cannot be any. Essential data should be collected to assess what we are intending to assess. Essential data are those that are defined in teaching plans, based on a pedagogical theory, and that have been translated into educational practices in class. Feedback is an important step in product qualification. Feedback will help in building the student's self-esteem, as it is not centred on error, but on the path the student must follow to achieve good results, to build learning by systematizing aspects to improve, challenges and achievements.

All forms of assessment were permeated by freedom of expression and critical analyses were encouraged involving the actors of the course, an exercise that is part of the learning process. Feedback is an important step in product qualification. Feedback will help build the student's self-esteem, as it is not centred on error, but on the path the student must follow to achieve good results, to build learning by systematizing aspects to improve, challenges and achievements. All forms of assessment were permeated by freedom of expression and critical analysis were encouraged involving the actors of the course, an exercise that is part of the learning process. Feedback is an important step in product qualification. Feedback will help build the student's self-esteem, as it is not centred on error, but on the path the student must follow to

achieve good results, to build learning by systematizing aspects to improve, challenges and achievements. All forms of assessment were permeated by freedom of expression and critical analyses were encouraged involving the actors of the course, an exercise that is part of the learning process.

Final Considerations

Given that assessment is a key element of the teaching and learning process, the best way to guide and / or qualify the teaching-learning process and other products of the GCSUS course was to help students achieve the criteria that allow them to self-evaluate, combining and establishing the role that this activity has in learning and in the transformative impact of the health reality with which they are involved. During the time we spent with the students as facilitators, we observed that as important as the products was the process that allowed, above all, the construction of knowledge through the relationships between people, amid the singularities having in plurality the basic principle for this relationship. When you become aware of the existence of the other, in the process, everything comes to exist no longer in you and for you, but also for the collective. Thus, the process was made through dialog, as a social act, developed in the learning environment that transforms.

This course was of great importance and impact on my professional life. I was enriched by the collective construction and the exchange of knowledge. The course enabled me to pursue new professional pursuits, to develop teaching skills and competences, to decide to pursue a Master's in Health Education and to develop innovative and transformative educational practices (student GAF 2)". It was also possible to realize, especially through formative assessment, that there were times when students were more involved, but in others they were more distant, but this leads us to understand that people are different and the teaching-learning process is not disconnected from reality that surrounds us. No matter how much we plan our meetings or classes, we will always be surprised by the pre-programmed. We learned that in the face of difficulties, a frank, open dialogue about them, about commitment and posture, contributes significantly to identifying where, in the process, we need to go as an essential part of training and transformation.

For much of the course, I often found myself not understanding or knowing what the purpose of some activities was, but over time I was able to observe and understand that all experiences, activities and work were and are fundamental to my practice in preceptorship. Preceptorship today, more than ever, has proved to be a profession of extreme importance and responsibility where each day we have to innovate using new methodologies, to be able to intervene in the dynamics of work (student GAF 4)". The transformation was and will be the result of the process that moves us to reflect on reality, which should no longer conform to it, since the construction of knowledge leads us to awareness, and puts us in a new / different relationship with to this reality, enhancing the change in behaviour towards the world, work and things, propels us towards the innovation of the personal, professional and educational reality through reflection and criticality about the health context with which we are committed , in order to take responsibility for a qualitative, sensitive, SUS-producing regional SUS, but also for citizens, where knowledge is built in

articulation between service-teaching and the COMMUNITY, always from the perspective of the collective.

REFERENCES

_____. Evaluation of School Learning. São Paulo: Cortez. 2002.

_____. Evaluation, rules of the game: from intentions to instruments. 4.ed. Porto Alegre: Porto, 1994.

_____. Evaluation: exclusion or inclusion? Eccos Revista Científica. V. 4, n. 1 (June 2002). São Paulo: Centro Universitário Nove de Julho, 2001, p. 43-60.

Almeida, Maria Isabel de. Higher education teacher training: challenges and institutional policies. São Paulo: Cortez, 2012. (Collection of teaching in training: Higher education / coordination Selma Garrido Pimenta).

Barreto, Elba et al. Evaluation in Basic Education in the 90s according to academic journals. Research Notebooks, n. 114, p. 49-88, Nov. 2001.

Berbel. Neusi Aparecida. Navas. Active methodologies and the promotion of student autonomy. Semina: Social and Human Sciences, Londrina, v. 32, n. 1, p. 25-40, Jan./Jun. 2011

Bolella, Valdes Roberto. Student assessment. text for the course Health Education for SUS tutors. São Paulo, 2014.

Castilho, Ana Paula Leite. The complexity of Formative assessment in the education of Youth and Adult Workers. Master's Dissertation in Education, Faculty of Education / UFMG. Belo Horizonte. 2004. 234p.

Dalben, Ângela Immaculada LF The relationship between evaluation and knowledge. Pedagogical Presence. Belo Horizonte, vol. 3, n. 18, p. 67-73, Nov. / Dec. 1998.

Fernandes. D. Assessment of Learning: Challenges to Theories, Practices and Policies. Lisboa: Texto Editora. 2005.

Freire. Paulo. Education as a practice of freedom. 29th 25d. São Paulo: Peace and Earth; 2006.

Grégoire, Jacques. Trad. Bruno Magne. Assessing learning: the contributions of cognitive psychology. Porto Alegre. Ed. Artes Médicas Sul, 2000.

Hadji. Charles. Demystified evaluation. Ed. Artmed. Sao Paulo; 2001.

Luckesi. Cipriano Carlo. What is the act of assessing learning? Courtyard. Porto Alegre: ARTMED. Year 3, n. Feb. 12 / Apr. 2000.

Padilha, Roberto de Queiroz; LIMA, Valéria Vernaschi. Management of the clinic in the educational initiatives of the IEP / HSL In: TEMPSKI, Patrícia. Health education for SUS tutors: course notebook. Syrian Lebanese Institute of Education and Research; Ministry of Health. São Paulo, 2013

Rodrigues, Edlene do Socorro Teixeira. Learning through formative assessment. Pedagogy only. 2008. Available at http://www.pedagogia.com.br. Accessed on July 5th, 2014.

Romão, José Eustáquio. Dialogical evaluation: challenges and perspectives. São Paulo: Cortez, 1998 (Guia da Escola Cidadã, v. 2).

Tempski, Patrícia. Health education for SUS tutors: course notebook. Syrian Lebanese Institute of Education and Research; Ministry of Health. São Paulo, 2013.

Vasconcelos, Maria Lúcia MCA The training of a 3rd grade teacher. São Paulo: Pioneira, 1999.

Zabala. Antoni. Educational Practice: how to teach. Porto Alegre: ArtMed, 1998.

****