

**EVALUATING THE CONSTRUCTION OF THE FINAL GRADUATION WORK IN
ADMINISTRATION FROM THE EMANCIPATORY PERSPECTIVE.**

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1. INTRODUCTION

The changes taking place in society and in the world of work present new challenges to education. Changes in thinking and doing are necessary, both in management and in the teaching and learning processes. In this context, assessment has occupied an important space for discussion.

In a broadest sense, assessment is associated with human experiences in itself. Everyday life: how to judge, classify or choose. However, this assessment is far from that which occurs in the educational field. In this one, the assessment takes on formal characteristics and becomes systematized and varied in its complexity since professors and students are frequently submitted to it from multiple perspectives. The assessment process involves theories, concepts, and goals as well as values, beliefs, and life trajectories.

In the school tradition, in general, the concept of assessment has been built by the transmission of individual experiences, which highlights the idea of grades, passing or failing grades, authority or classification of students, for the most diverse purposes. One used to assess in order to act, make decisions and obtain quality indicators. One used to assess in order to characterize the process of obtaining data for different contexts, relationships, and results.

However, in order to consider the assessment as a process, it is necessary to highlight the facts, actions, partial (process) and final (product) results of the teaching and learning processes, trying to show what they are and why they are like this or that. In this light, the assessment is an instrument by means of which the process becomes a sanctioning and qualifying mechanism that aims to make students subjects participating in the assessment and learning, according to minimum objectives.

The new theoretical-practical approaches provide a critical-social perspective to the assessment processes. Whatever the assessment object, it is necessary to bear in mind essential points: the understanding of the actions, the involvement of people and the form of intervention in the process as a whole (SAUL, 2010).

In this perspective, it is necessary to build mediations between the traditional models already in place and the possibilities for change. A different attitude is required from the participants regarding the proposal. The change cannot hinder the implementation of latest ideas nor personal and collective development.

In this sense, this paper presents the process of constructing the Final Undergraduate Paper (FUP) of a Business Administration course under the Emancipatory Assessment paradigm and its theoretical and methodological approaches. This guidance has been characterized by a process of description, analysis, and criticism of a certain situation, the FUP, aiming at its transformation (SAUL, 2010). It is intended to demonstrate that the subjects, when involved in each educational action, can manage their own action alternatives with a view to the construction of new educational practices and the development of new operational frameworks and models for professor and student training by means of participant research.

One cannot build innovative practices by means of reproduction but rather by means of creation, readaptation and, above all, interaction. In this sense, the Emancipatory Assessment paradigm is the foundation for defining the objectives, implications, procedures, analyses, and suggestions for improving the entire process of creating and developing the FUP, in addition to indicating the research theoretical and methodological aspects, including a study of the reality, the involvement of participants and the collective creation.

THE ANTECEDENTS

Assessing an activity like the Final Undergraduate Paper means knowing its theoretical and practical structure and identifying the elements that may favor or limit the process, the possible risks and the difficulties that shall be faced.

The invitation to accompany and assess the FUP construction process was welcomed as it constituted a unique opportunity for the authors of this work, as professors of the Business Administration course, to contribute to the students' education and, at the same time, as researchers, an opportunity to live an experience in which a set of assumptions and situations would define a framework of possibilities and probable difficulties in the assessment process.

The first step was to get to know the team of professors involved and the FUP project. This knowledge was indispensable for presentation of the researchers and for the beginning of a collective assessment project. With their knowledge, values and experiences, the professors were essential in the project development and a possibility for expansion of their critical consciences about the same practice.

In the meetings that followed, the group discussed and made decisions about the specific elements of the Work. By being part of this group, it was possible to know a little more about their culture, their pedagogical actions, the common and individual objectives, in short, the way of being and becoming a professor. The discussion and the use of this knowledge in different spaces enable a more appropriate teaching performance.

This knowledge has been important to identify the foundations of the assessment practice used.

Initially, the forms of assessment shown did not seem to be in line with the FUP base document proposal in terms of form and scope as there was a mismatch between theory and practice. From then on, it was suggested to use a new reference for assessment of all the work, which was accepted by the group.

Considering the researchers' experience in qualitative assessment and the fact that it is a work whose objective was to critically analyze a process still under construction, it was necessary to move beyond traditional assessments. Some difficulties were approaching as the teaching practice in relation to the assessment showed traces of a very conservative practice. However, it has been possible to perceive a desire for change and a commitment to the work success.

