



**UNIVERSITY OF RIO GRANDE DO SUL
INSTITUTE OF PHILOSOPHY AND HUMAN SCIENCES
UNIT ASSESSMENT CORE – NAU**

REPORT

DATA 2015-II and 2016-I

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Porto Alegre, January 2017.

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2016/2018**

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PRESENTATION

This report continues the development of institutional evaluation of the Institute of Philosophy and Human Sciences (IFCH) in order to reflect the reality of a set of activities developed in the Unit in 2015/1 and 2016/2, as well as to subsidize the NAU Institutional Self-Assessment Reports (Units Evaluation Units) of the Federal University of Rio Grande do Sul.

The evaluation of the Unit is part of an ongoing process of monitoring to examine the functioning of different university areas and to contribute to the academic improvement and the qualification of higher public education. The objective of identifying the profile of the institution and the meaning of its performance is expressed in Law 10.861 / 2004, which established the National System for the Evaluation of Higher Education (SINAES) in Brazil, defined as an internal and external evaluation tool for Institutions of Higher Education (HEI) in the national territory, which includes the undergraduate and postgraduate courses and the academic performance of your body teacher and student.

Thus, it is the IFCH's Evaluation Unit (NAU / IFCH) to verify the goals achieved and identify weaknesses and potentialities of the institution in dimensions of teaching, research, extension, management and infrastructure, constituting the self-assessment as an instrument for institutional self-knowledge and in planning and decision making.

The IFCH comprises four undergraduate courses - Social Sciences (departments of Anthropology, Political Science and Sociology); Philosophy; History and Public Policy; five departments (Anthropology, Political Science, Sociology, Philosophy and History). The Unit is also composed of seven Post-Graduate Programs (Anthropology, Science Politics, Sociology, Philosophy, History, Professional History and Public Policy). At the period corresponding to the generation of data for the preparation of this report, the Institute was administered by teachers Soraya Maria Vargas Cortes (Director) and Maria Izabel Saraiva Noll (Deputy Director), and assisted by the technician Ilga Schauen.

INTRODUCTION

This report records and analyzes data for the half-year periods 2015/2 and 2016/1 of Graduation and Postgraduate courses for 2016/1 only, in view of the teacher self-assessment and teacher evaluation by the students (closed questions and open). On the basis of information provided by the SAI, teachers and students regarding the functioning of the disciplines offered by the departments of Anthropology, Political Science, Philosophy, History and Sociology, and Course of Public Policies.

The report uses quantitative and qualitative surveys for the examination of teachers 'and students' demonstrations regarding the items proposed in the evaluation tools provided by the SAI and in the free comments of students registered in the "open space", including aspects related to the subjects taught and the relationship between teachers and students in the IFCH Undergraduate Courses. All the information analyzed here comes from Excel Worksheets recorded on a CD distributed to the Evaluation Centers of all UFRGS Units. The analyzes of the quantitative questions were made in the SPSS Software (Statistical Package for the Social Sciences) version 20.0.

It should be noted that most of the variables in Excel spreadsheets provided on CD by SAI-UFRGS were in "string" format, which is not feasible to use in SPSS (in this software we must have numeric values). Therefore we had to carry out a lengthy process of recoding them so that we can carry out the analyzes that are presented in this report.

The renewal of the IFCH NAU (April 2016) and the fact that its new members are still organizing for the prospective phase of the strategic planning of the Nucleus has led us to believe that it is appropriate to use the UPS monitoring and evaluation tools. We understand that these data are valuable tools for identifying both the strengths of the unit, which need to be strengthened and diffused, and the negatives that need to be addressed (eliminated or minimized). In this sense, we set out to identify fragilities and potentialities of Institution in the dimensions of Undergraduate Teaching. Therefore, the text presented here is structured in two segments. The first one refers to the student evaluation, and the second to the self-assessment of the teacher, with data referring to the second half of 2015 and soon after the 2016/1 data, including for this semester the Unit's Postgraduate Courses.

GRADUATION DATA ANALYSIS: 2015/2

QUANTITATIVE ANALYSIS

Student Assessment

Regarding the number of answers in the research on teacher evaluation, we verified that the most successful course is the History course corresponding to 30% of the total of the 2195 responses of the IFCH courses (excluding 604 answers referring to other courses (21.5%) and 13 cases excluded by the system from the total of 2812 responses).

Table 1 - Assessments by IFCH courses (2015/2)

| Courses | No. of replies | % responses |
|-------------------------------|----------------|--------------|
| Social Sciences (Bachelor) | 477 | 21.7 |
| Social Sciences (Bachelor) | 265 | 12.1 |
| Philosophy (Bachelor) | 153 | 7.0 |
| Philosophy (Licenciatura) | 154 | 7.0 |
| History (Bachelor) | 239 | 10.9 |
| History (Licenciatura) | 658 | 30,0 |
| Public policy | 249 | 11.3 |
| TOTAL | 2195 | 100.0 |

Source: Prepared by NAU / IFCH as data from SAI, UFRGS, 2015/2.

A general appreciation of the items proposed in the teacher evaluation questionnaire by the students shows that in 2015/2 the IFCH could improve performance in the Return of Assessments (see Table 2).

Table 2 - Averages of each response in the teacher evaluation by the student

| Questions | No. Answers | Average | Standard deviation |
|---|-------------|---------|--------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 2011 | 4.22 | 1.19 |
| 2. The teacher performed evaluations compatible with what was worked on in the teaching activity. | 2011 | 4.58 | 0.89 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 2011 | 4.63 | 0.87 |
| 4. The teacher used adequate resources and didactic procedures. | 2011 | 4.45 | 0.98 |
| 5. The teacher was assiduous and punctual. | 2011 | 4.56 | 0.91 |
| 6. The teacher complied with the teaching plan | | | |
| 7. The teacher contextualized the knowledge developed | 2011 | 4.60 | 0.86 |
| 8. The teacher maintained respect and courtesy. | 2011 | 4.69 | 0.86 |
| 9. The teacher worked with clarity and objectivity | 2011 | 4,48 | 0.96 |

| | | | |
|--|------|------|------|
| | 2011 | 4,41 | 1.04 |
| 11. The teacher demonstrated mastery of the contents | 2011 | 4.78 | 0.66 |

Basis of calculation: minimum (1), maximum (5). Proportion of return in 2812 cases.

Scores of general scoring

A general scoring scale was created by adding the answers of the 11 questions, generating a of 11 to 55. This range scale is highly reliable as shown by the reliabilit analysis with Cronbach coefficient equal to 0.92.

Case Processing Summary

| | | N | % |
|-------|-----------------------|------|-------|
| Cases | Valid | 2270 | 80.7 |
| | Excluded ^a | 542 | 19.3 |
| | Total | 2812 | 100.0 |

a.Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's | N of Items |
|------------|------------|
| Alpha | |
| 0.926 | 11 |

Specifically when using the scale, it was verified that the Department of Sociology presented the highest average (50.86) among all departments of the IFCH. And the History department showed the lowest average (48,19) as shown in table 3 below.

Table 3 Averages of the scale (11-55) of total score by department

| | N | Average | Standard deviation | Minimum | Maximum |
|-------------------|------|----------------|--------------------|---------|---------|
| antropology | 176 | 49,2352 | 8.12599 | 12.20 | 55.00 |
| political science | 306 | 48,7424 | 8,72910 | 11,00 | 55,00 |
| philosophy | 307 | 48.8138 | 8.45044 | 11,00 | 55,00 |
| history | 783 | 48.1931 | 9.30571 | 11.00 | 55,00 |
| sociology | 697 | 51.1508 | 6.32778 | 11.00 | 55,00 |
| Total | 2270 | 49.3007 | 8.30747 | 11.00 | 55,00 |

It should be noted that an inferential test was performed to compare the averages among the departments. The ANOVA test showed statistically significant differences, at the level $p \leq 0.05$, between the Department of Political Science, Philosophy and History in relation to the Department of Sociology. While the average of the department of Anthropology does not differ significantly from the average of the other departments.

Averages of each question by Department

The means by response for each department were analyzed separately. Specifically for the Department of Anthropology the the highest average is in the subject of content domain by the teacher and the lowest in the discussion of the evaluations with students.

Table 4 Average of each question in the department of Anthropology

| Questions | No. Answers | Average | Standard Deviation |
|---|-------------|---------|--------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 205 | 3.92 | 1.50 |
| 2. The teacher performed evaluations compatible with what was worked on in the teaching activity. | 205 | 4.53 | 0.92 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 204 | 4,46 | 1.15 |
| 4. The teacher used adequate resources and didactic procedures. | 200 | 4,40 | 0.94 |
| 5. The teacher was assiduous and punctual. | 206 | 4,28 | 1.09 |
| 6. The teacher complied with the teaching plan. | 204 | 4.51 | 0.95 |
| 7. The teacher contextualized the knowledge developed | 204 | 4.62 | 0.83 |
| 8. The teacher maintained respect and courtesy. | 203 | 4.53 | 1.04 |
| 9. The teacher worked with clarity and objectivity. | 199 | 4,47 | 0.93 |
| 10. The teacher made time to attend the students outside the classroom, in person and / or at a distance. | 194 | 4.12 | 1.47 |
| 11. The teacher demonstrated mastery of the contents. | 202 | 4.82 | 0.59 |

In the department of Political Science, the highest average is in respect of attitudes of respect and courtesy by pa and the smallest in the discussion of assessments with the students.

Table 5 Average of each question in the Department of Science Policy

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 374 | 3.66 | 1.64 |
| 2. The teacher performed evaluations compatible with what was worked on teaching activity | 367 | 4,43 | 1,21 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 354 | 4,47 | 1,19 |
| 4. The teacher used adequate resources and didactic procedures. | 354 | 4,18 | 1,23 |
| 5. The teacher was assiduous and punctual. | 357 | 4,30 | 1,20 |
| 6. The teacher complied with the teaching plan. | 359 | 4,49 | 1,15 |
| 7. The teacher contextualized the developed knowledge | 353 | 4,48 | 1,03 |
| 8. The teacher maintained the attitude of respect and courtesy. | 355 | 4.68 | 0.86 |
| 9. The teacher worked with clarity and objectivity. | 350 | 4,32 | 1,13 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 342 | 4,03 | 1,51 |
| 11. The teacher demonstrated mastery of the contents. | 350 | 4.60 | 0.98 |

Similar to the Department of Anthropology, in the departments of Philosophy, History and Sociology the highest average is in the subject content domain by the teacher and the smaller in the discussion of the evaluations with the students.

