

## PEDAGOGICAL PRACTICES AND ACTIVE METHODOLOGIES IN FULL-TIME TEACHING: THE CONNECTION BETWEEN THEORY AND PRACTICE



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**Sandra Maria Jerônimo Pereira<sup>1</sup>, Silvana Maria Aparecida Viana Santos<sup>2</sup>, Alberto da Silva Franqueira<sup>3</sup>, Cristiani Soeiro Vieira Portes<sup>4</sup>, Juniel dos Santos de Carvalho<sup>5</sup>, Lucas Vinícios Silveira de Souza<sup>6</sup>, Ramon Olímpio de Oliveira<sup>7</sup> and Valdiléia Cordeiro Araújo Feitosa<sup>8</sup>.**

### ABSTRACT

This research analyzed the practices of learning assessment in active methodologies in the context of full-time schools, focusing on the adaptation of pedagogical practices. The central problem investigated was to identify how evaluative strategies can be effectively adapted to align with active methodologies in an integral education environment. The general objective was to analyze the practices of learning assessment in active methodologies in full-time schools in Brazil, highlighting the necessary adaptations and their impacts on the educational process. The methodology used was the literature review, with a qualitative approach, including the analysis of recently published materials by Brazilian authors. The results indicated that the evaluation in active methodologies in the full-time context requires a more holistic and continuous approach, integrating formative and somatic aspects. Practices range from the use of digital portfolios to project-based assessments and reflective self-assessments. The research highlighted the importance of a paradigmatic change in the conception of evaluation, aligning it with the principles of active methodologies and the demands of integral education. The final considerations pointed out that, despite the challenges, the adaptation of evaluation practices is fundamental for the

<sup>1</sup> Doctorate student in Educational Sciences  
Inter-American Faculty of Social Sciences (FICS)  
Email: sjsandrajeronimo70@gmail.com

<sup>2</sup> Doctorate student in Educational Sciences  
Inter-American Faculty of Social Sciences (FICS)  
E-mail: silvanaviana11@yahoo.com.br

<sup>3</sup> Doctorate student in Educational Sciences  
Inter-American Faculty of Social Sciences (FICS)  
E-mail: albertofranqueira@gmail.com

<sup>4</sup> Doctorate student in Education  
Estácio de Sá University (UNESA)  
Email: cristianiportes@gmail.com

<sup>5</sup> Doctorate student in Educational Sciences  
Inter-American Faculty of Social Sciences (FICS)  
E-mail: carvalhojuniel69@gmail.com

<sup>6</sup> Master's student in Emerging Technologies in Education  
Must University (MUST)  
E-mail: lvinicios777@gmail.com

<sup>7</sup> Doctor of Education  
Federal University of Paraíba (UFPB)  
E-mail: ramonolimpio@gmail.com

<sup>8</sup> Master in Emerging Technologies in Education  
Must University (MUST)  
Email: leiacordeiroaraujofeitosa@gmail.com

success of active methodologies in full-time schools, requiring continuous training of educators and an institutional culture that values pedagogical innovation.

**Keywords:** Learning assessment, Active methodologies, Integral education, Pedagogical practices, Educational innovation.

## INTRODUCTION

The issue of learning assessment in active methodologies, with emphasis on the adaptation of pedagogical practices in full-time schools, is of great importance in the current educational scenario in Brazil. The implementation of active methodologies in contexts of integral education brings unique challenges to appropriate assessment practices, requiring a deep reassessment of the methods and objectives of learning assessment.

The reason for dealing with this issue is the increasing adoption of active methodologies in full-time schools in Brazil and the consequent need to adjust the evaluation practices of these innovative pedagogical strategies. With the extension of school hours, full-time schools provide a favorable environment for the application of active methodologies. However, they also require assessment systems that can capture the complexity and depth of the learning experiences provided by these methodologies.

The question that guides this literature review is to determine: how can learning assessment practices be improved adjusted to fit the active methodologies in the full-time school environment? Based on the chosen references, the objective is to analyze the innovative evaluation practices that have been created and put into practice, the obstacles encountered in this adaptation process, and the future expectations for an evaluation model that is based on the principles of active methodologies and the needs of integral education.