At a positive sign from the team, it has been presented with a form of assessment whose perspective was participatory: the Emancipatory Assessment. Therefore, it was necessary to achieve the vision and understanding that professors and later students had in relation to the Business Administration course and the FUP. These data, added to other qualitative and quantitative information, would imply a movement towards the proposed actions. According to Saul (2010), the challenge of this way of assessing is to make the subjects involved part of the process and, from a critical educational action, be able to indicate alternatives for their emancipation.

This new approach would allow the deconstruction of theories and practices already experienced about assessment and, at the same time, the theoretical reworking with the new metaphors that would allow us to achieve the proposed objectives.

With the possibility of reorganizing knowledge and practices under the logic of the project proposed, it was possible to visualize the construction of a dialogical knowledge among the project participants.

Contact with an emancipatory approach marked the beginning of the studies conducted by the group.

2. THEORETICAL FRAMEWORK: ASSESSING TO EMANCIPATE

Traditionally, the educational assessment references experienced indicate a variety of trends and brands expressed in theoretical practices and conceptions. The intention here is not on making a timeline to demonstrate them but just to point out a few of them and then present the Emancipatory Assessment paradigm: the proposed research epistemological framework.

In the educational system, at distinct levels or modes of teaching, assessment is an ever-present practice. Its realization is conditioned to numerous factors and personal, social, or institutional aspects such as the functions that the institution fulfills in society or in the labor market, the ways of validating the knowledge transmitted, the structuring of the school system and the depersonalization of pedagogical relations (SACRISTÀN; PÉREZ, 2000).

The complexity of educational assessment practices in which different theoretical references are mixed suggests an approach to the topic from different perspectives that are interrelated. Different authors have developed studies on the role of educational assessment and presented a broad conceptual field as a social determinant that defines the role of schools and their educational practices (SAUL, 2002; LUCKESI, 1984; SOUZA, 1990).

In the first half of the twentieth century, assessment was conceived as a measure of performance with an emphasis on changes in students' behaviors, that is, assessing would be the same as measuring (DIAS SOBRINHO, 2004). The assessment, according to Behavioral Psychology, indicated that learning could be quantified and measured, an idea that found repercussion in Technicist Pedagogy, defended by positivism.

In traditionalist conceptions, the concern is on categorizing students' performance by means of assessments. In this perspective, Perrenoud (1999, p. 11) states: "At schools, assessment is traditionally associated with the creation of hierarchies of excellence." According to the author, students are compared and classified according to a standard of excellence "defined in absolute terms or embodied by the professor and the best students" (Idem). In this context, traditionalist assessment takes on the function of classifying and certifying students' performance.

In view of contemporary educational requirements, questions related to assessment have taken on new impetus and new theoretical approaches, which have become a major challenge for educators (CAPPELLETTI, 2002; COLL, 1997).

Zabala (1998) proposes understanding assessment beyond the results obtained by the students, suggesting substantial changes in the contents and in the way of obtaining the data, as these shall point out personalized indicators that do not translate only into usual grades and qualifications.

In the United States, since the 1960s innovative approaches to alternative assessment have emerged, with different epistemological and theoretical assumptions, as a reaction to the quantitative approach to school assessment. This has generated the questioning of the technicist model, pointing to the reductionism of the simplistic notion of assessment as a synonym for measurement, and has provoked interest in the perspective called qualitative assessment (SAUL, 2010).

According to Gomez (1983), the characteristics of the qualitative approach show that objectivity in science and assessment is always relative since there are countless factors that must be considered in the assessment process.

In Esteban's (2003) opinion, this gaze at assessment, even though it is centered on understanding processes and learning, does not mean a transformation in the assessment paradigm. From this, it can be inferred that the qualitative approach is not enough yet for the reconstruction of evaluative practices.

In view of the need to review and overcome the current epistemological postulates, a qualitative assessment is presented. In this sense, Demo states:

Qualitative assessment aims to go beyond quantitative assessment, without dismissing it. He understands that in the educational environment processes are more relevant than products. [...] Qualitative assessment would like to get to the qualitative face of reality or at least approach it (2004, p. 156).