Table 6 Average of each question in the department of Philosophy

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 376 | 3,84 | 1,56 |
| 2. The teacher performed evaluations compatible with what was worked on teaching activity | 363 | 4,50 | 1,04 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 352 | 4,31 | 1,40 |
| 4. The teacher used adequate resources and didactic procedures. | 351 | 4,07 | 1,34 |
| 5. The teacher was assiduous and punctual. | 353 | 4,51 | 1,11 |
| 6. The teacher complied with the teaching plan. | 357 | 4,49 | 1,18 |
| 7. The teacher contextualized the developed knowledge | 351 | 4,13 | 1,48 |
| 8. The teacher maintained the attitude of respect and courtesy. | 354 | 4,60 | 1,02 |
| 9. The teacher worked with clarity and objectivity. | 351 | 4,22 | 1,24 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 347 | 3,98 | 1,64 |
| 11. The teacher demonstrated mastery of the contents. | 355 | 4,68 | 0,90 |

Table 7 Average of each question in the History Department

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 924 | 3,77 | 1,61 |
| 2. The teacher performed evaluations compatible with what was worked on teaching activity | 892 | 4,34 | 1,21 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 902 | 4,40 | 1,17 |
| 4. The teacher used adequate resources and didactic procedures. | 877 | 4,26 | 1,17 |
| 5. The teacher was assiduous and punctual. | 880 | 4,49 | 1,01 |
| 6. The teacher complied with the teaching plan. | 884 | 4,43 | 1,09 |

| | | | |
|---|-----|------|------|
| 7. The teacher contextualized the developed knowledge | 881 | 4,47 | 1,03 |
| 8. The teacher maintained the attitude of respect and courtesy. | 877 | 4.53 | 1.01 |
| 9. The teacher worked with clarity and objectivity. | 877 | 4,28 | 1,14 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 851 | 4,05 | 1,47 |
| 11. The teacher demonstrated mastery of the contents. | 881 | 4.71 | 0.80 |

Table 8 Average of each question in the department of Sociology

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 797 | 4,29 | 1.26 |
| 2. The teacher performed evaluations compatible with what was worked on teaching activity | 781 | 4,61 | 0,92 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 774 | 4,69 | 0,86 |
| 4. The teacher used adequate resources and didactic procedures. | 769 | 4,55 | 0,91 |
| 5. The teacher was assiduous and punctual. | 768 | 4,57 | 0,96 |
| 6. The teacher complied with the teaching plan. | 761 | 4,71 | 0,83 |
| 7. The teacher contextualized the developed knowledge | 756 | 4,68 | 0,79 |
| 8. The teacher maintained the attitude of respect and courtesy. | 762 | 4.75 | 0.78 |
| 9. The teacher worked with clarity and objectivity. | 756 | 4,62 | 0,86 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 743 | 4,27 | 1,37 |
| 11. The teacher demonstrated mastery of the contents. | 753 | 4.80 | 0.64 |

We observed that in all departments the lowest average was presented in the item on analysis of the results of the evaluations with the students by the teachers.

General Punctuation Averages by Course

An inferential test was performed to compare the means between the courses. The ANOVA test showed statistically significant differences, at the $p \leq 0.05$ level, between the mean of the Social Science B course with History B; Social Sciences B with History L and B. While the average of Social Sciences L, Philosophy B and L and Public Policies do not differ significantly from the average of the other courses.

Table 9 Mean of the total score scale by course

| | N | Mean | Standard deviation | Minimum | Maximum |
|--------------|------|---------|--------------------|---------|---------|
| Social CS | 403 | 49.7985 | 8.89103 | 11.00 | 55.00 |
| CSocial_L | 203 | 49.1857 | 10.65862 | 11.00 | 55.00 |
| Philosophy_B | 123 | 47.3008 | 12,75653 | 11.00 | 55.00 |
| Philosophy_L | 126 | 49.4087 | 8.02062 | 11.00 | 55.00 |
| History_B | 194 | 50.2582 | 8.02827 | 13.70 | 55.00 |
| History L | 521 | 47.5524 | 9.91122 | 11.00 | 55.00 |
| PolPúblicas | 211 | 49.3886 | 8.91069 | 11.00 | 55.00 |
| Other | 477 | 49.1342 | 8.24169 | 11.00 | 55.00 |
| Total | 2258 | 48.9282 | 9.34770 | 11.00 | 55.00 |

Teaching Self Assessment

Regarding the number of answers in the research on teacher self-evaluation, we found that the department with the highest adherence is Sociology, corresponding to 36.9% of the total of 84 answers from the teachers of the IFCH. Table 10 below illustrates this data.

Table 10- Responses by department IFCH (2015/2)

| | No. answers | % responses |
|---------------------------------|-------------|-------------|
| Department of Anthropology | 8 | 9,5 |
| Department of Political Science | 8 | 9,5 |
| Department of Philosophy | 15 | 17,9 |
| Department of History | 22 | 26,2 |
| Department of Sociology | 31 | 36,9 |
| Total | 84 | 100.0 |

A general appreciation of the items proposed in the teachers' self-assessment questionnaire shows that in 2015/2 the IFCH teachers could improve their performance in such areas as: the students' performance in outreach activities and the enrichment of teaching activities with experience of the extension teacher. On the other hand, the highest average items were: maintenance of respectful attitudes in dealing with students and compliance with the plan of activities (see Table 11).

Table 11 Mean by question among 84 responses

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 84 | 4.62 | 0,99 |
| 2-The results of my researches have enriched the teaching activity. | 84 | 4.05 | 1.79 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 84 | 3,20 | 1.57 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 84 | 3.98 | 1.23 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 84 | 4.36 | 1.03 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 84 | 4.39 | 1.21 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 84 | 4.63 | 1.21 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 84 | 4.67 | 0.97 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 84 | 4.60 | 1.14 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 84 | 3.73 | 1.87 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 84 | 4.62 | 1.09 |
| 12-The extension activities I have developed have enriched my teaching activity. | 84 | 2.07 | 2.22 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 84 | 1.00 | 1.72 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 84 | 3.88 | 1,66 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 84 | 4.83 | 0.78 |
| 16-Established relations between the contents of the teaching activity and | 84 | 4.10 | 1.61 |

the fields of work of the profession, contextualizing with the demands of the reality of the country.

Teaching Self Assessment Overall Scoring Scale

A general scoring scale was created by adding the answers of the 16 questions, generating a range of 16 to 80. This scale is highly reliable as shown by the reliability analysis with Cronbach coefficient equal to 0.83.

| Case Processing Summary | | | |
|-------------------------|-----------------------|-----|-------|
| | | N | % |
| Cases | Valid | 84 | 100.0 |
| | Excluded ^a | 0,0 | |
| | Total | 84 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's | N of Items |
| Alpha | |
| 0.835 | 16 |

Specifically regarding the general score (16-80) in the self-evaluation of the department by department, it was verified that the Department of Anthropology presented the highest average (71.13) among all departments of the IFCH. And the Department of Political Science presented the lowest average (47.63) as shown in table 12 below.

Table 12 Averages in the total score scale by department

| Departments | N | Mean | Standard deviation | Minimum | Maximum |
|-------------------|----|-------|--------------------|---------|---------|
| Anthropology | 8 | 71,13 | 8,967 | 55 | 79 |
| Political Science | 8 | 47,63 | 6,683 | 55 | 69 |
| Philosophy | 15 | 59,20 | 6,858 | 44 | 68 |
| History | 22 | 65,91 | 6,718 | 50 | 74 |
| Sociology | 31 | 63,87 | 9,373 | 31 | 79 |
| Total | 84 | 62.71 | 12.334 | 55 | 79 |

An inferential test was performed to compare the means between departments. The ANOVA test showed statistically significant differences level $p \leq 0.05$, between the average Department of Political Science with all but Philosophy. There is also a significant difference between the average of the Department of History and Sociology with the average of the Department of Political Science. While the average of the department of Philosophy does not differ significantly from the average of the other departments.

The means by response for each department were analyzed separately. Specifically for the Department of Anthropology the highest average is in the requirements. Compatibility of the teaching activity is with training

area and / or performance, use of assessment activities compatible with the knowledge, skills and attitudes required in the activity of teaching and maintaining attitudes of respect in dealing with students. The smallest item was the inclusion of students' activities in outreach activities in the community.

Table 13 Average of each question of self-evaluation of teachers - Department of Anthropology

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 8 | 4.88 | 0,35 |
| 2-The results of my researches have enriched the teaching activity. | 8 | 4.38 | 1.76 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 8 | 3,75 | 1.66 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 8 | 4.00 | 1.69 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 8 | 4.75 | 0.46 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 8 | 4.88 | 0.35 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and/or performance. | 8 | 5.00 | 0.00 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 8 | 4.88 | 0.35 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 8 | 4.88 | 0.35 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 8 | 3.75 | 2.31 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 8 | 5.00 | 0.00 |
| 12-The extension activities I have developed have enriched my teaching activity. | 8 | 3.75 | 2.31 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 8 | 2.50 | 2.26 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 8 | 4.75 | 0,46 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 8 | 5.00 | 0.00 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, | 8 | 5.00 | 0.00 |

contextualizing with the demands of the reality of the country.

For the Department of Political Science the highest average is in the category "Maintenance of updated contents and knowledge related to teaching activity". And the smallest item was the inclusion of students' activities in outreach activities in the community.

Table 14 Average of each question of self-evaluation of teachers - Department of Science Policy

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 8 | 4.75 | 0,46 |
| 2-The results of my researches have enriched the teaching activity. | 8 | 2.50 | 2.67 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 8 | 2,38 | 1.84 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 8 | 2.13 | 1.88 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 8 | 2.75 | 2.31 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 8 | 3.50 | 2.26 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 8 | 3.75 | 2.31 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 8 | 3.63 | 2.26 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 8 | 3.75 | 2.31 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 8 | 3.00 | 2.50 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 8 | 3.13 | 2.58 |
| 12-The extension activities I have developed have enriched my teaching activity. | 8 | 1.50 | 2.26 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 8 | 1.33 | 1.76 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 8 | 2.88 | 2,41 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 8 | 3.75 | 2.31 |
| 16-Established relations between the | 8 | 3.63 | 2.26 |

contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country.

In the Department of Philosophy, the highest average is in the category Teacher allocation in the teaching activity is compatible with the area of teacher training and / or performance. The smallest item was the inclusion of students' activities in outreach activities to the community followed by the item about the fact that the activities developed by the teacher have enriched the teaching activities.

Table 15 Average of each question of self-evaluation of teachers - Department of Philosophy

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 15 | 4.40 | 1,35 |
| 2-The results of my researches have enriched the teaching activity. | 15 | 4.20 | 1.74 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 15 | 3,20 | 1.47 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 15 | 4.47 | 0.51 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 15 | 4.40 | 0.50 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 15 | 4.13 | 1.24 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 15 | 4.93 | 4.93 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 15 | 4.47 | 1.30 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 15 | 4.47 | 1.30 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 15 | 2.80 | 2.39 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 15 | 4.87 | 0.35 |
| 12-The extension activities I have developed have enriched my teaching activity. | 15 | 1.47 | 2.03 |

| | | | |
|--|----|------|------|
| 13-My teaching activity includes the students' activities in extension activities with the community. | 15 | 1.23 | 1.58 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 15 | 3.40 | 1,84 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 15 | 4.93 | 2.58 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 15 | 0.25 | 2.05 |

In the Department of History, the highest average is in the "Use of assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity". The smallest item was the inclusion of students' activities in extension activities with the community followed of the item on the fact that the activities developed by the teacher have enriched the teaching activities.

Table 16 Average of each question of teacher self-assessment - Department of History

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 22 | 4.86 | 0,35 |
| 2-The results of my researches have enriched the teaching activity. | 22 | 4.41 | 1.46 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity | 22 | 3,36 | 1.49 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 22 | 4.14 | 0.88 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 22 | 4.64 | 0.72 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 22 | 4.86 | 0.35 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 22 | 4.86 | 0.35 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 22 | 4.77 | 0.42 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 22 | 4.68 | 1.08 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 22 | 3.91 | 1.92 |

| | | | |
|--|----|------|------|
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 22 | 5.00 | 0.00 |
| 12-The extension activities I have developed have enriched my teaching activity. | 22 | 2.05 | 2.23 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 22 | 1.82 | 1.50 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 22 | 4.23 | 1,37 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 22 | 4.95 | 0.21 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 22 | 4.45 | 1.10 |

In the Department of Sociology the highest average is in the category Maintenance attitudes of respect in dealing with students. And the smallest item was the inclusion of students' activities in outreach activities to the community followed by the item on the fact that the activities developed by the teacher had enriched the teaching activities.