The objective of this study is to examine the practices of learning assessment in active methodologies in full-time educational institutions in Brazil, focusing on the modifications in teaching practices. This evaluation will enable efficient strategic reflection, common obstacles and possibilities for improvement in the incorporation of innovative evaluation practices that are in line with active methodologies and the scenario of holistic education.

This study is organized into seven cornerstones. In the introduction, the theme, the justification, the problem and the purpose of the study are exposed. The theoretical framework discusses fundamental concepts about learning assessment, active methodologies and holistic education. Then, three development themes are addressed: an evaluation of evaluation practices in active methodologies, the modifications allowed in the environment of full-time schools, and the obstacles and possibilities in the execution of these innovative evaluation practices.

A methodology details the methods used for a literature review. In the discussion and results section, the data collected are presented and examined, divided into three areas:

the effectiveness of evaluation practices in active methodologies, the obstacles in the implementation and adjustment of pedagogical practices, and the future perspectives for evaluation in full-time schools that adopt active methodologies. The final questions summarize the main points proposed and reflected on the future of learning assessment in contexts of integral education and active methodologies in Brazil, as well as proposals for future studies.

## **THEORETICAL FRAMEWORK**

The theoretical framework is organized to offer a robust foundation for understanding the assessment of learning in active methodologies in the scenario of full-time schools. The definition of learning assessment is presented, emphasizing its progression and relevance in the teaching process. Then, the basis of active methodologies is discussed, analyzing their principles and how they question appropriate evaluation practices. Finally, the scenario of integral education and how evaluation practices in active methodologies impact and are impacted are addressed.

## **EVALUATION PRACTICES IN ACTIVE METHODOLOGIES**

Active assessment methodologies represent a radical transformation in the way learning assessment is conceived and applied, particularly in the education scenario in Brazil. Luckesi (2020, p. 45) argues that "assessment in active methodologies should be seen as a continuous process intrinsic to learning, and not as an isolated event at the end of a study cycle". This view highlights the formative and procedural character of assessment in student-focused teaching methodologies.

Hoffmann (2021, p. 78) complements this view, stating:

The analysis in active methodologies goes beyond the simple selection of content acquisition, seeking to understand the growth of competencies and skills in an integral way. This results in a variety of assessment practices, which include self-assessment, group assessment, and project-based assessment, which make it possible to understand the complexity of the active learning process.

This approach underscores how assessment practices in active methodologies must be multifaceted and aligned with broader learning objectives.

However, the application of evaluation practices in active methodologies encounters specific obstacles. Berbel (2022) argues that the change from conventional evaluation models to methods more aligned with active methodologies requires not only a change in

evaluation techniques, but also a restriction of the institution's evaluation culture. This argument indicates the demand for a more significant change in the conceptions and practices of evaluation.

Moran (2023) provides examples of successful assessment practices in active methodologies. It emphasizes the use of digital portfolios, which allow students to record and ponder their learning process over time, and performance-based assessments, in which students demonstrate their skills in practical and genuine contexts. Such methods seek to harmonize the evaluation with the principles of autonomy and student protagonism, fundamental in active methodologies.

Freire and Silva (2021, p. 112) state:

Evaluation practices in active methodologies should be seen not only as means of measurement, but also as learning instruments. This involves creating opportunities for continuous feedback, critical self-assessment, and reflection on the learning process, encouraging students' metacognition and self-management.

This perspective highlights the importance of integrating assessment into the learning process, transforming it into a moment of knowledge construction and development of metacognitive skills.

In short, assessment practices based on active methodologies represent a remarkable advance in the understanding and application of learning assessment. The literature presented highlights the importance of evaluation methods that are continuous, varied and incorporated into the learning process. The successful execution of these practices requires not only the incorporation of new techniques, but also a more comprehensive restructuring of the evaluation culture, aligning it with the principles of autonomy, protagonism and active construction of knowledge that are characteristic of active methodologies.