The evolution of the concept of learning assessment allows the verification of a transition from a technicist conception to a critical, contextualized and historically situated approach with a view to a transformative and emancipatory evaluative practice. Sometimes, it is necessary to have some ruptures that destabilize the knowledge that has already stabilized.

In this direction, a new way of assessing towards common construction is sought, investing in the autonomy and growth of all those involved in the process. In this space, collectively built, students, professors and researchers shall be in a permanent dialogue in the construction of knowledge.

Therefore, the following proposals constitute a transformative critical perspective for educational assessment: the Emancipatory Assessment.

ASPECTS OF THE EMANCIPATORY ASSESSMENT

In this perspective, some studies have emerged (ABRAMOWICZ, 1990; KURCGANT, CIANPONE, FELLI, 2001; SAUL, 2002; RIOS, 2006; CHUEIRI, 2008; EGRY, MARQUES, FONSECA, 2006), among which stand out those by Saul (1988, 2010), which, in the light of other models, presents a new gaze: the Emancipatory Assessment.

There has been an accelerated development of interest in the perspective called “qualitative” assessment. This movement has been largely due to the recognition that standardized performance tests have not provided all the information needed to understand what professors taught and what students learned (SAUL, 1988, p. 45).

By strengthening this movement with a view to emancipation, the process favors the understanding of the complexity that covers educational policies and relations with school life. This aspect provides that the participants in the process are able, by means of critical awareness and in view of alternative solutions for different situations, to become transforming elements of the teaching and learning processes. This conception of an emancipating political-pedagogical aspect implies the assessment of the data collected and its use to trigger reflections and actions of changes.

Emancipatory Assessment allows the evaluator to indicate to the assessed ones the advances presented in the learning process and, to the professors, to direct ways of overcoming difficulties and make it possible to reconfigure the pedagogical practices. It is characterized as a process of description, analysis, and criticism of a situation, aiming to transform it. The main commitment of this paradigm is to make those involved in each educational action able to manage their own alternatives for action and, thus, write and even rewrite their own history.

The theoretical-methodological aspects and their respective demands that support this work are described based in SAUL's (2010).

Democratic assessment: it implies the involvement of all subjects in the process; conducting a survey of the subjects' conceptions and reactions; allowing participants to control and use the information; establishment of mediation in order to offer exchanges of information between participants and groups; preparation of reports and availability of information to all participants; and guarantee of negotiation and accessibility to information about the process.

Institutional criticism and collective creation: it demands to investigate a certain reality; involves all subjects in the proposals and their progress; indicates the necessary changes to the actions progress; defines the group's responsibilities and commitments in decision making; knows the participants and their possibilities and limits in the process; and indicates a final product with the participants' involvement.

Participatory research: it presupposes the analysis of actions that can meet the group's needs; considers the group's aspirations and potential; favors the subjects' autonomy and self-confidence; promotes the return of information to the group and favors self-reflection; and establishes relationships between individual and the collective, structural, and functional problems.

The Emancipatory Assessment basic objectives are (SAUL, 2010, p. 65), "Illuminating the path of transformation and benefiting audiences in the sense of making them self-determined," in addition to ensuring "the emancipating value of this approach for agents who are part of an educational program." This process aims to ensure critical awareness to the subjects, allowing them to direct their actions according to the principles they choose and to which they commit.

The aspects presented draw the responsible involvement of the subjects, favoring the participation and sharing of the decisions and directions of a program or an educational proposal. All criticism shall focus on them and on the dimension of the process without disregarding the results achieved.

3. THE METHOD: FUNDAMENTALS AND PRACTICES

According to Saul (2013), research in the emancipatory perspective must be participatory, have a diagnostic function, favor self-knowledge of those involved, be committed to democratic education, emphasize the process and the result of learning, and prioritize qualitative aspects of the study.

In the process of building the Business Administration course FUP, the assessment procedures are within the qualitative approach. In this study, the method has been the process of developing the actions. It was not something outside; it was present in the essence of the content, as it established a strong relationship between thought and action (MINAYO, 2006). The methodology was constituted in the thought practice. Therefore, theory and method went together, in association.

The work has been conducted by means of the use of interpretive practices in order to ensure the understanding of the object in question, guarantee the interaction of the parts with the whole and emphasize the significant relationships that permeated the situations and the universe studied (MARCONI and LAKATOS, 1996).