Table 17 Average of each question of self-evaluation teacher - Department of Sociology

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 31 | 4.45 | 1,26 |
| 2-The results of my researches have enriched the teaching activity. | 31 | 4.03 | 1.66 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 31 | 3,16 | 1.59 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 31 | 4.10 | 0.97 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 31 | 4.45 | 0.62 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 31 | 4.29 | 1.24 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 31 | 4.52 | 1.28 |
| 8-I fulfilled the plan of the teaching activity, made available on the | 31 | 4.90 | 0.30 |

UFRGS website.

| | | | |
|--|-----------|------|-------------|
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 31 | 4.74 | 0.68 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 31 | 4.23 | 0.95 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 31 | 4.52 | 1.96 |
| 12-The extension activities I have developed have enriched my teaching activity. | 31 | 2.10 | 2.18 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 31 | 1.97 | 1.68 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 31 | 3.90 | 1,64 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 31 | 4.94 | 0.25 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 31 | 4.48 | 1.99 |

We can observe that in all departments the lowest average was presented in item (questions 12 and 13).

QUALITATIVE ANALYSIS

Comments of teachers 'disclosures about teaching

Department of Anthropology

The disciplines of the Department of Anthropology had 19 records of students regarding teachers for the second half of 2015, including 10 subjects and 12 different classes. Therefore, there is a dispersion of comments, because except for one discipline, for which four comments were written, and two others that had two comments each, the others had only one. Among the 19 comments, 5 are positive, 12 negative and 2 can be considered neutral (suggestions). The dispersion is also verified in relation to the modality of the commented items of evaluation and their content.

A single discipline deserves to be highlighted here, since it received 4 comments, probably of two discrediting to alleged racist and sexist comments of the teacher. Since it is a single class, it is possible to identify the teacher, whose evaluations are generally excellent, being the same guest to be parainform or honored by students of social sciences. In the semester in question there was, in fact, a discussion in class about a subject related to the content of the discipline - kinship systems, exchange / abduction of women, rules of reciprocity. I must say that this is a classic subject in anthropology and often tends to generate polemics, since a social practice widely recorded by the specialized literature with the value judgment about it is then confused. This was what happened in the discipline, as I was able to ascertain because at the time I was head of department. I should add that there was no formal representation against the teacher, although there has been intense debate, including among students, around the issue. Since the teacher has taught the same discipline at other times, it is wiser to believe that there has been a circumstantial problem.

Department of Political Science

The assessments concerning the Department of Political Science are based on 30 student records on the teaching performance in the second half of 2015, related to eleven (11) subjects. In the sum of the comments, only 1/3 of them have a positive connotation. Thus, Negative Ratings predominate. Among these, Major Current International Problems (Class B) and Fundamentals of Political Science: Historical, Epistemological, and Methodological Evolution (Group U) have concentrated the highest number of comments and all negative, 7 and 6, respectively. To these were added Policy I: Fundamentals of Political Theory (Class B) and Methodology I: Data Analysis (Class U), with two records each. To illustrate this point, but without naming the disciplines, some comments on questions 01, 04 and 09 are transcribed.

Regarding question 01 (The teacher analyzed with the students the results of the evaluations), it is verbalized that: the teacher "did not give the test nor explained the correction, only put the final concepts in the student's portal"; "In reality the teacher gave a test on the last day of class, without the right to recovery" (Note 1); "The teacher did not provide notes of the papers and did not comment the student's notes until the last day of school" (Note 1); and, the teacher "prized more for the decoration of the concepts and the correction was a little excuse for the students" (Note 1,9). In question 04 (The teacher used adequate resources and didactic procedures), we have the following: "There was no use of any didactic resource, nor slides or by virtual means" (Note 1).

Along side this, there are decontextualized evaluations like this: "The teacher made available only texts in Spanish, which caused me some difficulty in fully understanding the content" (Note 1,8). Or, Professor "I did not know how to organize the students and the willingness to use the machines for quantitative classrooms. He did not show any principle of organization, quite the opposite! Very confused and does not make the difficult easy, sees student as a competitor of the market out there "(Note 1).

Still regarding question 04, it is opportune to emphasize the fact that access to the internet, equipment or appropriate rooms is not always part of the reality of the teacher or teacher at the time of class. It is therefore necessary to reproduce a comment that exemplifies this reality: "the classroom had no projector / data show and the screen was damaged, so the room was very detrimental to the classes both for the presentation of the teachers' work in presenting the classes. As for the teacher note 10 ". Nevertheless, it was credited to the teacher Note 2 in this question.

Concerning question 09 (The teacher worked with clarity and objectivity), one finds: "The teacher was confused, did not know what he was talking about many times, brought subjects that had nothing to do with the chair, often noting that it was only (Note 1), "the classes were very dispersed with contents not related to the agreement agreed at the beginning of the semester" (Note 1,5), and, The teacher "only showed clarity and objectivity in relation to his obsession with (1) and that it is not part of the public policy area, the area of which is another: from prejudice, from racism "(Note 1). However, in the other two evaluations they appear to be critical of highly partisan and ideological teaching positions, but there is no shortage of references to attitudes of tolerance. and respect on the part of the teacher.

Regarding the positive aspects of the evaluation, references to the subject of Introduction to Political Science should be highlighted, with 4 such records (Note 5), namely: "Evaluation fully compatible with the contents presented"; "Very good use of available resources. The teacher has done a good selection of texts for support besides providing excellent summaries on the content "; "Even when dealing with such a complex subject today, the teacher was able to conduct the classes with a lot of respect and education"; and "Even using more complex texts, the teacher was able to clarify all the content and work on the most relevant points".

Finally, it should be emphasized that, despite the small number of manifestations, the need to pay attention to the recurring considerations and situations is evident. Nevertheless, a reflection that is capable of measuring between the positive and negative evaluations is indispensable, the general, evasive, neutral or exaggerated comments. Allied to this, it is imperative to create strategies to promote a more robust generation of information.

Department of History

The 37 comments registered by students regarding teachers for the second half of 2015 related to 16 subjects taught by the Department of History and were mostly composed of criticism. Among them, we highlight those that refer to:

- confused or unfulfilled teaching plan, constant schedule change;
- methodology of classroom work - use of slides as "dull", monotonous didactic procedures, lack of activity on history teaching;
- relationship with students - lack of openness to criticism, offensive positions against evangelicals, racist and macho positions, students called ignorant;

- failure to discuss evaluation results;
- absence for holidays during the school term, delays and absences.

As positive points were recorded: analysis of the test questions, attendance and punctuality, time available for the teacher to ask questions, flexible evaluation that allows the student to use their creativity, class preparation effort, wealth of use of additional sources, good communication by virtual classroom.

In the dialogue between the comments and the quantitative records of the evaluation of the semester in question, we emphasize that in the first one we did not find criticisms to the content domain, item that reached the highest score in the quantitative evaluation. The positive aspects in the students' records, in turn, indicate ways to solve the problems related to the methodology of work in the classroom and to the great problem indicated by the quantitative data, as to the return of the evaluations. The students revealed in their comments that they value the investment of time, punctuality, effort in class preparation, creative use of sources and more diverse methods of evaluation. On the other hand, observing the criticisms that appear in the commentaries of the students, they are worrisome the mentions to the lack of dialogue and to biased manifestations directed to certain groups or the group of the students.

Department of Philosophy

In the evaluation of 2015-2, in the Open Space, 36 comments were registered of students about teachers, who referred to 11 subjects and 12 classes, being offered 27 subjects and 33 classes. It is therefore down the number of students who responded to the assessment. Also, most of the questions had only one answer, and it was not possible to compare assessments, and on the one occasion when there were two answers to the same question about the same teacher, they differed entirely. The table provided by the SAI with the set of comments directed to the Department of Philosophy does not allow to determine if only one student made comments on the 11 indicators or if several students expressed themselves on different indicators. Thus, it is possible to envisage very positive evaluation sets (positive comments on 11 indicators) or the exact opposite. Because of this, there is no way to gauge the representativeness of the comments. Despite the lack of representativeness, the comments can not be disregarded in their content and pointing problems.

Among the critical comments, the following stand out: failure to discuss the work after its completion; failures in the didactics of the exposition of the subject or of interpretation and reading of the texts, considered complex; support materials only in English; teaching plan not completely fulfilled; far-fetched vocabulary; use of outdated literature; cancellation of classes. Some subjects received a greater amount of criticism. One of them was the target of a great number both in relation to the support material and the lack of didactics of the teacher. In another, the lack of assiduity of the teacher, carrying out his teaching internship, was criticized by several students. As for the positive manifestations, there were those who said that 'the teacher is excellent', that the 'classes were high level'.

Department of Sociology

In the evaluation of 2015-2, in the Open Space, 83 comments were registered of students about teachers, being one of the departments with the largest number of manifestations in the open space. Of the total of comments, 34 were positive and the others (49) were negative.

Negative comments include: lack of teachers, delays of the teacher, lack of response to e-mails, very uninteresting lesson methodology, delayed delivery of corrected assessments, disconnection of the course with the course, tiring texts, dispersion during explanations and others.

The positive comments stand out: freedom for students to express themselves, readiness to attend students, mastery of content, excellent didactics and others.

GRADUATION DATA ANALYSIS: 2016/1

QUANTITATIVE ANALYSIS

Student Assessment

Regarding the number of answers in the research on teacher evaluation, we verified that the most successful course is the Licenciatura History course corresponding to 26.57% of the total of the 2408 responses of the IFCH courses (excluding the 575 answers referring to other courses and cases excluded by the system).

Table 18 - Evaluations by IFCH courses (2016/1)

| Courses | No. of replies | % responses |
|-------------------------------------|----------------|-------------|
| Social Sciences (Bachelor) | 556 | 23.08 |
| Social Sciences (Bachelor) | 375 | 15.57 |
| Philosophy (Bachelor) | 165 | 6.85 |
| Philosophy (Licenciatura) | 138 | 5.73 |
| History (Bachelor) | 234 | 9.71 |
| History (Licenciatura) | 640 | 26,57 |
| Public policy | 300 | 12.45 |
| TOTAL | 2408 | 100.0 |

Source: Elaborated by NAU / IFCH as SAI data, UFRGS, 2016/1.

A general appreciation of the items proposed in the teachers shows that in 2016/1 IFCH could improve (see Table 19).

Table 19-Averages of each response in the teacher evaluation by the student

| Questions | No Answers | Media | Deviational Standard |
|--|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 2804 | 4,21 | 1.17 |
| 2.The teacher performed evaluations compatible with what was worked on teaching activity | 2952 | 4,62 | 0,85 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 2957 | 4,72 | 0,76 |
| 4. The teacher used adequate resources and didactic procedures. | 2978 | 4,43 | 0,99 |
| 5. The teacher was assiduous and punctual. | 2977 | 4,52 | 0,98 |
| 6. The teacher complied with | 2952 | 4,64 | 0,84 |

the teaching plan.

| | | | |
|---|------|------|------|
| 7. The teacher contextualized the developed knowledge | 2973 | 4,64 | 0,80 |
| 8. The teacher maintained the attitude of respect and courtesy. | 2979 | 4.75 | 0.73 |
| 9. The teacher worked with clarity and objectivity. | 2980 | 4,47 | 0,96 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 2859 | 4,43 | 1,02 |
| 11. The teacher demonstrated mastery of the contents. | 2983 | 4.80 | 0.63 |

Basis of calculation: minimum (1), maximum (5).

