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ORIGINAL ARTICLE

EVALUATION OF ACTIVE LEARNING IN THE VISION OF NURSING STUDENTS

AVALIAÇÃO DA APRENDIZAGEM ATIVA NA VISÃO DO ESTUDANTE DE ENFERMAGEM

EVALUACIÓN DE APRENDIZAJE ACTIVA EN LA VISIÓN DEL ESTUDIANTE DE ENFERMERÍA

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ABSTRACT

Objective: to analyze the Nursing students' understanding of the evaluation format of the educational unit (F5) and the importance they give to its completion and to describe the suggestions for improvement of the evaluation process. **Method:** a qualitative approach, based on the Theory of Social Representations and analyzed by the Collective Subject Discourse (CSD) technique. Thirty-one students were interviewed. **Results:** the analysis showed six central ideas: 1. Space to evaluate the organization of the teaching process and propose improvements; 2. Doubts about content and the purpose of the format; gives importance to F5; does not give importance for lack of return and excess of activities; would not change anything in the format and the format should be simplified and answered more often in the semester. **Conclusion:** most consider this evaluation important and suggest improvements in the form, content and periodicity of its completion. **Descriptors:** Evaluation; Problem-Based Learning; Nursing Education.

RESUMO

Objetivo: analisar a compreensão dos estudantes de Enfermagem sobre o formato de avaliação da unidade educacional (F5) e a importância que eles dão ao preenchimento do mesmo e descrever as sugestões para a melhoria do processo de avaliação. **Método:** estudo de abordagem qualitativa, fundamentada na Teoria de Representações Sociais e analisada pela técnica do Discurso do Sujeito Coletivo (DSC). Foram entrevistados 31 estudantes. **Resultados:** a análise mostrou seis ideias centrais: Espaço para avaliar a organização do processo de ensino e propor melhorias; Dúvidas sobre conteúdo e a Finalidade do formato; Dá importância ao F5; Não dá importância por falta de retorno e excesso de atividades; Não mudaria nada no formato e o Formato deveria ser mais simplificado e respondido mais vezes no semestre. **Conclusão:** a maioria considera essa avaliação importante e sugere melhorias na forma, no conteúdo e na periodicidade do seu preenchimento. **Descritores:** Avaliação; Aprendizagem Baseada em Problemas; Educação em Enfermagem.

RESUMEN

Objetivo: analizar la comprensión de estudiantes de Enfermería sobre el formato de evaluación de unidad educacional (F5) y la importancia que ellos dan al relleno del mismo y describen las sugerencias para la mejora del proceso de evaluación. **Método:** estudio cualitativo, basado en la Teoría de las Representaciones Sociales y analizada por la técnica del Discurso del Sujeto Colectivo (DSC). Fueron entrevistados 31 estudiantes. **Resultados:** el análisis mostró seis ideas centrales: 1. Espacio para evaluar la organización del proceso de enseñanza y proponer mejoras; Dudas sobre el contenido y la Finalidad del formato; Da importancia a la F5; No da importancia por falta de retorno y exceso de actividades; No cambiaría nada en el formato y el Formato debería ser más simplificado y respondido más a menudo en la primera mitad del año. **Conclusión:** la mayoría de la gente considera esa evaluación importante y sugiere mejoras en la forma, en el contenido y en la frecuencia de su relleno. **Descriptores:** Evaluación; Aprendizaje basado en problemas; Educación en Enfermería.

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INTRODUCTION

According to the National Curricular Guidelines (NCG) for undergraduate courses in health, approved by the National Board of Education in 2001, the active learning method can contribute to the training of professionals with ethical, political and technical knowledge and skills and with a critical and reflective profile.¹ Also in line with the principles and guidelines of the Unified Health System (UHS), the various changes proposed in academic training aim to train professionals capable of meeting the health needs of the Brazilian population.²

Specifically for the professional nurse, this profile needs to understand the process of health, illness and care and to move beyond the biological knowledge, with cognitive, affective and psychomotor skills in the areas of individual care, collective care, health services management and scientific research. In order to do this, and in agreement with the NCG, the Institutions of Higher Education (IHE) seek new teaching-learning methodologies, moving from a traditional method to an active one.³