Investigation procedures have been created as the work progressed. Dialogic and participatory methods have been used, with the use of debates, analysis of testimonies and participant observation. For a better understanding of the research context, the first action was the collection and interpretation of data, decision-making and sharing of actions.

In this approach, the evaluators and professors configured the FUP planning and development team, which was already being assessed, taking on the role of evaluators of the

entire process and favoring dialogue and the search for critical analysis, constituting itself in their action as a participant survey.

THE PARADIGM IN ACTION

The Emancipatory Assessment paradigm shall be presented as the actions developed by the project are described in this work, considering the three moments that define it.

The FUP construction allowed the subjects involved to experience all moments of description and criticism of reality and collective creation.

1. **The description of reality:** the context, the FUP and the first actions.

In the development of the research, the physical and technological structures available at the Institution has been used, specifically from the Brazilian Institute of Production and Management Engineering (IEPG – Instituto de Engenharia de Produção e Gestão) in which the Business Administration course is allocated.

In the study of the work context, it has been found that the Institution was playing a political and social role in the city where it is located and, in the region, where it is installed as new work demands have been emerging over time. In order to meet these demands, the Institute adopted strategies to strengthen teaching and research groups.

Throughout its existence, the institution's Business Administration course has been evolving and consolidating, a fact that can be proven by the regularity in obtaining the best results in external assessments (BRASIL, 2018; CFA/CRA's, 2019). One of the most recent incentives for the development of new research has been the renovation of part of the Institute's physical structure, providing physical area and furniture for new laboratories and rooms.

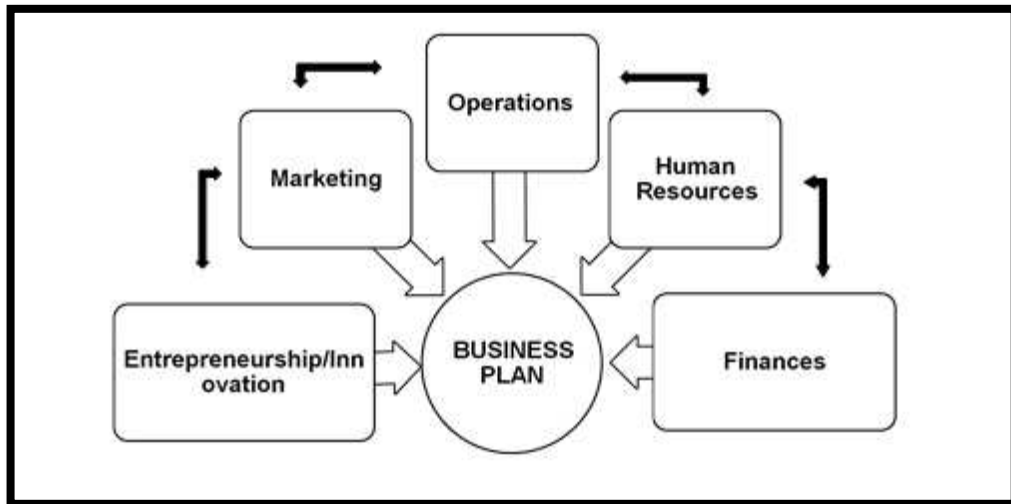
For development of the research, the Institute provided servers, desktops, and software for storing, processing, and analyzing data, if necessary, in addition to the physical structure provided, as well as internet access.

1.1 The Final Undergraduate Paper in the Business Administration course

In line with the Pedagogical Course Project (PCP) for the Business Administration course, the Final Undergraduate Paper (FUP) curricular component is an integral part of the course curriculum (PPP, 2012) and its completion is mandatory for obtaining the bachelor's degree in Business Administration. This work consists of a theoretical-practical project with an interdisciplinary approach that must be compulsorily developed by the students who are in the last year of the course.

The resulting final product must be a Business Plan for an innovative enterprise, which must use as a foundation the knowledge acquired in the disciplines taught throughout the course. Its main objective is to develop and consolidate entrepreneurial skills, attributes, and characteristics in students.

Conducting the FUP recommends an interdisciplinary approach with the contribution of multiple disciplines, aiming at the construction of knowledge and enabling new discoveries and achievement of common objectives from different points of view. The scope of the project indicates the obligation to consider the set of areas of Business Administration (Figure 1): Entrepreneurship/Innovation, Marketing, Operations, Human Resources and Finance. Other areas could also be used, if necessary.