Scores of general scoring

A general scoring scale was created by adding the answers of the 11 questions, generating a range of 11 to 55. This scale is highly reliable as shown the reliability analysis with Cronbach coefficient equal to 0.93.

Reliability Statistics

| Cronbach's | N of Items |
|------------|------------|
| Alpha | |
| 0.935 | 11 |

Specifically when using the scale it was verified that the Sociology presented the highest average (46.33) among all IFCH departments. It's the Department of Political Science presented the lowest average (42.66) as illustrated by table 20 below.

Table 20 Averages of the scale (11-55) of total score by department

| Departments | N | Mean | Standard deviation | Minimum | Maximum |
|-------------------|------|-------|--------------------|---------|---------|
| Anthropology | 219 | 44,99 | 13.722 | 0 | 55 |
| Political Science | 397 | 42,66 | 15.,734 | 0 | 55 |
| Philosophy | 387 | 43.48 | 14.900 | 0 | 55 |
| History | 974 | 43.33 | 15.074 | 0 | 55 |
| Sociology | 835 | 46.33 | 14.035 | 0 | 55 |
| Total | 2812 | 44.28 | 14.802 | 0 | 55 |

It should be noted that an inferential test was performed to compare the between departments. The ANOVA test showed statistically significant significant, at the level $p \leq 0.05$, between the average of the Department of Political Science and History in relation to the Department of Sociology. While the department's average Anthropology does not differ significantly from the average of other departments.

Averages of each question by Department

The means by response for each department were analyzed separately. Specifically for the Department of Anthropology the highest average is in the of content by the teacher and the smallest in the discussion of the evaluations with the students

Table 21 Average of each question in the department of Anthropology

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 360 | 4,21 | 1.16 |
| 2.The teacher performed evaluations compatible with what was worked on teaching activity | 377 | 4,66 | 0,78 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 379 | 4,70 | 0,80 |
| 4. The teacher used adequate resources and didactic procedures. | 380 | 4,46 | 0,92 |
| 5. The teacher was assiduous and punctual. | 380 | 4,34 | 1,05 |
| 6. The teacher complied with the teaching plan. | 380 | 4,70 | 0,72 |
| 7. The teacher contextualized the developed knowledge | 380 | 4,69 | 0,71 |
| 8. The teacher maintained the attitude of respect and courtesy. | 380 | 4.75 | 0.73 |
| 9. The teacher worked with clarity and objectivity. | 381 | 4,46 | 0,92 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 366 | 4,46 | 1,97 |
| 11. The teacher demonstrated mastery of the contents. | 381 | 4.82 | 0.59 |

In the Department of Political Science the highest average is in the respect and courtesy on the part of the teacher and the minor in the discussion of the evaluations with the students

Table 22 Average of each question in the Department of Political Science

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 448 | 4,15 | 1.24 |

| | | | |
|---|-----|------|------|
| 2.The teacher performed evaluations compatible with what was worked on teaching activity | 469 | 4,63 | 0,86 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 470 | 4,82 | 0,59 |
| 4. The teacher used adequate resources and didactic procedures. | 472 | 4,44 | 1,01 |
| 5. The teacher was assiduous and punctual. | 474 | 4,39 | 1,12 |
| 6. The teacher complied with the teaching plan. | 469 | 4,66 | 0,88 |
| 7. The teacher contextualized the developed knowledge | 473 | 4,70 | 0,72 |
| 8. The teacher maintained the attitude of respect and courtesy. | 473 | 4.87 | 0.49 |
| 9. The teacher worked with clarity and objectivity. | 474 | 4,49 | 0,99 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 454 | 4,28 | 1,16 |
| 11. The teacher demonstrated mastery of the contents. | 475 | 4.84 | 0.56 |

Similar to the Department of Anthropology in the Departments of Philosophy, History and Sociology, the highest average is in the subject of content domain by the teacher and the smallest in the discussion of the evaluations with the students.

Table 23 Average of each question in the Department of Philosophy

| Questions | No Answers | Media | Deviational Standard |
|--|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 426 | 4,09 | 1.30 |
| 2.The teacher performed evaluations compatible with what was worked on teaching activity | 448 | 4,54 | 0,93 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 438 | 4,57 | 0,93 |
| 4. The teacher used adequate resources and didactic procedures. | 451 | 4,19 | 1,22 |
| 5. The teacher was assiduous and punctual. | 448 | 4,44 | 1,10 |
| 6. The teacher complied with the teaching plan. | 442 | 4,52 | 1,03 |
| 7. The teacher contextualized the developed knowledge | 446 | 4,40 | 1,09 |
| 8. The teacher maintained the attitude of respect and courtesy. | 451 | 4.60 | 0.95 |

| | | | |
|---|-----|------|------|
| 9. The teacher worked with clarity and objectivity. | 449 | 4,31 | 1,05 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 431 | 4,32 | 1,14 |
| 11. The teacher demonstrated mastery of the contents. | 477 | 4.72 | 0.76 |

Table 24 Average of each question in the History Department

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 882 | 4,28 | 1.10 |
| 2. The teacher performed evaluations compatible with what was worked on teaching activity | 936 | 4,60 | 0,89 |
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 940 | 4,71 | 0,78 |
| 4. The teacher used adequate resources and didactic procedures. | 940 | 4,49 | 0,93 |
| 5. The teacher was assiduous and punctual. | 939 | 4,62 | 0,84 |
| 6. The teacher complied with the teaching plan. | 934 | 4,56 | 0,88 |
| 7. The teacher contextualized the developed knowledge | 938 | 4,68 | 0.74 |
| 8. The teacher maintained the attitude of respect and courtesy. | 942 | 4.72 | 0.79 |
| 9. The teacher worked with clarity and objectivity. | 939 | 4,48 | 0,95 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 895 | 4,49 | 0,96 |
| 11. The teacher demonstrated mastery of the contents. | 943 | 4.80 | 0.63 |

Table 25 Average of each question in the Sociology Department

| Questions | No Answers | Media | Deviational Standard |
|---|------------|-------|----------------------|
| 1. The teacher analyzed the results of the assessments with the students. | 683 | 4,24 | 1.14 |
| 2. The teacher performed evaluations compatible with what was worked on teaching activity | 716 | 4,66 | 0,75 |

| | | | |
|---|-----|------|------|
| 3. The teacher had a proper attitude towards socio-cultural diversity. | 724 | 4,78 | 0,76 |
| 4. The teacher used adequate resources and didactic procedures. | 729 | 4,46 | 0,92 |
| 5. The teacher was assiduous and punctual. | 730 | 4,60 | 0,92 |
| 6. The teacher complied with the teaching plan. | 721 | 4,77 | 0,62 |
| 7. The teacher contextualized the developed knowledge | 730 | 4,69 | 0,72 |
| 8. The teacher maintained the attitude of respect and courtesy. | 727 | 4.82 | 0.59 |
| 9. The teacher worked with clarity and objectivity. | 731 | 4,53 | 0,88 |
| 10. The teacher provided time to meet the students outside the classroom, in person and / or at a distance. | 708 | 4,49 | 0,94 |
| 11. The teacher demonstrated mastery of the contents. | 731 | 4.81 | 0.61 |

We observed that in all departments the lowest average was presented in item on the analysis of the results of the evaluations with the students by the teachers.

TEACHING SELF ASSESSMENT

Regarding the number of answers in the research on teacher self-evaluation we find that the department with the highest adherence is Sociology corresponding to 34.7% of the total of 98 responses from IFCH teachers. Table 26 below illustrates these data.

Table 26- Responses by IFCH Department (2016/1)

| | No. answers | % responses |
|---------------------------------|-------------|-------------|
| Department of Anthropology | 8 | 8.2 |
| Department of Political Science | 16 | 16.3 |
| Department of Philosophy | 13 | 13,3 |
| Department of History | 27 | 27,6 |
| Department of Sociology | 34 | 34 ,7 |
| Total | 98 | 100.0 |

A general appreciation of the items proposed in the self assessment questionnaire of teachers shows that in 2016/1 IFCH teachers could improve performance in questions such as: the students' performance in extension activities with the and the students had the prior knowledge monitoring of teaching activity. The items with the highest average were: a maintaining attitudes of respect in dealing with students and the compatibility of the

activity of teaching allocated to the teacher with the area of training / performance of the same (see Table 27).

Table 27 Mean by question among the 98 responses

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 96 | 4.82 | 0,38 |
| 2-The results of my researches have enriched the teaching activity. | 84 | 4.75 | 0.51 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 81 | 3,65 | 0.76 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 93 | 4.18 | 0.69 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 89 | 4.64 | 0.50 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 93 | 4.58 | 0.53 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 91 | 4.87 | 0.49 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 91 | 4.76 | 0.94 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 89 | 4.81 | 0.42 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 82 | 4.63 | 0.48 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 95 | 4.85 | 0.35 |
| 12-The extension activities I have developed have enriched my teaching activity. | 39 | 4.44 | 0.68 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 20 | 3.00 | 1.58 |
| 14-The results of the evaluations of the | 87 | 4.48 | 0,71 |

teaching activity were analyzed with the class.

| | | | |
|--|----|------|------|
| 15-It was possible to always maintain respectful attitude in dealing with students. | 94 | 4.93 | 0.26 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 85 | 4.75 | 0.48 |

Teaching Self Assessment Overall Scoring Scale

A general scoring scale was created by adding the answers of the 16 questions, generating a range of 16 to 80. This scale is highly reliable as shown the reliability analysis with Cronbach coefficient equal to 0.83.

Reliability Statistics

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| 0.831 | 16 |

Specifically regarding the general score (16-80) in self-evaluation of teachers by department it was verified that the Department of Anthropology presented the highest average (68.8) among all IFCH departments. And the C.Politics department presented the lowest mean (59.19) as shown in table 28 below.

Table 28 Averages in the total score scale by department

| Departments | N | Mean | Standard deviation | Minimum | Maximum |
|-------------------|----|-------|--------------------|---------|---------|
| Anthropology | 8 | 68,88 | 8,741 | 50 | 80 |
| Political Science | 16 | 59,19 | 7,494 | 48 | 75 |
| Philosophy | 13 | 61,08 | 8,864 | 45 | 76 |
| History | 27 | 63,37 | 6,582 | 48 | 73 |
| Sociology | 34 | 59,35 | 19,456 | 4 | 80 |
| Total | 98 | 61.44 | 13.126 | 4 | 80 |

An inferential test was performed to compare the means between the departments. The ANOVA test did not show statistically significant differences, at the level $p \leq 0.05$, among departmental averages. The means by response for each department were analyzed separately. Specifically for the Department of Anthropology the highest average is in 7 questions

And the smallest was the item of previous knowledge on the part of the students needed for the activity tracking.

Table 29 Average of each question of teacher self-assessment - Department of Anthropology

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 8 | 5.00 | 0.00 |
| 2-The results of my researches have enriched the teaching activity. | 8 | 5.00 | 0.00 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 8 | 3,5 | 1.06 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 7 | 4.29 | 0.75 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 8 | 4.75 | 0.46 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 8 | 5.00 | 0.00 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 8 | 5.00 | 0.00 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 8 | 5.00 | 0.00 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 8 | 4.50 | 0.75 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 7 | 5.00 | 0.00 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 8 | 5.00 | 0.00 |
| 12-The extension activities I have developed have enriched my teaching activity. | 5 | 4.80 | 0.44 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 3 | 3.67 | 1.15 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 8 | 4.88 | 0,35 |

| | | | |
|--|---|------|------|
| 15-It was possible to always maintain respectful attitude in dealing with students. | 8 | 5.00 | 0.00 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 7 | 4.86 | 0.37 |

For the Department of Political Science the highest average is in the questions: results of my research have enriched teaching activity; compliance with the plan of the teaching activity available on the UFRGS website and the extension activities developed professors have enriched their teaching activity. And the lowest was in item inclusion of students' activities in extension activities in the community.