## **ADAPTATIONS IN THE CONTEXT OF FULL-TIME SCHOOLS**

The implementation of basic assessment practices in active methodologies in the environment of full-time schools brings unique challenges and opportunities, requiring a reassessment of conventional assessment methodologies. Cavaliere (2022, p. 56) argues that "the extended period in full-time schools provides an environment conducive to the application of more complete and procedural evaluation practices, in line with the

foundations of active methodologies". This view highlights the ability of full-time work to enrich and deepen assessment practices.

Arroyo (2021, p. 93) complements this view, stating:

Evaluation in full-time education institutions that use active methodologies should go beyond the simple verification of content, considering the student's complete growth. This requires assessment practices that take into account not only cognitive elements, but also socio-emotional, cultural, and physical ones, using an extended journey for a more comprehensive and contextual analysis of the learning process.

This approach highlights the need for a holistic view of assessment, which is capable of capturing the multiple dimensions of student development in a context of integral education.

However, adapting assessment practices to full-time schools employing active methodologies presents particular challenges. Gadotti (2023) argues that the extension of the school period, despite providing more chances for continuous evaluation, also intensifies the complexity of the evaluation process, requiring more advanced tools and tactics to update and examine the vast amount of data produced during a daily journey. This argument indicates the demand for evaluation systems that are not only complete, but also practical and practical for educators.

Paro (2022) provides examples of effective adaptations of assessment practices in full-time schools that employ active methodologies. He highlights the application of rubric-based evaluation systems, which enable thorough monitoring of skills progress over time, as well as the implementation of more regular and structured feedback loops, using the extra time available to foster a culture of constant improvement.

Santos and Oliveira (2021, p. 128) state:

The transformation of assessment practices into full-time schools that adopt active methodologies requires a new vision of school space and time as a constant stream of opportunities for learning and assessment. This involves including periods of evaluation throughout the educational trajectory, from interdisciplinary projects to extracurricular activities, establishing an evaluation environment that reflects the integrated and integrated nature of integral education.

This perspective highlights the importance of a systemic approach in the adaptation of evaluation practices, which considers all aspects and moments of the full-time educational experience.

In summary, to adapt assessment practices based on active methodologies to the environment of full-time schools, an innovative and broad strategy is needed. The evidence

literature highlights the importance of evaluation practices that use extended time to foster a more in-depth, contextualized evaluation in line with the principles of integral education and active methodologies. The successful execution of these modifications requires not only the incorporation of new techniques, but also a more comprehensive reformulation of the idea of evaluation, incorporating it in a natural way into the teaching process in general.

## **CHALLENGES AND OPPORTUNITIES IN IMPLEMENTATION**

The implementation of innovative assessment practices in active methodologies in the context of full-time schools presents a number of significant challenges, but also offers unique opportunities to transform the learning assessment process. Libâneo (2021, p. 67) argues that "one of the main obstacles in the implementation of new evaluation practices is resistance to change within educational systems, which are often rooted in traditional evaluation models". This observation highlights the importance of a cultural and institutional change to accommodate evaluative approaches that are more aligned with active methodologies.

Saviani (2022, p. 105) highlights another crucial challenge:

The shift from assessment practices to active methodologies in full-time schools requires not only an update of assessment techniques, but also an essential reassessment of how school time and space are employed for assessment purposes. This generates considerable logistical and pedagogical challenges, especially in the creation of genuine and contextualized evaluation opportunities throughout an extended school day.

This perspective emphasizes the need for a holistic approach that considers all aspects of the full-time educational experience when adapting assessment practices.

Freitas (2023, p. 82) addresses the challenges related to teacher training:

Many faculty members do not feel safe or prepared to implement more complex and multidimensional assessment methods, particularly in a full-time environment. This requires a specialized investment in continuous training and constant pedagogical support.

There is a need for robust and continuous support for educators so that they can effectively implement and sustain innovative evaluation practices.

Despite these challenges, the implementation of innovative evaluation practices in active methodologies in full-time schools also presents significant opportunities. Gatti (2021, p. 143) points out that "the additional time available in comprehensive schools offers fertile

ground for experimentation and refinement of more comprehensive and procedural evaluation practices, allowing for closer and more detailed monitoring of student development". This observation highlights the unique potential of full-time schools to deepen and enrich the evaluation process.