Source: Created by the authors.

Figure 1 Demonstration of the interdisciplinary character for the Business Plan development.

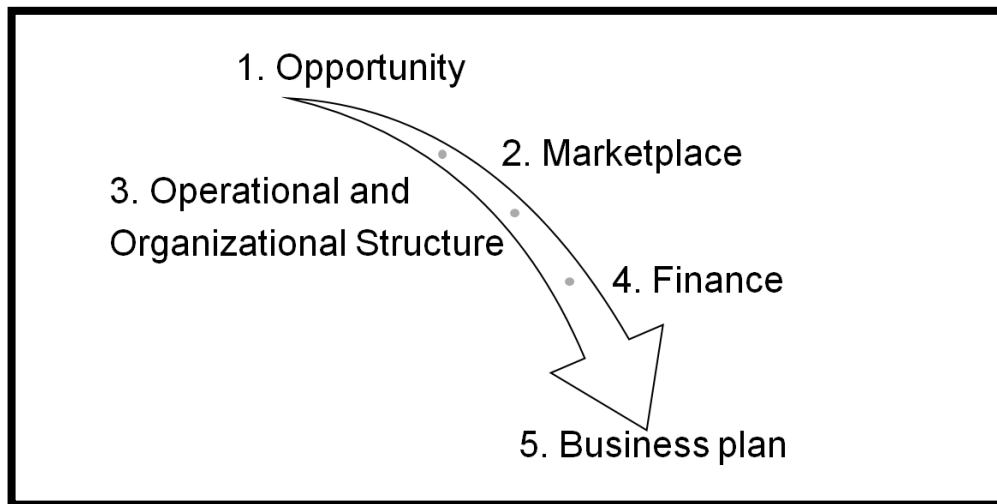
The FUP must be developed in five steps. These are shown in Figure 2.

1.2 Teamwork

The actions necessary for development of work activities needed to be conducted in a collaborative way because it promotes the search for common goals, the collective construction of knowledge and the most effective relationship with knowledge, in addition to enabling the development of goals that tend to go beyond what has been determined.

The team is the sphere of collective discussion and reflection. It is also the place for the rearticulation of times and spaces distributed among the curricular activities of professors, students, and researchers. Countless elements engage in the complexity of educational processes to meet different demands. One of them consists of organizing activities and articulated situations that provide forms of interaction.

In this collective process of building the FUP, it was necessary for participants to exercise a set of skills such as leadership, tolerance, acceptance of other people's ideas, sharing tasks, dialogue, planning, problem solving, participation and a harmonious coexistence with the team. With this, while reviewing the subjects, students learned to choose, assess, and decide, in addition to improving their ability to argue and share tasks, which are essential competences for professional life in the area (PERRENOUD, P., 2002).



1. Opportunity, 2. Marketplace, 3. Operational and Organizational Structure, 4. Finance, 5. Business plan

Source: Created by the authors.

Figure 2: FUP development steps

1.3 The guidance and assessment groups

Throughout the whole FUP development process, the working groups had advising professors for large areas of knowledge and a specific guidance group for the specific projects of each group. To facilitate communication between professors and students, a room has been created in the TelEduc Virtual Environment, in addition to face-to-face scheduling when necessary. In the FUP schedule, meetings have been already planned for general and specific advice, mainly in the development of the work stages.

It should be noted that, in the FUP last stage of development, a panel of evaluators was formed, responsible for the final opinion about the works.

1.4 The subjects and the time

The FUP production and assessment process involved eight advising professors, two researchers, a FUP general coordinator and forty students from the ninth and tenth periods of the course. However, work started with eight groups constituted. In the second month of work, a group dropped out due to the students' internship program.

In developing the work during the months that followed, in the execution of steps 1 to 5 (Chart 1), the participants experienced the same process (description, analysis and criticism and collective creation), fundamentals of the emancipatory paradigm. What was added after the moment of collective construction was the fact that the text of the work presented by the groups and already assessed and commented on could be redone, considering the new guidelines.

The construction and redrafting of the text produced among multiple authors – professors, students, and researchers – promoted an exchange of ideas and experiences, in addition to strategies and practices. This exercise allowed the breaking of individual behaviors and made some, who still felt comfortable in their projects, leave their comfort zones to search for something new. This experience of in-process assessment experienced by the participants led to new directions towards the participants' educational praxis.