Table 30 Average of each question of teacher self-assessment - Department of political science

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 16 | 4.81 | 0.40 |
| 2-The results of my researches have enriched the teaching activity. | 13 | 5.00 | 0.00 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 12 | 4,25 | 0.86 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 14 | 4.07 | 0.82 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 12 | 4.58 | 0.51 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 16 | 4.75 | 0.44 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 14 | 4.86 | 0.36 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 15 | 5.00 | 0.00 |

| | | | |
|--|-----------|------|-------------|
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 13 | 4.85 | 0.37 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 16 | 4.50 | 0.51 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 16 | 4.75 | 0.44 |
| 12-The extension activities I have developed have enriched my teaching activity. | 2 | 5.00 | 0.00 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 0 | 0 | 0 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 15 | 4.20 | 0,77 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 16 | 4.88 | 0.34 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 13 | 4.69 | 0.75 |

In the Department of Philosophy the highest average is in the questions: teaching activity in the teaching activity is compatible with the area of teacher training and / or maintaining respect in dealing with students. And the smallest was the inclusion of the actuation item of students in community outreach activities.

Table 31 Average of each question of teacher self-assessment - Department of Philosophy

| Questions | No. of replies | Average | Standard deviation |
|--|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 13 | 4.85 | 0,37 |
| 2-The results of my researches have enriched the teaching activity. | 13 | 4.69 | 0.48 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 11 | 4,00 | 0.89 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 13 | 4.46 | 0.66 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 13 | 4.77 | 0.43 |

| | | | |
|---|----|------|-------------|
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 1 | 4.36 | 0.67 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 13 | 4.92 | 0.27 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 11 | 4.64 | 0.92 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 13 | 4.92 | 0.27 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 9 | 4.33 | 0.50 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 13 | 4.69 | 0.48 |
| 12-The extension activities I have developed have enriched my teaching activity. | 3 | 4.00 | 1.00 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 2 | 3.00 | 2.82 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 12 | 4.58 | 0,90 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 13 | 4.92 | 0.27 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 10 | 4.20 | 0.42 |

In the Department of History the highest average is in the question "Use of evaluation activities compatible with the knowledge, skills and attitudes required in the teaching activity "The smallest item was the inclusion of the students' activities in extension activities in the community followed by the item on the fact that the activities developed by the teacher had enriched the teaching activities.

**Table 32 Average of each teacher self-assessment question -
Department of History**

| Questions | No. of replies | Average | Standard deviation |
|--|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 27 | 4.85 | 0,86 |
| 2-The results of my researches have enriched the teaching activity. | 25 | 4.64 | 0.63 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 25 | 3,40 | 1.00 |

| | | | |
|---|----|------|-------------|
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 26 | 4.04 | 0.66 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 26 | 4.62 | 0.49 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 27 | 4.67 | 0.48 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 25 | 4.76 | 0.83 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 27 | 4.63 | 0.62 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 25 | 4.92 | 0.27 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 23 | 4.61 | 0.49 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 27 | 4.93 | 0.26 |
| 12-The extension activities I have developed have enriched my teaching activity. | 8 | 4.38 | 0.74 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 3 | 2.00 | 1.73 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 25 | 4.60 | 0.64 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 27 | 4.93 | 0.26 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the reality of the country. | 27 | 4.93 | 0.26 |

In the Department of Sociology the highest average is in the category of maintaining attitudes of respect in dealing with students. And the smallest item was the inclusion of the students' activities in extension activities in the community followed by the item students possess the previous knowledge necessary to follow up the teaching activity.

Table 33 Average of each question of self-evaluation of teachers - Department of Sociology

| Questions | No. of replies | Average | Standard deviation |
|---|----------------|---------|--------------------|
| 1-Keep up-to-date content and knowledge related to teaching activity. | 32 | 4.75 | 0,44 |
| 2-The results of my researches have enriched the teaching activity. | 25 | 4.68 | 0.55 |
| 3-The students possessed the previous knowledge necessary for the monitoring of the teaching activity. | 25 | 3,52 | 0.87 |
| 4-The students showed interest and dedication during the classes and other activities requested for the teaching activity. | 33 | 4.21 | 0.65 |
| 5-Provided time to meet students outside the classroom, in person and / or at a distance. | 30 | 4.67 | 0.47 |
| 6-I developed the teaching activity using appropriate resources and procedures, in order to contribute to the reflection, participation and the integral formation of the students. | 31 | 4.45 | 0.56 |
| 7-The teaching activity allocated to me by the Department is compatible with my area of training and / or performance. | 31 | 4.90 | 0.30 |
| 8-I fulfilled the plan of the teaching activity, made available on the UFRGS website. | 30 | 4.73 | 0.45 |
| 9-I had no difficulty in establishing relationships between the contents of the teaching activity and the curriculum of the course. | 30 | 4.73 | 0.45 |
| 10-In the development of the teaching activity, the socio-cultural diversity of the students was contemplated. | 27 | 4.74 | 0.44 |
| 11-I use assessment activities compatible with the knowledge, skills and attitudes required in the teaching activity. | 31 | 4.87 | 0.34 |
| 12-The extension activities I have developed have enriched my teaching activity. | 21 | 4.38 | 0.34 |
| 13-My teaching activity includes the students' activities in extension activities with the community. | 12 | 3.08 | 1.50 |
| 14-The results of the evaluations of the teaching activity were analyzed with the class. | 27 | 4.37 | 068 |
| 15-It was possible to always maintain respectful attitude in dealing with students. | 30 | 4.93 | 0.25 |
| 16-Established relations between the contents of the teaching activity and the fields of work of the profession, contextualizing with the demands of the | 28 | 4.79 | 041 |

QUALITATIVE ANALYSIS

Teacher comments on teachers

Department of Anthropology

In the semester 2016-1 the Department of Anthropology had only 14 comments regarding its subjects, concentrated in 5 of them, being 6 positive and 8 negative. Three of these disciplines stand out. One of them for having received 4 positive comments - involving content mastery, didactic relevance and teacher behavior; another to have positive comments - registering the excellence of the teacher and the discipline - and negative - concerning the methodology used, in this case, seminars; a third discipline obtained 4 negative mentions: problems of methodology, conduction of classes, punctuality and attendance.

As in the previous half-year period, the comment number does not allow groupings that identify trends of generalized problems in relation to a specific item of the assessments. A single discipline (already mentioned above), in fact a teacher, with 4 negative comments (it is not possible to identify if done by the same student or by several) should be observed with attention in the next evaluations to know the considerations are repeated or if the been remedied.

Department of Political Science

The Department of Political Science evaluations bring together 48 student records on the teaching performance in the first half of 2016. This means an increase of 18 comments compared to the previous semester. The evaluations are related to eleven (11) subjects offered in 6 Courses and correspond to 21 classes. In the sum of the comments, only 1/3 of them have a positive connotation, reproducing the ratio of 2015/2. Therefore, negative evaluations continue to predominate. Among these, criticisms of the discipline Current Major International Problems come to the fore. This time in five classes and in all the courses in which it is offered: Social Sciences (Bachelor and Licenciatura), Journalism and Public Relations. This discipline concentrates the largest number of of comments and only negative ratings. Next to this, the discipline Political I: Fundamentals of Political Theory (Classes A, E and D) is evaluated negatively in the Social Sciences Course (Bachelor's degree), nevertheless, receives a very positive evaluation in the Course of Public Policies.

Regarding the evaluations, it should be noted that the most contemplated issues are those of numbers 4, 5 and 11. Of these, the one with the highest number of answers (eight) is one of the most complex to evaluate, since it involves the availability of infrastructure (4) . In this case, it is necessary to take into account, among other things, the difficulties of having resources orequipment to facilitate teaching activities. Not by chance, the question of resources divides the opinions between very good and bad. As a result of the issues most frequently addressed are assiduity and punctuality (5), what characterizes the comments about it is that it does not have a positive evaluation. On the other hand, the references to the content domain (11), excluding one case, converge to the maximum grade (Note 5). The least mentioned are those of number 8, 3 and 10, which deal respectively with the adoption of an attitude of respect and courtesy, of a proper attitude towards socio-cultural diversity and

of attendance to students out of class, in person and / or from a distance. The first one with two answers and the other two with one each. The need to reflect, among other aspects of the evaluation, on what is involved in comments that lead to emphasize some specific issues to the detriment of more substantive ones.

Finally, it should be emphasized that despite the increase of demonstrations in 2016/1, this is still reduced. Still, it is imperative to pay attention to recurrent weights and situations. In addition, it is necessary to elaborate a reflection capable of assessing between the positive and negative evaluations general, evasive, neutral or exaggerated comments. Allied to this, it is imperative the effort to create strategies to promote a more robust information generation.

Department of Philosophy

There were registered 48 comments of students about teachers, which referred to 12 subjects and 16 classes, being offered 21 disciplines and 3548turmas. It is therefore down the number of students who responded to the assessment. Also, most of the questions had only one answer, and it was not possible to compare assessments, and on the one occasion when there were two answers to the same question with respect to the same teacher, they differed entirely.

The table provided by SAI with all the comments addressed to the Philosophy does not allow to define if only one student made comments on the 11 indicators or if several students expressed themselves on different indicators.

Despite the lack of representativeness, the comments can not be disregarded in their content and problems that point.

Among the critical comments, if: reduced hours load (this criticism appeared in several disciplines and probably it is an autonomous workload); the teacher was replaced half a semester by a trainee teacher; few alternative resources to oral exposure; use of two teachers in one discipline; failure to follow the proposed evaluations at the outset; schemes would help to understand the content; much time in the introduction, little in the presentation of the philosophers; lack of systematization of content; lack of appreciation of the professional for teaching; the teacher showed some insecurity in the presentation of the content, even though it was evident that it was known to him; hesitations in correcting evaluations; classes that exceeded - although not very much - the regular time, but, because it was the night period, they became tiresome; absences of the teacher due to other academic activities; problems with schedules for individual attendance.

The discipline 'Introduction to Philosophical Thought' received 13 critiques in 2 classes of the four in which it was offered. In one class, the criticisms of at least two students converged on how difficult the language of the teacher and the level of knowledge required to follow the content were. In the other group, the criticisms were directed to the fact that the discipline was given by several teachers.

As for the positive manifestations, it was said that the teacher dedicated himself enough to correct the works and the comments were constructive;

History Department

The 58 comments made by students about teachers who taught courses in the Department of History in the semester 2016-1 show an increase of about 40% over the previous semester. That is, there was a significant increase in the number of comments, which referred to a set of 18 disciplines. Unlike the previous

half, in which for every four negative comments there was a positive comment, for the first half of 2016, there was almost a balance between critical and positive records.

In the case of the critics, they addressed:

- work plan - disorganization of the semester with holidays, lack of control over content, lack of planning and didactics, ramblings about the current context, many classes canceled, classroom methodology
- lack of didactics, uninteresting texts, unbearable slides, limited debate (teacher responded instead of leaving the debate between the class)
- relationship with students - disrespect for socioeconomic diversity, teacher humiliated students, profess
- teacher passed the impression of arrogance, students released after the final hours of classes, macho and ethnocentric attitudes;
- evaluations - extensive and tiring test, use of objective evidence, lack of clarity about the evaluations.