One of the active teaching-learning methods that has been developed, mainly in the health area, is Problem-Based Learning (PBL), in which the student is the main actor of the process and the teacher no longer has as its function the transmission of its knowledge, to guide and facilitate learning.³

The problems situations presented to the students provide information, knowledge, experiences that can be applied in the problems of professional practice. In this perspective, learning is accomplished through successive approximations and the more opportunities, the greater possibility of learning and retaining knowledge. This happens in the PBL, contributing to the student learning to learn.⁴

These same authors describe that learning to learn generates, in the student, the ability to deal with unusual situations and future challenges, responsibility for their own education and evaluation. In this process, students acquire the ability to assess their weaknesses and strengths in order to determine their learning needs through books, monographs, laboratory, library and audiovisual resources. Thus, schools must provide the resources necessary for student learning.⁴

The problems to be studied are those that students encounter in their practice, real problems, making them curious and

stimulating to learn. So, the importance of a Systematized Educational Unit (SEU) directly related to the practice. This integration of practice with theory makes the student have a motivated and meaningful learning, where the prior knowledge must be related to the new knowledge.⁵

SEU is a structured unit based on transdisciplinarity, basic-clinical integration and oriented theoretical-practical, for the development of clinical epidemiological reasoning and understanding of the health-disease process, from simulated situations [...]. In this unit, the stimulus for learning is a representation of reality (paper problems, case report and others) previously constructed by the teachers and the focus of the activity is mainly educational.^{2:61}

In order to understand the quality of the educational process, schools adopt new assessment tools, which serve not only to evaluate the final result, but also to understand the teaching and learning process. In this evaluation, it is sought to also understand the process of teaching and learning. Thus, the development of the formative evaluation that allows the correction and reorientation before its end is indicated.⁶

The formative evaluation shows the possibility of the student to understand what was assimilated and what still has to be studied. It also allows to look at their fragilities and abilities, making it possible to work with both. In the same way, the teacher can see the entire teaching-learning process and modify it, if necessary. In this type of assessment, the student is not compared to the group. The diagnosis can be made before and during the pedagogical action. Thus, before the pedagogical action, the evaluation has the function of identifying the level of knowledge of the student and what resources he/she already possesses for the necessary advance.⁶

In order to obtain a reliable evaluation instrument, the participation of all actors involved in the process during its construction is necessary; the criteria must be well defined, so that the individual strengths and weaknesses, methodological and political of the institution, can be identified for the purpose of higher quality education, especially, in the health area. The evaluation should explore the cognitive, affective and psychomotor values to better understand the individual and society, and it is essential that the evaluation instrument be compatible with the curriculum and that is in line with the NCGs.⁷

Bloom's taxonomy is a tool used to analyze and classify educational goals about the abilities developed by students. It contains three domains for classifying educational goals: cognitive, affective, and psychomotor. The affective objective evaluates attitudes and values, related to the emotional and affective areas. The psychomotor domain refers to physical and psychomotor skills and the cognitive domain is cognitive knowledge, composed of six hierarchical levels, in increasing order of complexity. Among them, are knowledge, understanding, application, analysis, synthesis and evaluation.⁸

Cognitive assessment involves the development of the student's intellectual abilities and capacity, bringing, the category of evaluation as the most complex, in which the student's ability to make a judgment based on previously established criteria is observed.⁹

The evaluation process gives support to detect the problems that have occurred and is used as a fundamental element for decision-making on the management of institutions.⁶

The Famema 1st and 2nd years of the Medical and Nursing course presents an educational activities planning notebook presents the composition of the evaluations carried out during the school year in all the learning scenarios, among them, the format five (F5), that evaluates the Development of SEU through the referenced criteria and is completed by teachers and students every six months.¹⁰

The F5 is available online, where the student needs a password and login for their particular access. It presents the following guidelines as to the purpose and form of filling:

This document is part of the SEU evaluation. The information collected will be used for the evaluation of the Educational Unit and improvement of the teaching-learning process. Open fields must be completed in order to justify the final evaluation and identify the strengths and aspects that require improvement.^{10:76}

As regards the evaluated content:

1. Proposal of the Systematized Educational Unit

- *What is the relevance of this Systematized Educational Unit for professional training? Justify.*

