

Indi sociability and Teaching-Learning Praxis for Sustainable Assessment in Higher Education

Erico Fernando Lopes Pereira-Silva

The University of São Paulo, School of Application, Faculty of Education (EA-FEUSP),
Graduate Program in Education. Av. da Universidade, 308, 05508-040, Cidade Universitária -
São Paulo/SP/Brazil

Abstract

In the evaluation practices in Higher Education (HE), there are barriers to its sustainability juxtaposed with the deficiencies in resources, responsibilities, and potential of the HE, which directly reflects on the training of students. The ideas, models, and subjects based on teaching-learning praxis are necessary to build sustainable attributes for higher education, opening the way for the insertion of students in a learning society. Barriers to sustainable higher education persist because learning has focused only on the meaning of a publicly accepted quality. In this sense, a countercurrent of Higher Education Institutions (HEIs) is essential to incorporate sustainability in education based on curriculum evaluation, which depends on adopting innovations in developing competencies and can be done through pedagogical approaches. This work brings some conceptions of sustainable assessment, questioning the example of assessments applied in the face of the predominance of written tests in HE. It argues the need for creativity in educational systems for diversified and innovative assessment that practices lead to assessment. It suggests that evaluation is a structured intervention focused on learning, and for that, the debate must integrate the academic community, seeking gains focused on collective knowledge. In addition, it emphasizes that the theme leads to the discussion on adopting education based on competencies sustainability, seeking integrative horizons, that is, from a unique perspective of HEIs for a collaborative disciplinary experience that encompasses several HEIs. In the sense of sustainable assessment, academic disciplines can learn from successes and mistakes and provide students with more transdisciplinary skill sets to make societies more sustainable; however, guidelines for curriculum development are needed to develop sustainable attributes in HE.

Keywords: assessment for learning, written tests, professional training.