That is, records are maintained about classroom methodology, lack of creativity in assessments, and lack of feedback on their results. Regarding compliance with the work plan, the records indicate that issues related to the "current context" and the holidays accumulated on certain days of the week generated a disorganization in the daily life of the subjects. It may be relevant to consider that such variables are beyond the control of students and that what appears to be "the current context" has caused and will cause much greater losses than canceled classes or the disorganization of teaching plans.

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On the other hand, it was recorded in the students' comments indications that the problems listed above would not apply to all disciplines and teachers. In the highlights as positive, we find mentions to:

- work plan - good organization of topics and texts, debate on current themes, teacher open to divergent opinions, teacher brought current sources and themes;
- methodology of work in the classroom - use of varied resources, teacher explained theory in didactic way, texts "tasty to read" and good discussions;
- relationship with students - educated teacher, teacher with mastery of content and ease of communication with the class, empathy and spontaneity of the teacher;
- evaluations - use of evaluations consistent with the programmatic content, use of different methods of evaluation (free choice cut, article production), work done with attention and comments in class on all questions.

That is, a portion of the students who left written their comments valued the possibility of the current themes have been contemplated in the disciplines. The other topics reinforced what we consider above, students' expectations about the disciplines, teachers and evaluations: respect, communication, empathy, spontaneity, attention and creativity in assessments, use of varied resources, concern with didactics. The image of the texts "tasty to read" seems to condense the goal of learning with pleasure.

Department of Sociology

Of the more than 70 comments we observed 32 positive comments and the remainder were negative critics of the following types:

- master's strike
- Trast delivery of evaluations

-sexism, machismo, rudeness

- lack of diversification of didactic resources

-Use of slides for reading in class only-professional computer lab availableIt should be noted that the recurrent negative criticism refers to the delay of the teacher. With regard to the positive comments, we highlight the feedback from teachers and the diversification of didactic material.

POSTGRADUATE DATA ANALYSIS: 2016/1

QUANTITATIVE ANALYSIS

Teacher Block – General

The IFCH obtained 125 responses in the block total on the teacher. The best evaluated item was an attitude of respect of the teacher towards the students and the lower average, although high, presented in the item on the return of the evaluations.

Table 34 Teacher Block

| | N | Average | Standard deviation | Minimum | Maximum |
|---|-----|---------|--------------------|---------|---------|
| The teacher used methodologies appropriate to the content and level of education. | 124 | 4.23 | 1.31 | 0 | 5 |
| The teacher worked on the contents at the level of depth and timeliness consistent with the level of studies and the objectives of the teaching activity. | 121 | 4.37 | 1.25 | 0 | 5 |
| The teacher maintained respect and courtesy in dealing with all students. | 123 | 4.93 | 0.33 | 2 | 5 |
| The teacher provided feedback on evaluative activities. | 100 | 4.06 | 1.70 | 0 | 5 |

Teacher Block by PPG

PPG Anthropology

Only 7 students responded to teacher block assessment research at PPG Anthropology. Among them, the items that were better evaluated were the attitude of respect and depth in the presentation of the contents. The item with lower average was the use of methodologies appropriate to the level of education.

Table 35 Block Professor Anthropology

| | N | Average | Standard deviation | Minimum | Maximum |
|---|---|---------|--------------------|---------|---------|
| 1-The teacher used methodologies appropriate to the content and level of education. | 7 | 2.86 | 2.67 | 0 | 5 |
| 2-The teacher worked on the contents at the level of depth and timeliness consistent with the level of studies and the objectives of the teaching activity. | 6 | 5.00 | 0 | 5 | 5 |
| 3-The teacher maintained respect and courtesy in dealing with all students. | 7 | 5.00 | 0. | 5 | 5 |
| 4-The teacher provided feedback on evaluative activities. | 7 | 4.29 | 2.89 | 0 | 5 |

PPG Political Science

In the PPG of Political Science 12 students answered. All items had high averages except for the item on return of the evaluations where the average was 3.58.

Table 36 Block Professor Political Science

| | N | Average | Standard | Minimum | Maximum |
|--|---|---------|----------|---------|---------|
|--|---|---------|----------|---------|---------|

| | | | deviation | | |
|---|-----------|------|-----------|---|----------|
| 1-The teacher used methodologies appropriate to the content and level of education. | 12 | 4,92 | 0.28 | 4 | 5 |
| 2-The teacher worked on the contents at the level of depth and timeliness consistent with the level of studies and the objectives of the teaching activity. | 12 | 4.92 | 0.28 | 4 | 5 |
| 3-The teacher maintained respect and courtesy in dealing with all students. | 12 | 4.92 | 0.28 | 4 | 5 |
| 4-The teacher provided feedback on evaluative activities. | 12 | 3.58 | 2.23 | 0 | 5 |

PPG History

In PPG in History the highest average in the teacher block was in the item about teacher respect for the students. On the other hand, the lowest average was in the item returned from the evaluations.

Table 37 Block Teacher History

| | N | Average | Standard deviation | Minimum | Maximum |
|--|-----------|---------|--------------------|---------|----------|
| 1-The teacher used methodologies appropriate to the content and level of education. | 20 | 4.55 | 0.68 | 3 | 5 |
| 2-The teacher worked on the contents at the level of depth and timeliness consistent with the level of | 20 | 4.70 | 0.65 | 3 | 5 |

| | | | | | |
|---|----|------|------|---|---|
| studies and the objectives of the teaching activity. | | | | | |
| 3-The teacher maintained respect and courtesy in dealing with all students. | 20 | 4.80 | 0.69 | 2 | 5 |
| 4-The teacher provided feedback on evaluative activities. | 19 | 3.53 | 2.22 | 0 | 5 |

PPG Philosophy

In PPG in Philosophy the highest average in the teacher block was in the item about respect of the teacher towards the students and in the item return of the evaluations. It should be noted that this last item had a lower average in the general evaluation presented above and in most PPGs.

Table 38 Block Teacher Philosophy

| | N | Average | Standard deviation | Minimum | Maximum |
|---|-----------|---------|--------------------|----------|----------|
| 1-The teacher used methodologies appropriate to the content and level of education. | 13 | 4.38 | 1.12 | 2 | 5 |
| 2-The teacher worked on the contents at the level of depth and timeliness consistent with the level of studies and the objectives of the teaching activity. | 13 | 4.46 | 1.05 | 2 | 5 |
| 3-The teacher maintained respect and courtesy in dealing with all students. | 13 | 5.00 | 0 | 5 | 5 |
| 4-The teacher provided feedback on evaluative activities. | 5 | 5.00 | 0 | 5 | 5 |

PPG Public Policies

In PPG in Public Policies the highest average in the teacher block was in the item about teacher respect for the students. Already, as in almost all other PPGs, the lowest average was in the item returns of the evaluations.

Table 39 Teacher Block Public Policies

| | N | Average | Standard deviation | Minimum | Maximum |
|---|-----------|---------|--------------------|---------|----------|
| 1-The teacher used methodologies appropriate to the content and level of education. | 17 | 4.06 | 1.29 | 1 | 5 |
| 2-The teacher worked on the contents at the level of depth and timeliness consistent with the level of studies and the objectives of the teaching activity. | 17 | 4.06 | 1.71 | 0 | 5 |
| 3-The teacher maintained respect and courtesy in dealing with all students. | 17 | 5.00 | 0. | 5 | 5 |
| 4-The teacher provided feedback on evaluative activities. | 17 | 3.82 | 1.87 | 0 | 5 |

PPG Sociology

The PPG in Sociology was the one that had the most participation, totaling 56 respondents. The highest average in the teacher block was in the item about teacher respect for students. The lowest average was in the item on use of methodologies appropriate to the content and level of education.

Table 40 Teacher Block

| | N | Average | Standard deviation | Minimum | Maximum |
|----------------------------------|-----------|---------|--------------------|---------|----------|
| 1-The teacher used methodologies | 55 | 4.15 | 1.33 | 0 | 5 |

| | | | | | |
|---|----|------|------|---|---|
| appropriate to the content and level of education. | | | | | |
| 2-The teacher worked on the contents at the level of depth and timeliness consistent with the level of studies and the objectives of the teaching activity. | 53 | 4.13 | 1.44 | 0 | 5 |
| 3-The teacher maintained respect and courtesy in dealing with all students. | 54 | 4.94 | 0.23 | 4 | 5 |
| 4-The teacher provided feedback on evaluative activities. | 40 | 4.40 | 1.10 | 0 | 5 |

59

General-discipline block

Question: The knowledge developed contributed to my training. 132 respondents. Mean 4.60 and standard deviation equal to 0.90

Block of Discipline-By PPG

The PPGs with the highest average in this area were Anthropology and Political Science. The lowest average was manifested in the PPG Sociology.

Table 41 Knowledge developed contributed to my training

| | N | Mean | Standard deviation | Minimum | Maximum |
|-----------------------|----|------|--------------------|---------|---------|
| PPG Anthropology | 7 | 5.00 | ,000 | 5 | 5 |
| PPG Political Science | 12 | 5.00 | ,000 | 5 | 5 |
| PPG History | 9 | 4.89 | ,333 | 4 | 5 |
| PPG Philosophy | 19 | 4.79 | ,535 | 3 | 5 |
| PPG Political | 17 | 4.53 | 1,007 | 1 | 5 |

| | | | | | |
|------------------|-----|------|-------|---|---|
| Public | | | | | |
| PPG Sociology | 56 | 4.32 | 1,162 | 1 | 5 |
| Total | 120 | 4.58 | .941 | 1 | 5 |

Orientation Block

. The IFCH obtained 44 responses in the block total on orientation. The best evaluated item was an attitude of respect of the advisor towards the students and the lower average, although high, was presented in the item on the contribution of the advisor to the development of student research

Table 42 General Guidance Block

| | N | Average | Standard deviation | Minimum | Maximum |
|--|----|---------|--------------------|---------|---------|
| The advisor contributed to the development of my research. | 44 | 4,86 | 0.40 | 3 | 5 |
| The counselor treated me with respect. | 43 | 4.98 | 0.15 | 4 | 5 |
| I received guidance and encouragement for the dissemination of research results. | 36 | 4.89 | 0.39 | 3 | 5 |
| The counselor encouraged me to attend scientific events. | 38 | 4,87 | 0.41 | 3 | 5 |

Table 43 PPG Orientation Block Anthropology

In PPG Anthropology the best evaluated item was an attitude of respect of the advisor towards the students and the lower average, although high, was presented in the item on the contribution of the advisor to the development of student research.

Table 43 PPG Orientation Block Anthropology

| | N | Average | Standard deviation | Minimum | Maximum |
|----------------------------|---|---------|--------------------|---------|---------|
| The advisor contributed to | 6 | 4,67 | 0.51 | 4 | 5 |

| | | | | | |
|--|---|------|------|---|---|
| the development of my research. | | | | | |
| The counselor treated me with respect. | 5 | 5.00 | 0 | 5 | 5 |
| I received guidance and encouragement for the dissemination of research results. | 5 | 4.80 | 0.44 | 4 | 5 |
| The counselor encouraged me to attend scientific events. | 6 | 4,83 | 0.40 | 4 | 5 |

Similar to what happens in the PPG Anthropology in the PPG Political Science, the best evaluated item was an attitude of respect of the advisor towards the students and the lower average, although high, was presented in the item on the contribution of the advisor to the development of student research.

Table 44 PPG Guidance Block Political Science

PPG Filosofia had a tiny participation which does not allow us to point out some significant trend.