- *Is the knowledge explored in SEU adequate for this phase (series) of training? Justify.*

2. Teaching-learning process:

- *How has this organized educational unit helped you to mobilize cognitive, affective and psychomotor resources to develop health care? Justify.*

- *How has this organized educational unit contributed to the articulation with the Professional Practice Unit in the real scenario (PPU)? Justify.*

- *In the pedagogical process, are the tutoring steps being followed?*

3. Problems:

3.1. Problem: Was it effective in learning? (Favored discussions, problematization, search of information in diversified sources, articulation of different areas of knowledge/disciplines, biological, psychological and social dimensions and theory/practice, approached relevant data, provided the development of logical reasoning). Justify.

4. Educational resources: Check which educational resources you have used/participated in this unit:

- ☐ Library ☐ Morphofunctional ☐ Consultancy Other: Did these resources / activities contribute to your learning? Justify.

- *If you have not used / participated, justify.*

- *Evaluate Educational Resources: Library, Morphofunctional, Consulting, Practical Activities, Other:*

- *Has this resource contributed to your learning? Justify.*

- *Point out the strengths of each resource.*

- *Point out the weaknesses of each resource.*

- *If you have not used / participated, justify.*

5. Conferences: Satisfactory, Unsatisfactory or Not Attending.

- *Remarks / Comments / Suggestions.*

6. Additional Comments / Suggestions / Recommendations.

^{10: 76}

This research presents the results of the evaluation process related to the organizational structure of the Systematized Educational Unit (SEU) for the development of active learning of a Nursing course of a state college in the interior of São Paulo. It has as a guiding assumption, that planning for the evaluation of learning, in general, and especially in the active methodology, needs to be better understood and valued by all involved. So starting from the following concerns: what is the understanding that Nursing students have, and the importance they give to completing Format five (F5) to evaluate the organizational structure of SEU

and what suggestions for improvement of this evaluation process? In view of the above, our objectives are:

OBJECTIVE

- To analyze Nursing students' understanding of F5 and the importance they attach to completing it and describe their suggestions at this stage of the assessment process.

METHOD

A qualitative study, based on the Theory of Social Representations.¹¹⁻² The interviews were performed after signing the Free and Informed Consent Term (FICT), as recommended by Resolution 466/12 of the National Health Council.¹³

Of the 35 students who were enrolled and attending the second Nursing series of the Medical School of Marília, 31 decided to participate in the research. They were chosen because they had already passed the evaluation experience through F5 in the first year of graduation. Accomplishing with the ethical aspects of the research, the participants were thus identified: students (S), followed by their increasing numerical order. Data collection was carried out in March, April and May of 2015 by the researcher himself.

The data was obtained by a semi-structured interview, containing the following guiding questions: (1) What is your understanding about the F5 evaluation format? (2) And what importance do you give to filling F5? And how long does it take you to respond? (3) What would you change in F5? Or

what suggestions would you give to improve your understanding of format five?

The collected information was analyzed by the Technique of Collective Subject Discourse Analysis (CSD), made up of the following methodological figures: Central Idea (CI), Key Expression (KE), Anchorage (AC) and Collective Subject Discourse (CSD). The KE consists of parts, excerpts from the discourse that should be highlighted, and identify the meaning of the content; the CI represents the synthetic and precise description of the meanings of the statements revealed in the discourse analysis, and each similar set of KEs from which the CSD will appear; the AC anchor is a theory or ideology that appears in the author's speech through his testimony. The CSD is a testimony with important parts of the speeches of the interviewees, giving the impression that the speech is only of a person representing a community.

The research project was approved by the Research Ethics Committee (REC) of Marília School of Medicine (FAMEMA) under number 923.485. And CAAE # 38700714.9.0000.5413.

RESULTS AND DISCUSSION

◆Profile of participants

Data on the age, gender and marital status of the participants are shown in figure 1.