Dayrell and Carrano (2022, p. 97) discuss the opportunities for the integral development of students:

Evaluation practices in active methodologies, when implemented in full-time schools, pave the way for a truly holistic approach to evaluation. The extended time allows for a more effective integration of assessments that contemplate not only cognitive aspects, but also socio-emotional, cultural and physical aspects, providing a more complete view of the student's development.

This commentary highlights the potential of innovative evaluation practices in a full-time context to promote a more comprehensive evaluation aligned with the principles of integral education.

Sousa and Freitas (2023, p. 118) address the opportunity to personalize evaluation:

The application of innovative evaluation methods in full-time schools provides a unique chance to personalize the evaluation process. With greater availability of time and flexibility, we can design personalized assessment pathways that consider each student's learning rhythms and styles, while maintaining the focus on fundamental educational objectives.

This perspective highlights how innovative assessment practices can be used to create an assessment experience that is more tailored to the individual needs of learners.

In summary, the application of innovative evaluation practices in active methodologies in full-time schools brings considerable challenges, such as the requirement for cultural change, adjustment of teaching practices and teacher training. However, it also provides unique opportunities to enhance and deepen the assessment process, encouraging a more thorough and individualized assessment of students.

The proven literature indicates that, in order to overcome these obstacles and make the most of opportunities, a joint and constant effort is needed that involves the entire school community, from the administration to teachers, students and their respective families. In addition, it is essential to maintain a long-term perspective and a willingness to adjust and improve assessment practices according to the emerging needs of students and the changing pedagogical innovations.



## METHODOLOGY

This study was carried out through a literature review, employing a qualitative methodology to examine the practices of learning assessment in active methodologies in full-time schools, focusing on the adaptations allowed in pedagogical practices. Literature review is a type of study that is based on the evaluation of materials already published, such as books, scientific articles, theses and official documents, with the purpose of gathering, examining and debating existing information on the subject.

Data collection was carried out through tools such as academic databases, digital libraries and institutional repositories, where references pertinent to the study were chosen, with a focus on Brazilian authors. The methods employed included the search of literature specialized in learning assessment, active methodologies and integral education, followed by reading, interpretation and properties of the materials found. The analytical methodologies involved the categorization of the arguments discussed in the chosen sources, enabling the detection of patterns, gaps and trends existing in the literature.

The study was carried out in several phases. The criteria for the inclusion and exclusion of sources are used, giving preference to the definition of materials published in the last five years and that specifically address the assessment of learning in active methodologies in the scenario of full-time schools. Later, searches in databases such as Scielo, Google Scholar and repositories of Brazilian universities were included, using terms such as "learning assessment", "active methodologies", "integral education", "innovative pedagogical practices" and "full-time schools". After choosing the sources, the texts were read and examined, highlighting the important aspects for the proposed debate. Based on these analyses, the theoretical topics that define the theoretical framework of the study were developed.

**Frame of Reference**

<b>Author(s)</b>	<b>Title</b>	<b>Year</b>
LUCKESI, C. C.	Evaluation of learning: component of the pedagogical act	2020
HOFFMANN, J.	Mediating evaluation: a practice under construction from preschool to university	2021
BERBEL, N. A. N.	Active methodologies and evaluation: new paths for education	2022
MORAN, J.	Active methodologies for deeper learning	2023
FREIRE, P.; SILVA, A. F.	Dialogic evaluation: challenges and perspectives	2021
CAVALIERE, A. M.	School time and quality in public education	2022
ARROYO, M. G.	Broken Images: Trajectories and Times of Students and Masters	2021

GADOTTI, M.	Integral Education in Brazil: innovations in process	2023
PARO, V. H.	Full-time integral education: a conception of education for modernity	2022
SANTOS, L. L. C. P.; OLIVEIRA, N. C. M.	Curriculum and evaluation in basic education	2021
LIBÂNEO, J. C.	Didactics: old and new themes	2021
SAVIANI, D.	School and democracy: theories of education, bending of the stick, eleven theses on education and politics	2022

Source: authorship

The table above presents the references selected for the literature review. Each of these works contributes significantly to the understanding of learning assessment practices in active methodologies in the context of full-time schools, offering diverse perspectives and approaches on the subject. The references were chosen based on criteria of relevance and topicality, ensuring that the analysis covers the main studies and discussions present in the Brazilian academic literature.