Table 45 Block Guidance PPG Philosophy

| | N | Average | Standard deviation | Minimum | Maximum |
|--|---|---------|--------------------|---------|---------|
| The advisor contributed to the development of my research. | 2 | 5,00 | 0 | 5 | 5 |
| The counselor treated me with respect. | 2 | 5.00 | 0 | 5 | 5 |
| I received guidance and encouragement for the dissemination of research results. | 1 | 5.00 | 0 | 5 | 5 |
| The counselor encouraged me to attend scientific events. | 2 | 5,00 | 0 | 5 | 5 |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

In PPG in History as well as in others, the best evaluated item was the respectful treatment of the advisor to his advisor. All other items averaged 4.92.

Table 46 PPG Orientation Block History

| | N | Average | Standard deviation | Minimum | Maximum |
|--|----|---------|--------------------|---------|---------|
| The advisor contributed to the development of my research. | 44 | 4,86 | 0.40 | 3 | 5 |
| The counselor treated me with respect. | 43 | 4.98 | 0.15 | 4 | 5 |
| I received guidance and encouragement for the dissemination of research results. | 36 | 4.89 | 0.39 | 3 | 5 |
| The counselor encouraged me to attend scientific events. | 38 | 4,87 | 0.41 | 3 | 5 |

In PPG Public Policies all items had an average of 5, except for the incentive of the advisor to participate in events where the average was 4.8.

Table 47 PPG Guidance Block Public Policies

| | N | Average | Standard deviation | Minimum | Maximum |
|--|---|---------|--------------------|---------|---------|
| The advisor contributed to the development of my research. | 6 | 5,00 | 0 | 5 | 5 |
| The counselor treated me with respect. | 6 | 5.00 | 0 | 5 | 5 |
| I received guidance and encouragement for the dissemination of research results. | 5 | 5.00 | 0 | 5 | 5 |

| | | | | | |
|--|---|------|------|---|---|
| The counselor encouraged me to attend scientific events. | 5 | 4,80 | 0.44 | 4 | 5 |
|--|---|------|------|---|---|

In PPG Sociology all items had an average of 5.

Table 48 Block Guidance PPG Sociology

| | N | Average | Standard deviation | Minimum | Maximum |
|--|---|---------|--------------------|---------|---------|
| The advisor contributed to the development of my research. | 8 | 5.00 | 0 | 5 | 5 |
| The counselor treated me with respect. | 8 | 5.00 | 0 | 5 | 5 |
| I received guidance and encouragement for the dissemination of research results. | 5 | 5.00 | 0 | 5 | 5 |
| The counselor encouraged me to attend scientific events. | 5 | 5.00 | 0.41 | 5 | 5 |

General Program Block

In the general scope of postgraduate studies at the IFCH, the worst evaluated item was the availability of infrastructure and inputs needed for field and / or laboratory research. The best evaluated was the availability of knowledge on scientific methodology.

Table 49 General Program Block

| | N | Average | Standard deviation | Minimum | Maximum |
|--|----|---------|--------------------|---------|---------|
| The Program provided a study environment with the necessary resources. | 60 | 4.05 | 1.21 | 1 | 5 |
| The Program provided the necessary infrastructures and inputs for | 51 | 3.65 | 1.32 | 1 | 5 |

| | | | | | |
|--|----|------|------|---|---|
| field and / or laboratory research. | | | | | |
| The Program offered content and appropriate practices for my training as a researcher / teacher. | 64 | 4.31 | 0.94 | 2 | 5 |
| The Program has international insertion and / or academic mobility policies. | 57 | 4.11 | 1,14 | 1 | 5 |
| The Program provided clear, complete and up-to-date information on its standards and procedures. | 64 | 4.34 | 0.89 | 2 | 5 |
| The Program provided expertise on scientific methodology. | 60 | 4.42 | 1.01 | 1 | 5 |
| The Program has favored a culture of sustainability (environmental, social, economic, etc.). | 44 | 3.93 | 1.26 | 1 | 5 |

Program Block by PPG

In PPG Anthropology, the items that were better evaluated were: providing a study environment with the necessary resources; availability of knowledge about scientific methodology and prioritization of a culture of sustainability (environmental, social, economic, etc.).

Table 50 Block PPG Program Anthropology

| | N | Average | Standard deviation | Minimum | Maximum |
|---|---|---------|--------------------|---------|---------|
| The Program provided a study environment with the necessary resources. | 4 | 5.00 | 0 | 5 | 5 |
| The Program provided the necessary infrastructures and inputs for field and / or laboratory research. | 6 | 4.33 | 1.21 | 2 | 5 |
| The Program offered content and appropriate practices for my training | 6 | 4.05 | 1.22 | 2 | 5 |

| | | | | | |
|--|---|------|------|---|---|
| as a researcher / teacher. | | | | | |
| The Program has international insertion and / or academic mobility policies. | 4 | 4.00 | 2,00 | 1 | 5 |
| The Program provided clear, complete and up-to-date information on its standards and procedures. | 6 | 4.83 | 0.40 | 4 | 5 |
| The Program provided expertise on scientific methodology. | 5 | 5.00 | 0 | 5 | 5 |
| The Program has favored a culture of sustainability (environmental, social, economic, etc.). | 4 | 5.00 | 0 | 5 | 5 |

PPG Political Science

In the Political Science PPG the best evaluated item was the provision of information about its norms and procedures.

Table 51 PPG Program Block Political Science

| | N | Average | Standard deviation | Minimum | Maximum |
|---|----|---------|--------------------|---------|---------|
| The Program provided a study environment with the necessary resources. | 10 | 4.40 | 0.96 | 2 | 5 |
| The Program provided the necessary infrastructures and inputs for field and / or laboratory research. | 8 | 3.88 | 1.64 | 1 | 5 |
| The Program offered content and appropriate practices for my training as a researcher / teacher. | 10 | 4.60 | 0.96 | 2 | 5 |
| The Program has international insertion and / or academic mobility policies. | 7 | 4.43 | 0.78 | 3 | 5 |
| The Program provided clear, complete and up-to-date information on its standards and procedures. | 10 | 4.70 | 0.94 | 2 | 5 |
| The Program provided expertise on scientific methodology. | 9 | 4.33 | 1.32 | 1 | 5 |
| The Program has favored a culture of sustainability (environmental, social, economic, etc.). | 8 | 4.25 | 1.03 | 2 | 5 |

PPG Philosophy

In the PPG Philosophy the items that were the best evaluated were: provision of infrastructure and inputs needed for field and / or laboratory research, provision of content and appropriate practices for training as a researcher / teacher and favoring a culture of sustainability.

Table 52 Block PPG Program Philosophy

| | N | Average | Standard deviation | Minimum | Maximum |
|---|---|---------|--------------------|---------|---------|
| The Program provided a study environment with the necessary resources. | 5 | 4.80 | 0.44 | 4 | 5 |
| The Program provided the necessary infrastructures and inputs for field and / or laboratory research. | 2 | 5.00 | 0 | 5 | 5 |
| The Program offered content and appropriate practices for my training as a researcher / teacher. | 5 | 5.00 | 0 | 5 | 5 |
| The Program has international insertion and / or academic mobility policies. | 5 | 4.40 | 0.54 | 4 | 5 |
| The Program provided clear, complete and up-to-date information on its standards and procedures. | 6 | 4.50 | 0.54 | 4 | 5 |
| The Program provided expertise on scientific methodology. | 5 | 4.60 | 0.89 | 3 | 5 |
| The Program has favored a culture of sustainability (environmental, social, economic, etc.). | 2 | 5.00 | 0 | 5 | 5 |

In the PPG History the best item evaluated was the offer of content and appropriate practices for my training as a researcher / teacher.

| Table 53 PPG History Block | N | Average | Standard deviation | Minimum | Maximum |
|---|-----|---------|--------------------|---------|---------|
| The Program provided a study environment with the necessary resources. | 19 | 3.32 | 1.37 | 1 | 5 |
| The Program provided the necessary infrastructures and inputs for field and / or laboratory research. | 16 | 3.06 | 1.34 | 1 | 5 |
| The Program offered content and appropriate practices for my training as a researcher / teacher. | 21 | 4.38 | 0.80 | 3 | 5 |
| The Program has international insertion and / or academic mobility policies. | 20 | 4.10 | 1.16 | 1 | 5 |
| The Program provided clear, complete and up-to-date information on its standards and procedures. | 21 | 3.86 | 0.91 | 2 | 5 |
| The Program provided expertise on scientific methodology. | 18 | 4.17 | 1.20 | 1 | 5 |
| The Program has favored a culture of sustainability (environmental, social, economic, etc.). | 133 | 3.23 | 1.30 | 1 | 5 |

In PPG Public Policies the best evaluated item was the availability of knowledge about scientific methodology.

Table 54 PPG Public Policies

| | N | Average | Standard deviation | Minimum | Maximum |
|---|---|---------|--------------------|---------|---------|
| The Program provided a study environment with the necessary resources. | 6 | 4.00 | 1.09 | 2 | 5 |
| The Program provided the necessary infrastructures and inputs for field and / or laboratory research. | 5 | 4.00 | 1,00 | 3 | 5 |
| The Program offered content and appropriate practices for my training as a researcher / teacher. | 7 | 3.71 | 138 | 2 | 5 |
| The Program has international insertion and / or academic mobility policies. | 6 | 3.83 | 1.83 | 1 | 5 |
| The Program provided clear, complete and up-to-date information on its standards and procedures. | 5 | 4.40 | 1.34 | 2 | 5 |
| The Program provided expertise on scientific methodology. | 7 | 4.86 | 0.37 | 4 | 5 |
| The Program has favored a culture of sustainability (environmental, social, economic, etc.). | 6 | 4.00 | 1.26 | 2 | 5 |

At PPG Sociologia, the best evaluated item was the availability of knowledge about scientific methodology.

Table 55 Block PPG Program Sociology

| | N | Average | Standard deviation | Minimum | Maximum |
|---|----|---------|--------------------|---------|---------|
| The Program provided a study environment with the necessary resources. | 16 | 4.25 | 1.12 | 1 | 5 |
| The Program provided the necessary infrastructures and inputs for field and / or laboratory research. | 14 | 3.57 | 1.15 | 1 | 5 |
| The Program offered content and appropriate practices for my training as a researcher / teacher. | 15 | 4.00 | 0.75 | 3 | 5 |
| The Program has international insertion and / or academic mobility policies. | 15 | 4.00 | 0.92 | 2 | 5 |
| The Program provided clear, complete and up-to-date information on its standards and procedures. | 16 | 4.05 | 0.73 | 3 | 5 |
| The Program provided expertise on scientific methodology. | 16 | 4.31 | 0.94 | 2 | 5 |
| The Program has favored a culture of sustainability (environmental, social, economic, etc.). | 11 | 3.91 | 1.37 | 1 | 5 |

Self-Assessment Block - General

Question: My participation in the research group contributed to the development of my thesis / dissertation.
The results were, for the 52 respondents, an average of 4.42 and a standard deviation of 0.89.

PPG Self Assessment Block

The ANOVA pointed to a single statistically significant difference: from the means of the PPG Anthropology with PPG Sociology.