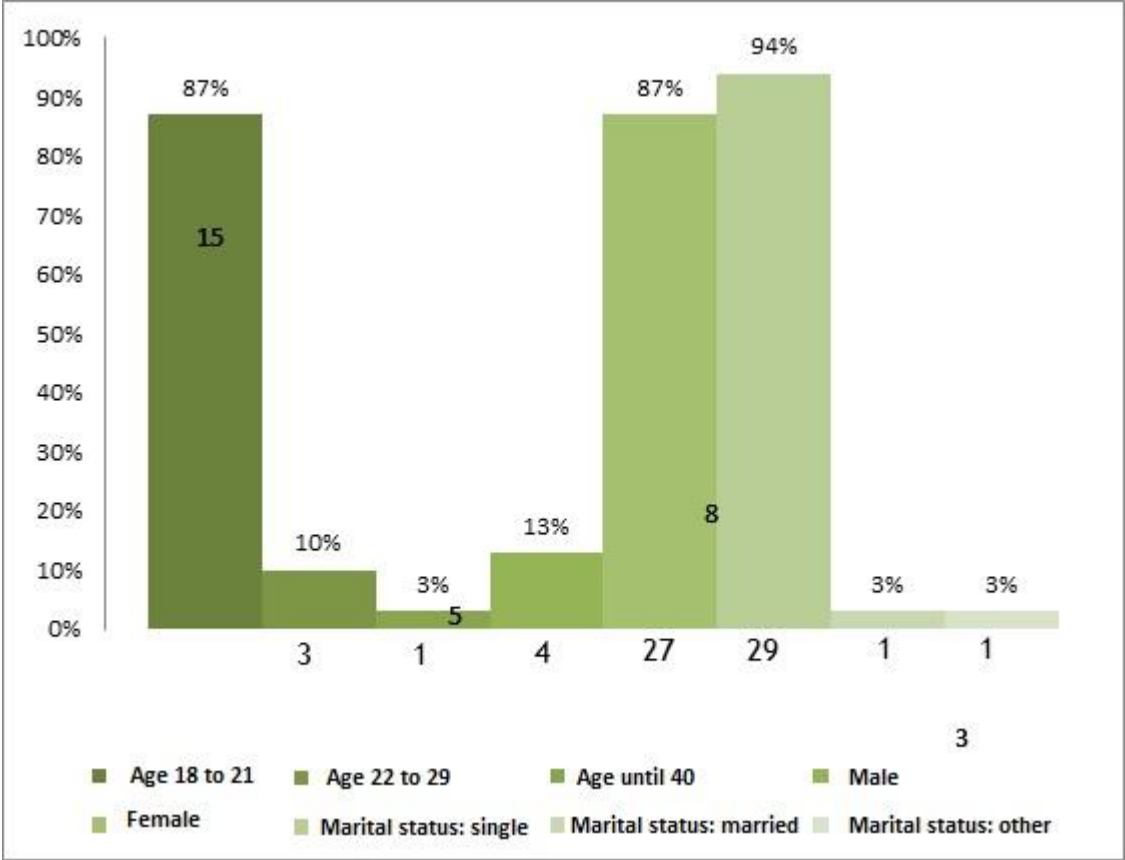


Figure 1. Age, gender and marital status of participants.Marília (SP), Brazil, 2015.

The predominant profile of the interviewees is female, 18 to 21 years of age and unmarried.

◆Results of the analysis of the data obtained through the CSD.

The analysis of the discourse on the first, second and third questions allowed us to

identify two central ideas for each question. The second question was divided into two parts, the first one (A), which refers to the importance of completing the format, and (B), showing the time spent by students to answer F5, as shown in the Figure 2:

Question 1: What is your understanding of the F5 assessment format?
1. 1 CI: Space for the student to evaluate the organization of the teaching and learning process and propose corrections and improvements.
1. 2 CI: Questions about the content and purpose of the Format. Question 2: What importance do you give to filling F5? And how long does it take to fill it in?
2. 1 CI: Gives importance to the Assessment Format.
2. 2 CI: Does not matter because of lack of return and excess of activities. What would you change in F5? Or what suggestions would you give to improve your understanding of format 5?
3. 1 CI: Would not change anything in the format.
3. 2 CI: Would change F5 in its format, number of items evaluated, and its periodicity of completion.

Figure 2. Central ideas regarding the three research questions. Marília (SP), Brazil, 2015.