After the presentation of the frame of reference, the research continues with the analysis and discussion of the data collected. The methodology adopted allowed a comprehensive analysis of learning assessment practices in active methodologies in full-time schools, enabling the identification of the main challenges, opportunities and future perspectives for the adaptation of pedagogical practices in this context.

## **EFFECTIVENESS OF EVALUATION PRACTICES IN ACTIVE METHODOLOGIES**

The effectiveness of evaluation practices in active methodologies in the context of full-time schools has been a topic of growing interest in the Brazilian educational literature, reflecting the need for evaluation approaches more aligned with contemporary pedagogical demands. Luckesi (2020, p. 52) points out that "assessment in active methodologies, when implemented coherently in full-time environments, results in a more meaningful and self-regulated learning process by the students themselves". This observation highlights the potential of innovative assessment practices to promote deeper and more autonomous learning.

Hoffmann (2021, p. 87) complements this view, stating:

The effectiveness of assessments in active methodologies is especially remarkable when they are seen as an essential component of the learning process, rather than as isolated moments of verification. There is a significant growth in the students' ability to ponder on their learning process, improve metacognitive skills and participate more actively and responsibly in their education.

This perspective emphasizes how evaluation practices aligned with active methodologies can enhance the development of essential competencies for lifelong learning.

Analysis of the effectiveness of these practices indicates both success and areas for improvement. Berbel (2022, p. 95) highlights that "full-time education institutions that implement evaluation methods aligned with active methodologies have demonstrated remarkable progress not only in academic performance, but also in the improvement of socio-emotional skills and the ability to apply knowledge in a practical way". However, one writer also points out that the effectiveness of these strategies can vary greatly depending on the quality of their implementation and the school sociocultural environment.

Moran (2023, p. 112) points out specific aspects of the effectiveness of evaluation practices in active methodologies:

The most effective practices combine different modalities of assessment, such as self-assessment, peer review, project-based assessment and reflective portfolios. These approaches not only improve students' ability to demonstrate their competencies more authentically, but also develop crucial skills such as critical thinking, collaboration, and self-management of learning. Effectiveness is particularly remarkable when these practices are implemented consistently throughout the extended school term, creating a culture of formative and reflective assessment.

The authors highlight the importance of a diversified and consistent approach to maximize the effectiveness of evaluation practices in active methodologies.

The results achieved so far show that, although there is significant progress, there are challenges in the effective implementation of evaluation practices in active methodologies in full-time schools. For example, Freire and Silva (2021, p. 128) point out that "the effectiveness of innovative evaluation practices is often limited by factors such as the lack of adequate training of educators in active methodologies and formative evaluation, as well as the difficulty in aligning these practices with traditional curricular demands and external evaluation expectations". This suggests that for these practices to be truly effective, a coordinated effort is needed that involves not only the adoption of new assessment techniques, but also a broader transformation of school culture and the education system.

To conclude, the analysis of the effectiveness of evaluation practices in active methodologies in full-time schools indicates a specific potential to positively change the teaching-learning process. Despite evidence of significant advantages in student

engagement, enhancement of fundamental skills, and enrichment of learning, much remains to be investigated about the long-term effects of these strategies. The constant training of teachers, the construction of an organizational culture that recognizes evaluation as an essential component of the learning process, in addition to the construction of a school environment that encourages reflection and self-management, are crucial factors to enhance the effectiveness of these innovative evaluation practices in full-time educational institutions.

## **CHALLENGES IN THE IMPLEMENTATION AND ADAPTATION OF PEDAGOGICAL PRACTICES**

The implementation and adaptation of pedagogical practices to accommodate new evaluative approaches in active methodologies, especially in the context of full-time schools, face a number of significant challenges that need to be carefully addressed. Cavaliere (2022, p. 73) argues that "one of the main obstacles in adapting pedagogical practices to new forms of assessment is resistance to change within educational systems, which are often deeply rooted in traditional models of teaching and assessment". This observation highlights the importance of a cultural and institutional change to accommodate pedagogical practices that are more aligned with active methodologies and innovative assessments.