Table 56 Self evaluation Student

| | N | Mean | Standard deviation | Minimum | Maximum |
|-----------------------|----|------|--------------------|---------|---------|
| PPG Anthropology | 6 | 5.00 | ,000 | 5 | 5 |
| PPG Political Science | 8 | 4.75 | ,463 | 4 | 5 |
| PPG History | 5 | 5.00 | ,000 | 5 | 5 |
| PPG Philosophy | 14 | 4.57 | ,514 | 4 | 5 |
| PPG Political Public | 6 | 3.83 | 1,602 | 1 | 5 |
| PPG Sociology | 13 | 3.85 | ,987 | 1 | 5 |
| Total | 52 | 4.42 | ,893 | 1 | 5 |

QUALITATIVE ANALYSIS

PPG Anthropology

Although there are comments on all assessment items, citing three disciplines, there is strong evidence that they have been produced by a single student. As PPGAS has almost a hundred students, a single point of view can not be taken as a parameter. Anyway, all the comments are very positive.

PPG Political Science

Regarding the offer of PPGPOL subjects in the semester 2016-1 and the number of students enrolled, the amount of student records is negligible. Therefore, the following exercise serves only to indicate some clues about the treatment of the subject. In the "open space", in a single comment, the possibility of student manifestation was evaluated positively along with thanks to the faculty, servants and the Secretary of the Program, as follows: "[...] it was a good exercise to reflect better about my performance in the semester. [...] to express myself openly, in a timely and organized manner about things I had not yet thought of. I thank the faculty as a whole, including [...] servers and servers [...]. I make a special thank you to the Secretary, who is always very solicitous and respectful in meeting our demands [with] professionalism and competence. "

Regarding the comments on each evaluation block, only that of the Professor was not contemplated. The Student Self-Assessment and Assessment of the Discipline blocks received two comments each and the Referral and Program four. As for the notes issued with the comments, apart from two mentions in the Not applicable category, nine notes 5 and a score of 4,6 were assigned.

In the Student Self-Assessment Block, there are two answers to Question 17 (My participation in the research group contributed to the development of my thesis / dissertation). One of them was considered in the response to the Not Applicable category, since the individual does not participate in a group the program. The other manifestation expresses this being a very productive type of participation (Note 5).

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In the Assessment Block of the Discipline were considered two disciplines in the answer to Question 5 (The developed knowledge contributed to my formation). In relation to the discipline Judicial Institutions and Politics (CPP 10), it is thus verbalized: "I enrolled initially [to know better] and in depth the legal field in the light of Political Science. [...] The discipline surpassed my expectations and surprised me positively, attributing body and sense to the knowledge I gained in law, specialization in Gender and Family Law "(Note 5).

The same student refers to the Paradigms of Political Science (CPP 28), in the following terms: "I can affirm [...] that my academic life is divided between before and after [the] final class of the discipline, which besides to give meaning to many years of study, illuminated a series of scientific and personal questions misunderstood until then "(Note 5).

In the Guidance Block, four questions (6 to 9) were evaluated positively and with a grade 5. In the words of the student, the counselor fully contributes to her research with respect and dedication, always

encouraging her to disseminate research results and to participate in events scientists. "In this particular semester, I and a friend from the master's degree will go [...] with the teacher to a conference [...] in Portugal. I was aware of the event through e-mails [...], but I was only motivated to send a summary of the work from the strength and past confidence of the teacher. [...] we had our approved abstracts [...] and it will be our first experience at an international event. "

In the Block Program there are four comments from the same student. Regarding the study environment and the resources available (Question 10), mention is made of the failure to operate the multimedia equipment and suggested the purchase of more comfortable chairs for the classroom and of a computer "to improve what one already has". 4,6). The international insertion and / or academic mobility policy of the Program (Question 13) is evaluated positively (Note 5). The same evaluation is given to the methodology knowledge offered by the Program (Question 15), however without being given a personal opinion about it (Not applicable). On the Program to foster a culture of sustainability (Question 16), we have the following response: "[...] I am not in a position to comment or point out any specific initiatives of the Program, but I think these values are implicit in the university "(Note 5).

In spite of the scarcity of answers and the questioning of the classroom infrastructure and the digital resources of the Program (Question 10), mentioned above, the manifestation of open space and the comments regarding participation in a research group, the subjects studied, the orientation and the Program are positive, as well as the notes issued in each question. Nevertheless, taking into account the fact that the same student has commented on almost all the questions leaves the doubt about the content of the manifestations when a larger number of respondents were involved.

PPG Philosophy

From a total of seven subjects, there was an evaluation of two from two students. One of them saying that the classes were shallow. The other arguing that the large number of texts prevented an in-depth reading. There were also criticisms to the Graduate Program regarding the difficulty in getting proficient in the subjects and the difficulty in obtaining sandwich bags. There was a criticism concerning the lack of sustainability of the Program, which requires the papers to be printed and with special cover!

PPG History

A very small number of qualitative records referred to the PPG in History in the semester 2016-1. In the "open space", the program, teachers and guidelines were considered good while problems with infrastructure were identified. This same logic appeared in the comments addressed to the "program" block: criticisms are directed at the size and discomfort of the classroom, problems of communication and information for new students, rules and enrollments. It was also pointed out as negative the divulgation of activities by the PPG.

In the "discipline" block there is only one comment that a discipline contributed to the formation of the student and to the writing of his dissertation. In the "teacher" block, there are two positive comments about the same teacher. There was no comment in the blocks of "self-evaluation of students" nor of "orientation."

PPG Sociology

Very few used the open space there were more critics than compliments, in the professor block the following criticisms stand out: "Nothing in depth content, formation on theories and concepts. Mainly if we pointed the definition of concepts, that there was not, and when there was was shallow and imprecise. Errors with timeline distribution and lesson plan (which we received almost at the end of the semester), confusions about the lesson theme and readings to be made have noticeably affected class productivity. It seems to me a fundamental discipline for the program and carried with little interest and responsibility. "

"No one paying attention in one class is a sign that the methodology is not working. This class failed to provide a good training on methodologies and methods. Classes seemed disconnected and also seemed irrelevant (as much as we all knew about relevancy). It should be better thought of this chair, providing more examples, showing problems of research, hypotheses, literature review and applied methodology, pointing out errors and correctness, so that students, besides reading the text that proposes the ideal of a good project, we could perceive in concrete examples the problems that we may incur in the future and how we could deviate from them, in order to have a more consistent project. Critics of student work should also be more punctual, less generic, and propose solutions. Generic criticism without help generates more confusion than solution. We believe that the criticisms made in oral presentations should also be better developed, and the teacher might feel more secure in questioning the work both in form and content, evaluating even the rhetoric of the presenters (assuming the relevance of the presenters). Having said that, I believe that the jobs required are fundamental and gave an idea of the evolution of the class as a whole. Having these works, perhaps even more, forces us to reflect more on the project, and as we write we perceive problems and fragile points. "

In the Block guidance only a positive comment. In the Block Discipline of the 4 comments 2 were negative (need for further deepening) and 2 positive (excellent discussions). In the Block Program the 4 comments were all negative, going through the limited classroom space and "need better strategy to instigate new students. The first semester was demotivating for almost all colleagues.

It seems that the program views compulsory subjects as irrelevant, while they should be taken very seriously as they consolidate a foundation for the other disciplines. It would also be interesting to think of ways to make research groups more active, reactivate those that are being deactivated but have stakeholders, deactivate those that are not working, and try to generate a group that works, works together, and divides functions (so as not to overwhelm teachers further). Perhaps this better distribution of tasks could generate greater benefits for the PPGS, increasing the collective work of the students and providing more materials for publication, that possibly because of the centralization in the coordinators of the groups or by the little trust in the oriented ones is leaving the program little dynamic, which generates which generates little collaboration between students, between teachers and between groups. "

FINAL CONSIDERATIONS

One of the problems we face lies in the limits of the indicators themselves and the questions asked to measure the performance of teachers and students or the functioning of university disciplines, departments or courses. Any evaluation instrument has limits and can produce simplified information either hiding or exacerbating aspects of the reality investigated. This problem can be aggravated if the same instrument is not adequate to capture the particularities of each situation. One can question the possibility of comparing the results related to the different units of the University, assuming that the principles of student assessment may differ according to each Unit. In addition, the expectations of students and teachers regarding the disciplines do not always coincide, which can generate negative evaluations on the part of students. In addition, the absence of a statistically representative sample may distort the results obtained. Considering the above considerations, it is advisable to exercise caution when examining the evaluations.

Regarding the different departments, there are differences in the evaluation of the students, however, it must be recognized that one of the recurring items of students' dissatisfaction concerns the "Return of the evaluations".

In the self-evaluation of teachers, there is unanimity regarding the item Extension where the worst evaluations were presented according to the analyzes presented in tables 13 through 17.

It is therefore recommended that Departments review the data and discuss with teachers the possibility of improving the above results.

The success of the campaign to increase student participation in the assessment should not discourage its continuity; it must be maintained in order to arrive at more representative numbers. The same kind of awareness should be made with teachers so that their participation can be better represented.

Although the overall grade average of teachers' scores in different IFCH departments has been quite satisfactory, we believe that one of the challenges to be faced by departments is to foster people in order to find ways and strategies to address the problems mentioned.

It should be noted that the absence of a functional support to NAU teachers, involved in undergraduate and postgraduate courses, as well as a commitment to numerous other administrative and academic activities, such as conducting research orientations, makes it difficult to dedicate more time to activities demanded by the NAU.

With regard to meeting the expectations of the SAI regarding the analysis of the data of the distributed CDs, we can conclude that the NAU IFCH was able to contemplate the following items:

- 1-Use of the data of the instrument of Evaluation of the Teacher by the Student and of the Self-evaluation Teacher made available by the SAI (in CD)
- 2-Obtaining conclusions from the analysis of quantitative data collected and presented in Excel spreadsheets by SAI (on CD)
- 3- Obtaining conclusions from the analysis of qualitative data collected and presented in Excel spreadsheets by SAI (on CD)

The dimensions not included in the NAU IFCH report were the use of other instruments / strategies for data collection and analysis for evaluation. To this end, the need for IT support, material

resources (computer science) and availability of those involved. However, it is important to note that the SAI in an e-mail sent on May 2 last made it clear that the Nau of the unit has no obligation to use other instruments or collection strategies other than those that are standard in the UFRGS AI process.

Regarding the link between the evaluation and the results of NAU IFCH with the institutional evaluation dimensions of higher education institutions (SINAES), we can say that there is still a need to incorporate the following elements:

- 1- infrastructure,
- 2- Personnel policies,
- 3 - Careers of the faculty and the technical-administrative staff, their improvement, professional development and their working conditions;
- 4- Procedures to stimulate academic production, research grants, monitoring and other modalities;
- 5- Communication with society
- 6- Your contribution to social inclusion, economic and social development, the defense of the environment, cultural memory, artistic production and cultural heritage
- 7- Accessibility
- 8- Affirmative actions
- 9- Internationalization
- 10- Relation to the Ombudsman's Office / occurrence of illicit / judicialization

Regarding the appropriation of the NAU IFCH analyzes by the unit community we can not yet disclose in a format of a meeting with all those involved due to the occupations, since 31/10, which occurred throughout the IFCH buildings.

Certainly the analysis of the data, as well as new strategies that can be proposed, consist of an important subsidy for the performance of the managers in that unit.

It should be noted that the NAU-IFCH does not have any type of resources of its own, room, computer equipment, no intern and no IT technician.

Finally, we suggest that the general sample of the evaluation research be considered to be representative in the statistical sense. The suggestion would be to calculate a representative number with a margin of error of 5% and a 90% confidence interval based on student and teacher totals. The procedure to be adopted would be to send randomly within each course and department in each institute the form for students and teachers drawn to respond voluntarily. Thus, if there were refusals could be replaced by another drawn. With this we would be able to generalize the results, guaranteeing the representativeness of the answers.