Regarding the understanding of F5, the students, along with the central ideas, presented the following speeches:

Central Idea 1.1: Space for the student to evaluate the organization of the teaching and learning process and propose corrections and improvements.

CSD: *I think the format tries to expose a student's idea about the vision of the college; it seeks to evaluate the organization of the Systematized Education Unit, the teaching method, the tutorials, the tutor's performance, the conferences, the positives and negatives. I think they evaluate how these resources are effective and contributing to the teaching-learning process and try to improve and correct some aspects from the view of the students with the goal of achieving system-wide improvements of the educational unit for the other years. (S1, S2, S3, S4, S6, S7, S8,*

S9, S11, S14, S15, S16, S17, S18, S19, S20, S22, S23, S24, S25, S26, S27, , S31)

It can be inferred that the students' discourse points to the concern that the school has, in inserting them and valuing their opinions in relation to the evaluation process, in view of the necessary improvements, corroborating what is contemplated in the literature.

The evaluation of learning is a process that provides information about educational actions, subsidizing the construction of the best path in academic formation, being an important exercise in several academic activities, in which the student is part of this process, assuming the commitment to their own formation, through analyses, reflections and interpretations, enabling them to reason, decide and build their own knowledge.¹⁵

The units of education at Famema are evaluated by students and teachers through an online document denominated F5. With the purpose of reformulating the unit, the results of these evaluations contribute to the improvement of the teaching-learning process, and adjustments in professional training. And is one of the most significant and guiding activities of the teaching-learning process.¹⁰

The evaluation is a tool that consists of unveiling the social representation through communication. The social representations are understood as cognitive, evaluative, symbolic and affective contents in the face of a significant social phenomenon. Being shared with members composed by the society, it is practical knowledge oriented, to understand the social context in which we live in. In the context of this study, it is the students' understanding of the evaluation format.¹⁶

Central Idea 1.2: Doubts about the content and purpose of the format.

CSD: I do not understand very well, because we get it in our email to respond, but I do not know how relevant it is. We evaluated the entire semester, the tutoring issues, facilitators, how the method was developed, but I'm not sure why we do evaluation, it is not explained much, what is it? And how does it work? How will it be used? So sometimes I have a bit of doubt, for example, when you tell them to evaluate the structure, how the teaching and learning process is organized, sometimes I am in doubt whether it is in relation to the process or the physical space. (S5, S10, S12, S13, S21)

The student knows what they value by this report, but, they make it clear that they still have some doubts about what is evaluated, answering it anyway. It is perceived, then, that there is a failure in communication and in the very act of evaluating.

The cognitive ability of the student gives them reflexive skills, but there are students who have more or less difficulty in communication. The use of active methodologies can provide the development of communication, also, allowing critical and reflexive skills. And when a student has knowledge and properties on a theme, they rely on their way of expressing, and overcoming the fragility of communication.¹⁷

In an evaluative questionnaire, the researcher must make sure that the respondent is able to give the expected information, and that he is able to remember it. The ability to recall an event depends on the time that has occurred, the importance

given to the object being evaluated, and the willingness to cede information.¹⁸

The literature reports that there is a lack of consideration of the evaluation practice when its effectiveness and its educational objectives are unknown, becoming a punctual and distant exercise of educational practices, this impoverishes the teaching-learning process, or making a punishment tool between teacher and students. Thus, the students need to be assisted, by clarifying their doubts and favoring improvements of possible failures and understanding of the objectives.¹⁹

In part A of the second question, that refers to the importance of completing the format, emerged:

Central Idea 2.1: Gives importance to the evaluation format.

CSD: I think the format is very important, because it is the only space that the student has to expose his/her opinion, how he/she is at college, that he/she studies. I give importance, because there I say everything I have to complain about, because I like the method, I write a lot, I put positive and negative points, and most of the time it is satisfactory. Evaluating is a very good and pertinent idea, to be evaluating the institution, because it will have a duty to improve what is not legal. (S2, S5, S6, S7, S8, S10, S12, S13, S14, S15, S16, S17, S18, S20, S23, S26, S27, S28, S31)