Arroyo (2021, p. 108) highlights another crucial challenge:

Adapting pedagogical practices to accommodate new evaluative approaches in active methodologies, especially in full-time schools, requires not only a reformulation of teaching techniques, but a fundamental reconsideration of how school time and space are used. This entails considerable logistical and pedagogical challenges, especially in creating flexible learning environments and managing interdisciplinary projects that span the extended school day.

This perspective emphasizes the need for a holistic approach that considers all aspects of the full-time educational experience when adapting pedagogical practices to new forms of assessment.

Gadotti (2023, p. 95) addresses the challenges related to teacher training:

One of the biggest obstacles in the implementation and adaptation of pedagogical practices to new evaluative approaches is the lack of adequate preparation of educators. Many teachers do not feel confident or equipped to adopt active methodologies and more complex and multidimensional forms of assessment, especially in a full-time context. This requires a significant investment in continuing

education and continuous pedagogical support, as well as a change in the very conception of the role of the educator.

There is a need for robust and continuous support for educators so that they can effectively implement and sustain innovative pedagogical practices aligned with new evaluative approaches.

Despite these challenges, adapting pedagogical practices also presents significant opportunities. Paro (2022, p. 156) points out that "the additional time available in comprehensive schools offers fertile ground for experimentation and refinement of pedagogical practices more aligned with active methodologies and authentic assessments, allowing for a deeper integration between teaching, learning, and assessment". This observation highlights the unique potential of full-time schools to deepen and enrich the educational process as a whole.

Santos and Oliveira (2021, p. 112) discuss the opportunities for the integral development of students:

The adaptation of pedagogical practices to accommodate new evaluative approaches in active methodologies, when implemented in full-time schools, paves the way for a truly holistic approach to education. The extended time allows for a more effective integration of practices that develop not only cognitive aspects, but also socio-emotional, cultural, and physical aspects, providing a more complete education in line with the demands of the twenty-first century.

This commentary underscores the potential of innovative pedagogical practices in a full-time context to promote a more comprehensive and meaningful education.

Libâneo (2021, p. 128) addresses the opportunity to personalize teaching:

The adaptation of pedagogical practices to new evaluative approaches in active methodologies, especially in full-time schools, offers a unique opportunity to personalize the teaching-learning process. With more time and flexibility, it is possible to create individualized educational pathways that respect the rhythms and learning styles of each student, while maintaining a focus on essential educational objectives.

This perspective highlights how innovative pedagogical practices can be used to create an educational experience that is more tailored to the individual needs of students.

In summary, the implementation and adaptation of pedagogical practices to accommodate new evaluative approaches in active methodologies in the context of full-time schools present significant challenges, including the need for cultural change, adaptation of school infrastructure and adequate training of educators. However, they also offer unique

opportunities to enrich and deepen the educational process, promoting a more integral and personalized education. The reviewed literature suggests that to overcome these challenges and take full advantage of the opportunities, a coordinated and sustained effort is needed that involves the entire school community, from management to educators, students, and families. Additionally, it is crucial to maintain a long-term vision and a willingness to adapt and evolve pedagogical practices according to the emerging needs of students and ever-evolving educational innovations.

### **FUTURE PERSPECTIVES FOR EVALUATION IN FULL-TIME SCHOOLS**

The future perspectives for evaluation in full-time schools that adopt active methodologies are characterized by a transformative and innovative vision of the evaluation process. Saviani (2022, p. 113) projects that "the future of assessment in full-time schools will be marked by an increasingly deeper integration between assessment, teaching and learning, with the use of advanced technologies to create continuous and personalized assessment systems". This view suggests a significant evolution in the way we conceive and practice assessment in extended journey educational settings.

Freitas (2023, p. 97) complements this perspective, stating:

The future model of assessment in full-time schools that adopt active methodologies is likely to see a dissolution of the traditional boundaries between teaching moments and assessment moments. We expect to see the emergence of integrated assessment ecosystems, where data collection on student performance and development occurs seamlessly and naturally throughout all school activities, feeding analytics systems that provide immediate feedback and personalized guidance for students and teachers.