Chart 1 – Actions and steps in the FUP development

ACTIONS AND STEPS IN THE FUP DEVELOPMENT		
RESEARCH ACTIONS	FUP STEPS	TERM
- Description of the context and study of the FUP proposal.		January February
	FUP presentation (referral) to students and professors.	February
- Development of the initial questionnaire and filling out the questionnaire. - Analysis of responses. - A discussion with students and supervising professors. - First considerations.		March
- Analysis of the first report. - A discussion with professors and students. - Decision-making.	Step 1 – “Opportunities.”	April
- Analysis of the second report. - A discussion with professors and students. - Decision-making.	Step 2 – “Market.”	April May
- Analysis of the third report. - A discussion with professors and students. - Decision-making.	Step 3 – “Organizational structure.”	June August
- Analysis of the fourth report. - A discussion with professors and students. - Decision-making.	Step 4 – “Finances.”	September
- Analysis of the fifth report. - A discussion with professors and students. - Decision-making.	Step 5 – “Business plan.”	October November
	Thesis dissertation defense.	
- Analysis of activities and documents generated by the FUP stages. - Data recording. - Organization of partial and final reports.		December
- General analysis of the data collected. - Assessment of the FUP process.		
- Analysis of the FUP final results. - Decision-making.		
- Organization of the final research report.		

Source: own authorship

After completing the stages, the works were submitted to an assessment panel in which all the supervisors were present. This way of researching and assessing, diversified in its instruments and evidence, goes beyond the authoritarianism of traditional assessment, in addition to proposing more democratic relations in educational institutions (HOFFMANN, 2005).

The first action in the research development was the presentation of the project to the students by means of a referral, for study, in a digital file.

A week later, a questionnaire was sent via the web so that everyone involved, professors and students, could express their opinion regarding the document. The data collected were organized and then made available to participants in digital form. This procedure corresponded to what is called a “description of reality” (SAUL, 2010).

The actions conducted involved two purposes: to characterize the FUP innovative perspective and to place professors and students in relation to the areas of knowledge necessary to carry out the work.

The moment of describing reality implied knowledge and discussion of the FUP proposal and reports of difficulties experienced, including frustrations; analyzing the critical points and presenting new perspectives for the FUP; making suggestions for the work itself; and making suggestions for the FUP project regarding its development.

The innovative perspective was characterized in the work conception, justification, objectives, and structure. The areas of knowledge were necessary for each stage of work development as they were organically intertwined.

2. Reality criticism: critical points and perspectives.

A week after sending the document and the questionnaire, a meeting was held with all participants to present the results. At this stage, what is called “reality criticism” began (SAUL, 2010). The participants and the researchers discussed the data presented and, by means of the moment of criticism, it was possible for participants to explain the process maladjustments and contradictions. In this action, the document discussed was reorganized, incorporating the new guidelines, now collective.

This moment characterized the awareness of the work and the explanation of the mismatches and contradictions, for example, between theory and practice. This activity involved students and professors in group practices.

Reality criticism indicated the need for action on five important points:

- *FUP structure*: identification of the structure; recognition of the FUP importance for students’ personal and professional training; emphasis on labor rules transparency; need for alignment of parts to build the work.
- *FUP’s relationship with the Business Administration course*: The important theory and practice are highlighted here; fragmented teaching in the areas of knowledge shall make it difficult to align the Business Plan; lack of mastery of the process and the product to be built; proposed topics have not been addressed during the course; the skills to conduct the Business and Innovation Plan have been not formed during the course.
- *The professor-student relationship*: it requires the guarantee of a permanent communication channel between the advisors and the groups in support of the proposed activities; establishing a routine for group meetings to ensure compliance with deadlines and expected results; systematization of the monitoring of professors/supervisors in the execution of the work stages.
- *Work assessment*: refers to the discussion of assessments with students; the use of clear criteria in assessment practices.
- *Group work*: the practice of shared work is valued; a proposal model that requires an integration between people and knowledge

This moment of reality criticism has allowed us to become aware of the FUP limitations and scope. It has also revealed the participants' willingness to conduct work with significance and commitment to academic and professional training. The group experienced an activity in which, in some way, the practice gained a new focus, in line with the theory and seeking new meanings. At this stage, the professors' familiarity with the proposed assessment model was highlighted.