More than half of the students evaluate the F5 satisfactorily, and respond adequately, as they recognize the importance of it for improvements in the teaching-learning process. In order to obtain quality Nursing education, in accordance with the curricular guidelines, Higher Education Institutions must adjust their pedagogical project, identify failures, set goals, together with those responsible for teaching-learning, teachers, students and institution, training human professionals with critical and reflective skills.²⁰

Famema points to evaluation as a strategic space both in the development and improvement of the teaching-learning process, and in the management itself, being a structuring axis in the curricular changes.⁷

The educational evaluation should be part of the daily management processes of educational institutions. It allows to measure the difference between the proposed goal and the reached goal. In this way, evaluation provides a review of the past, a reorganization of the present and a correction of the future, and it becomes essential because they provide educational indicators that will contribute as a tool for the training of qualified

professionals capable of meeting the challenges of the contemporary world.

With the evaluation, it seeks to identify data and indicators of the evaluated object, and whether it is adequate and effective to its objectives, showing whether they were achieved or not. The evaluation needs to be useful for those who are interested in it. The more the data provided by the participants are used, the better is the achievement of the proposed objectives.²²

Central Idea 2.2: Does not matter because of lack of return and excess of activities.

CSD: I do not give as much importance as I should to this format because I do not see results, I do not know what they do with this evaluation, there is no return to the student, it is extensive, and sometimes we are in a rush, I'm open to respond, but I have my undergraduate assignments, so I always respond almost on the last day of sending, and to be faster I put anything, just out of obligation. Always place deadlines to send the format on the eve of the Cognitive Evaluation Exercise (CEE), Cognitive Evaluation Exercise Recovery (CEER), both of the intermediaries and the final recovery. (S1, S3, S4, S9, S19, S21, S22, S24, S25, S29, S30)

The students demonstrate, with this speech, the lack of importance with the evaluation for responding in any way and at the last moment, before sending the format. They also do not receive the refund, discouraging them from giving due importance to the adequate fulfillment of the same, which can cause damages to the institution in

general and to the managers in the decision making.

Evaluation is only reliable when there is participation of all those involved in the education process.⁷ It is important to pass on the evaluation result to the participants, both teachers and students, as it is a valuable material for the advancement of teaching learning, transforming students into professionals with a high standard of excellence in professional practice.¹⁰

On the other hand, the literature also points out the concern with the immaturity of the students, by the egress increasingly young in the faculty, fact that can cause limitations in the co-responsibility for the teaching-learning and the poor management of its study.¹⁹

The product of this format is routinely analyzed by the Evaluation Group and the result of this analysis is sent to the coordination of series, being important to return this result to the students and professors involved, considering that it is a material that makes it possible to identify strengths and fragilities that contribute to the improvement of the learning process.¹⁰

Regarding part B of the second question with the question: "and how long does it take you to respond?", was identified:

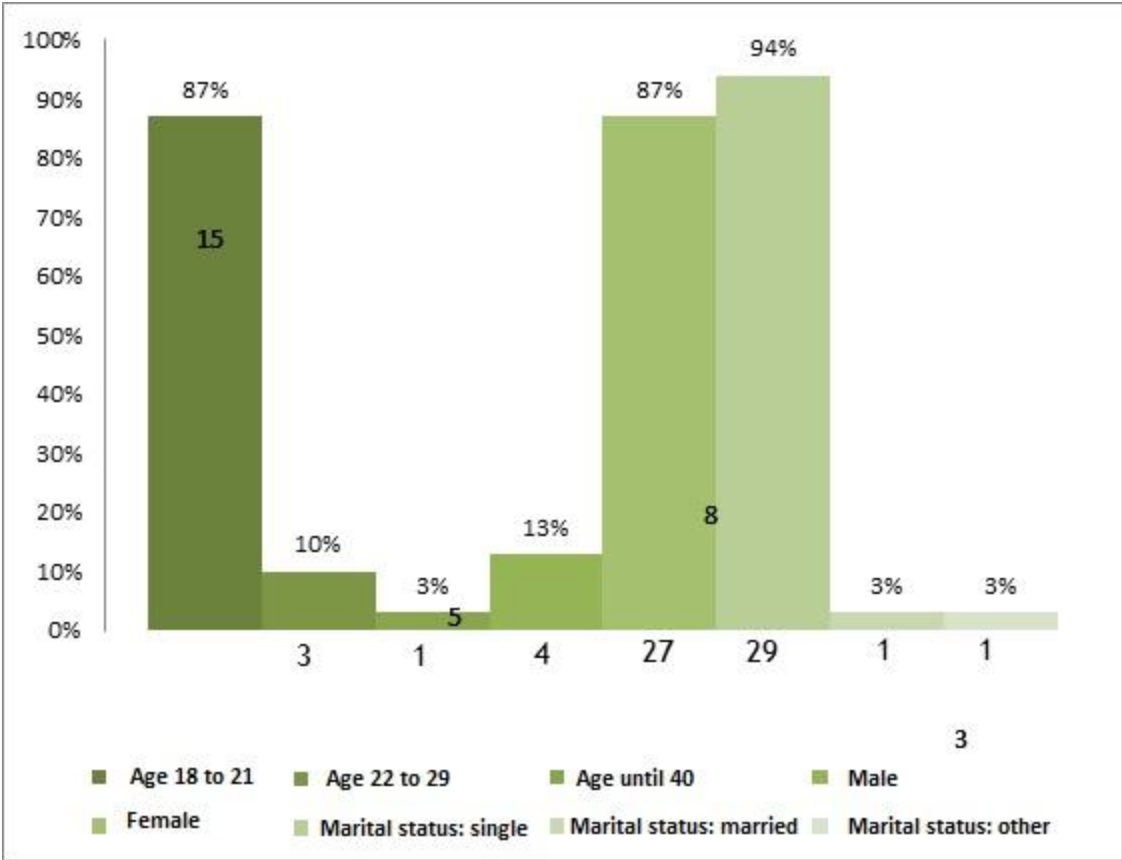


Figure 3. Time spent by students to respond to Format F5.

It is identified that the time to fill F5 varied from five minutes to more than one hour, with a tendency of spending less than 15 minutes by the student to evaluate the activities developed in the semester.

The F5 open questions are available on the internet for the student to respond as each tutoring and conference development problem ends during the semester.

Questionnaires allow the student to reflect on the answer, making it possible to respond in a timely manner. 23 The questionnaire contained in format five is a means of communication and interaction in writing between students, teachers and institution, where the students respond and give their opinion about the process of teaching-learning.¹⁰

Assertive communication is a social skill related to the ability to express their positive and negative feelings, opinions, beliefs, defend their rights, request changes honestly and appropriately, respecting the rights of others.

Students need to take on a more active role, seeking critical-reflexive evaluation skills, in which it has been used as a strategy to solve the problems identified through critical analysis, dialogues and reflections.¹

And finally, in the analysis of the third question, the students expressed:

Idea Central 3.1: Would not change anything in the format.

CSD: I do not think I would change anything, I think it's very fine the way it is there, the way we fill it out, because it has important points, that everything is separate. As you have the cases, it's open for us to respond, and then you have a deadline to answer when the case ends, I do not know what I would change, I think nothing. (S4, S7, S8, S10, S12, S17, S20, S23, S25)

The evaluation of learning in Famema seeks to structure the evaluation criteria in order to understand the student and teacher, verifying if the student has achieved the expected performance, according to the criteria considered desirable, related to behaviors, values, ideologies and perspectives of the world of work.⁷

Evaluation within an educational institution aims to diagnose teaching conditions, improve teaching conditions, learn processes, identify difficulties and facilities for students, modify strategies, correct deficiencies, review methodologies and make decisions, and this is aided by student assessments, which, through active methodology can develop critical reasoning and evaluation skills.¹⁰

The assessment program needs to be in line with school and curriculum objectives. The program of measures is intended to provide elements for guidance, planning, evaluation of the education program, and whether the institution is achieving its objectives.²⁵

Central Idea 3.2: It would change in F5 its format, number of items evaluated, and its periodicity of completion.

CSD: What I would change in F5: I would reduce the number of questions and make them clearer, more objective and simpler, I would summarize the suggestions and additional comments, the frequency of filling, the size of the format because it has very difficult questions to understand and a lot of people forget to answer, in each case I go answering, every conference to not forget later, and that does not make sense. It could also have more than one F5, and after completing a tutorial problem, delivering a format for us to respond manually in the classroom, we would have the problem in our head, I think it's easier there for these people than for me, to answer in the last minute, and give opportunity to respond after the deadline. (S1, S2, S3, S5, S6, S9, S11, S13, S14, S15, S16, S18, S19, S21, S22, S24, S26, S27, S28, S29, S30, S31).