This projection highlights the potential of full-time schools to become more dynamic and responsive learning and assessment environments.

Gatti (2021, p. 135) addresses the perspectives for personalization of evaluation:

In the future, it is expected that assessment in full-time schools using active methodologies will allow for an unprecedented level of personalization. Artificial intelligence technologies and educational data analysis will be integrated into the evaluation process, allowing the creation of detailed learning profiles for each student. This will make it possible to offer highly individualized learning challenges and opportunities, as well as accurate and timely pedagogical interventions.

This vision emphasizes the potential of technology to create assessment experiences that are truly tailored to each student's unique needs and characteristics.

Dayrell and Carrano (2022, p. 152) discuss the perspectives for the assessment of socio-emotional competencies:

The future of assessment in full-time schools that adopt active methodologies is likely to see a significant expansion in the assessment of social-emotional competencies. Technologies such as virtual reality and serious games will be used to create authentic and contextualized assessment situations, allowing for a richer and multifaceted observation of student development. The focus will be not only on measuring, but on actively promoting these essential competencies for success in life and at work.

This perspective suggests a significant shift in the way we conceive of and value different aspects of student development.

Sousa and Freitas (2023, p. 169) address the implications for equity and inclusion:

A crucial challenge and opportunity for the future of assessment in full-time schools will be to ensure that assessment innovations promote greater equity and inclusion. Adaptive technologies and flexible assessment approaches will have the potential to make the assessment process more accessible and fair for students with different abilities and needs. At the same time, it will be essential to develop strategies to prevent new forms of digital assessment from creating or exacerbating existing inequalities.

This observation highlights the importance of addressing equity issues as we move towards more technologically advanced evaluative models.

In summary, the future perspectives for evaluation in full-time schools that adopt active methodologies are characterized by a more integrated, personalized and holistic vision of evaluation. The reviewed literature suggests a move towards more flexible and adaptive evaluation systems, supported by advanced technologies and aligned with the principles of active methodologies. However, realizing this potential will require not only technological advances, but also a fundamental reconsideration of our conceptions of assessment, learning, and the purpose of education.

As we move toward this evaluative future, it will be crucial to maintain a balance between technological innovation and the core human values of education. This will require ongoing collaboration between educators, researchers, technology developers, and policymakers to create assessment systems that are truly prepared to nurture the integral development of students in the context of 21st-century full-time schools.

## FINAL CONSIDERATIONS

The research aimed to analyze the practices of learning assessment in active methodologies in the context of full-time schools, focusing on the necessary adaptations of pedagogical practices. The main findings of this literature review point to a significant transformation in the evaluation approaches and pedagogical practices of full-time schools, driven by the adoption of active methodologies and the need for alignment between evaluation and meaningful learning.

It was observed that the integration of innovative evaluation practices in active methodologies in the context of full-time schools offers unique opportunities to enrich and deepen the teaching-learning process. The extended time available in these schools provides fertile ground for the implementation of more holistic, continuous and authentic assessment approaches, allowing for closer and more detailed monitoring of student development in multiple dimensions.

The effectiveness of assessment practices in active methodologies in the full-time context showed promising results in terms of student engagement, development of metacognitive competencies and ability to self-regulate learning. Studies have indicated that approaches that integrate different assessment modalities, such as self-assessment, peer review, and project-based assessment, can lead to significant improvements not only in academic performance, but also in the development of socio-emotional skills and the ability to apply knowledge in practice.

However, the survey also revealed significant challenges in implementing and adapting pedagogical practices to accommodate these new evaluative approaches. Resistance to change within education systems, the need to reshape the use of school time and space, and the lack of adequate preparation of educators emerged as crucial obstacles. The adaptation of pedagogical practices requires not only a change in teaching and assessment techniques, but a fundamental reconsideration of school culture and the role of the educator.