This stage guided the gaze to the future in a perspective of overcoming and transforming.

3. **Collective creation:** proposals from the perspective of the progress made.

The third one, "collective creation" (SAUL, 2010), consisted of generating alternative proposals for the work, including suggestions from students and advisors, aiming at the development of FUP activities. Professors and students, collectively, presented new procedures according to their decision levels and reach.

This step would not be successful without the participation of those involved in the process. According to Faundez (1993, p. 43), "It is up to the community to unveil reality and, upon discovering it, it is also the community that should develop the curriculum in a perspective of eternally restarting."

Reflecting on the process experienced consisted of a way of not reproducing the same pedagogical trails, sometimes loaded with cloistered practices, but offering differentiated and broad opportunities, in addition to highlighting the essential elements for the development of skills corresponding to professional performance.

What characterized this moment was the dialogical and participatory process in which everyone was involved, expressing themselves and contributing to the FUP reorganization. Some points of convergence and others diverging were highlighted. The discussions went beyond the limits of the work itself and reached the domains of the undergraduate course.

The moment of collective creation was marked by the following actions: organization of all the critical material of the work from the meeting in which the professors and students participated; comparison of the previous FUP proposal with the updated version, which included the participants' contributions; and forwarding the new FUP project to all participants. Once completed, the new document was sent to all participants.

Awareness was the main driving force of this stage as the participants perceived themselves capable of outlining the actions necessary to conduct the work.

The final product of this stage was not the preparation of a final report. A new document was created that started to guide the actions throughout the school year.

In this process, what needs to be emphasized is the possibility for participants to become more aware of possibilities and limits and to find solutions to the problems identified (SAUL, 2010).

4. FINAL THOUGHTS

These considerations do not indicate the end of the work but express an outline of the assessment process experienced by students, professors, and researchers under the Emancipatory Assessment approach.

The working procedure with discussions, decisions and referrals has not occurred linearly. The action-reflection-action sequence was repeated for each action analyzed. This stance was crucial in the development of reflective practices and critical implications.

Reflective because the changing context and the capacity for criticism are strong elements. New knowledge is built from reflection on education and practice. Critical, because it involved the participation of professors in the political debate on education from school programs to educational systems.

This process demonstrated that: a) the subjects' involvement in decision making, the democratic mediation of the speeches and the respect for personal contributions were crucial in the development of the actions proposed; b) the students' need to share and discuss actions with the supervisors allowed everyone to experience, in some way, the democratic spirit of teamwork.

The results achieved indicate that the Emancipatory Assessment process reached its objectives to the extent that it enabled the subjects involved in the process to accomplish what had been initially proposed.

Once the information was organized and critical analysis was made, it was possible to see numerous developments of actions that reorganized into new possibilities for intersubjective dialogue among the participants and between them and the knowledge produced.

Regarding this research impacts, training professors and students stands out. In seeking quality in learning, a transformation has taken place in the subjects' actions, emphasizing a democratic assessment, and attributing multiple meanings to the assessment itself. The involvement of professors in the project allowed them to rethink their own practices and experience a new attitude in their work, aiming at better results in advising their students. The experience of Emancipatory Assessment – democratic assessment – experienced in a university academic context that strengthens the exercise of professors' research is highlighted.

It is expected that the students, when perceiving the professors' commitment and the improvement in the advice received, shall present work with significant improvement in quality as a result. The dialogue on the topics and issues presented during the Final Undergraduate Paper allows the establishment of articulations between the contents and practices. This shall certainly influence academic and professional training, confirming the importance of interdisciplinarity, working in partnership and the very way of acting in society.

In this context, a new awareness emerges, in a way, as it is possible to build knowledge in an interaction experience. These new relationships, when establishing links, allow us to show and relate knowledge and reality. In this way, a pedagogical space is produced for reading reality, theoretical discussion, and methodological procedures.

It also highlights the importance of research by reviving new educational practices and promoting change in professors' attitudes, mobilizing innovation mechanisms within institutions and partners in the training of qualified professionals for the job market. That is, when establishing some work of assessment with traces of democracy and collectivity there is the possibility of an exercise in investigating educational practices.

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