The students bring up that there are too many questions, too long and difficult to understand. The F5 has the purpose of evaluating: the Proposal of the Systematized Educational Unit, which includes its relevance and the explored knowledge of the teaching-learning process, addressing whether the SEU organization contributes to the development of the necessary cognitive, affective and psychomotor health care resources, if this organization articulates with the PPU and if the steps of the tutorial process are being properly developed. In relation to their problems, students should assess whether they are effective in learning the content, relationships, and communication necessary for learning. In addition, in this same format they evaluate the various educational resources such as library, laboratories and consultancies and also evaluate each conference and, at the end of the format, there is room for them to position themselves, by putting in their additional comments, suggestions and recommendations so, that, the college can identify in detail the strengths and weaknesses of the whole process.

The evaluation format used in Famema is referenced in criteria. This means that a standard considered appropriate is used for comparison with the performances of each student throughout the course. The criterion-referenced evaluation allows the student to

know the performance considered satisfactory and pave ways to reach the objectives proposed by the pedagogical project, accompanying their learning progress.¹⁰

In order to obtain more realistic results, the evaluator needs to familiarize him/herself with the program being evaluated, with its structure, organization and objectives, and through the evaluation, it is sought to know if the objectives have been effectively achieved, bringing to the fore, aspects, data and indicators of the evaluated object, being useful; for those who have an interest in it and the relevant result for decision-making.²²

In this question, students also propose other ways of answering the evaluation format, and more simplified questions.

The literature points out that questionnaires with open questions such as F5 may contain weak and strong points to be considered. The questions must be formulated in a clear, precise manner, without suggestions for answers. The amount of questions should be enough to obtain the necessary information, but, in great quantity, can discourage the participant. The authors also indicate that, in this type of questionnaire with open questions, the informant must have skills in writing and structuring a reasoning.²⁶

CONCLUSION

From the foundations of the Theory of Social Representations, the verbal representation of the student about the comprehension, the importance, the time spent in the fulfillment, and the suggestions for the improvement of the F5 of SEU evaluation were identified.

Most students understand and believe in the importance of the institution of this evaluation tool. Regarding understanding, they understand that it is a space to evaluate the teaching-learning process and that from it, there can be improvements. Some students reveal doubts about their functioning, about what is evaluated, their purpose and difficulty in understanding the questions.

As for the importance of this evaluation, they represent it by answering the F5 in an appropriate way, as it values the moment in which it has to present its opinions. The minority does not care, about answering the format anyway. It justifies that the faculty does not pass on its results, that they do not perceive improvements in the teaching-learning process and that has a great load of activities developed in the series. Nevertheless, this aspect, also, needs to be

revisited, because when looking for the time spent completing F5, the majority points to a maximum of 15 minutes, thus characterizing, that, it provides little time of its semester for this activity.

In the last question, nine respondents said that it would not change anything in the format that the school currently sets up in any aspect. However, most students suggest improvements in F5 that involve their form, content and frequency; fewer questions of assessment; simpler questions and easier to understand, in order to prevent that its filling becomes exhausting and discouraging. In addition, it was suggested to reduce the fill interval between one format and another, so that, the time between closing the problem and sending the evaluation format is smaller, portraying with greater truthfulness and coherence, the student's opinion.

As this is the second year that students use this evaluation tool, the analysis and reflection of this research identified that the social representation of F5, for the minority of students, is still unclear, since some do not understand the purpose, the purpose of the format and the way in which it should be answered, which are essential to generate good evaluation results and, consequently, significant improvements for the whole institution.

From this representation of the F5, student it is possible to infer that the Student Assessment Manual or the series planning manual should contain more guidance on the content of F5, how it should be completed, what its purpose is and for what it will be used.

The results also highlight the importance of devolution of the evaluation to the student, highlighting their role and contribution to the feasibility of the institutional pedagogical proposal that manifests itself concerned with quality health education.

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