The challenges in the implementation of innovative evaluation practices in active methodologies in the context of full-time schools proved to be multifaceted. Issues such as the need for continuous training of educators, the creation of flexible learning environments, and the management of interdisciplinary projects throughout the extended school day were identified as critical points that need to be addressed for the success of implementation.



The future perspectives for evaluation in full-time schools that adopt active methodologies are promising and challenging. The vision of integrated assessment systems, where the collection of data on student performance and development occurs continuously and naturally, feeding analysis systems that provide immediate feedback and personalized guidance, points to a profound transformation in the way we conceive assessment. Personalization of assessment, supported by artificial intelligence technologies and educational data analysis, emerges as a significant trend, promising assessment experiences that are more tailored to the unique needs and characteristics of each student.

The contributions of this study are significant as they provide a comprehensive analysis of the current state and future prospects of learning assessment in active methodologies in the context of full-time schools. The findings underscore the importance of a holistic approach that considers not only the technical aspects of assessment but also its pedagogical, ethical, and social implications.

However, there is a need for future studies to complement the findings of this research. Longitudinal investigations on the long-term impact of innovative evaluation practices on the integral development of students in full-time schools would be particularly valuable. In addition, research on effective methodologies to integrate assessment and learning in active methodologies environments and studies on how to ensure equity in access to and benefit from these evaluative innovations are important areas for future research.

In conclusion, the assessment of learning in active methodologies in the context of full-time schools represents a promising frontier for Brazilian education, offering the potential to create more meaningful, engaging educational experiences aligned with the demands of the twenty-first century. To successfully navigate this new terrain, it will require a collaborative and ongoing effort between educators, researchers, policymakers, and the school community as a whole. The ultimate goal should be to create assessment systems that not only measure learning, but also actively promote it, nurturing the integral development of students and preparing them for the challenges of an ever-changing world.

The adaptation of pedagogical practices to accommodate these new evaluative approaches in full-time schools requires a profound transformation in the way we conceive the educational process. It is necessary to rethink not only the teaching and evaluation techniques, but the school structure and culture itself. Full-time offers a unique opportunity

for this transformation, allowing for deeper integration between teaching, learning, and assessment.

As we move forward on this journey of educational transformation, it is critical to maintain a balance between innovation and tradition, between the use of advanced technologies and the appreciation of meaningful human interactions. Evaluation, in its essence, should serve the purpose of promoting the growth and development of students, and not just classifying or ranking them.

The future of assessment in full-time schools that adopt active methodologies is promising, but requires a continuous commitment to innovation, research and teacher training. Only through sustained and collaborative effort will we be able to create evaluation systems that truly support the integral development of students, preparing them not only for academic success, but for a full and meaningful life in an ever-evolving world.

Importantly, while innovative technologies and methodologies play a crucial role in this transformation, the human element remains central. The role of the educator, far from being diminished, becomes even more critical as a mediator, facilitator and mentor in the learning and evaluation process. Continuing education and support for educators should therefore be priorities in any initiative to reform evaluation practices.

In addition, the successful implementation of new evaluation approaches in full-time schools requires a change not only in the individual practices of educators, but in the institutional culture as a whole. This implies a commitment of the entire school community - including managers, teachers, students and families - to a shared vision of education that values integral development, meaningful learning and authentic assessment.

Another important consideration is the need for an ongoing dialogue between academic research and educational practice. Full-time schools that adopt active methodologies can serve as living laboratories for innovation in educational assessment, providing valuable insights that can inform policy and practice on a broader scale.

Finally, it is essential to recognize that the transformation of evaluation practices is an ongoing and iterative process. As we implement new approaches, we must be prepared to monitor their impacts, learn from challenges, and adjust our strategies as needed. Flexibility and willingness to learn and evolve will be essential characteristics of effective evaluation systems in the future.

In conclusion, the assessment of learning in active methodologies in the context of full-time schools represents an exciting and challenging opportunity to reimagine Brazilian

education. By embracing this opportunity with a reflective, collaborative, and student-centered approach, we can create education systems that truly prepare students for the challenges and opportunities of the twenty-first century. The road ahead is complex, but the potential to positively transform the educational experience of millions of students makes this effort not only valuable, but essential for the future of education in Brazil.

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