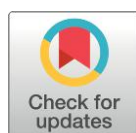


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Active methodologies and formative assessment: experience report in a Library Science course

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ABSTRACT

Introduction: This article presents a report on a teaching experience in the Library Science program at the Federal University of Minas Gerais (UFMG), during the second semester of 2024 in the course "The School Library and Special Users." Throughout the semester, various practical activities were carried out, such as seminars, discussion forums, technical visits, and intervention projects, which encouraged active student participation and collaborative knowledge construction. **Objective:** To report the teaching experience in a course that adopted active methodologies and formative assessment as strategies to promote student engagement, meaningful learning, and student retention. **Methodology:** The report is characterized as a qualitative and descriptive study. It describes the characteristics, stages, resources used, and the teaching practices implemented in the course. Additionally, student feedback was considered, obtained through a course evaluation questionnaire. **Results:** The experience showed that the use of dynamic pedagogical practices based on challenges contributed to critical thinking, the strengthening of teamwork, and increased student interest in the topics addressed. **Conclusion:** It is concluded that small methodological changes can have a significant impact on student commitment, and it is hoped that this report will inspire similar initiatives, contributing to the improvement of teaching practices in higher education.

KEYWORDS

Active methodologies. Formative assessment. Higher education. Experience report.

Metodologias ativas e avaliação formativa: relato de experiência em um curso de Biblioteconomia

RESUMO

Introdução: Este artigo apresenta o relato de uma experiência docente vivenciada no curso de Biblioteconomia da Universidade Federal de Minas Gerais (UFMG), durante o segundo semestre de 2024, na disciplina "A Biblioteca Escolar e os Usuários Especiais". Ao longo do semestre, foram desenvolvidas diversas atividades práticas, como seminários, fóruns de discussão, visitas técnicas e projetos de intervenção, que incentivaram a participação ativa dos estudantes e a construção colaborativa do conhecimento. **Objetivo:** Relatar a experiência docente na disciplina onde foram utilizadas metodologias ativas e avaliação formativa como estratégias para promover o engajamento discente, a aprendizagem significativa e a permanência estudantil. **Metodologia:** O relato caracterizou-se como uma pesquisa

de abordagem qualitativa e natureza descritiva. Foram descritas as características, etapas, recursos utilizados e a condução da prática docente na disciplina. Além disso, considerou-se o feedback dos estudantes, obtido por meio de um questionário de avaliação da disciplina. **Resultados:** A experiência evidenciou que a utilização de práticas pedagógicas dinâmicas, baseadas em desafios reais, contribuiu para a reflexão crítica, o fortalecimento do trabalho em equipe e a ampliação do interesse dos alunos pelos temas abordados. **Conclusão:** Conclui-se que pequenas mudanças metodológicas podem evidenciar grandes impactos no empenho dos discentes, e espera-se que este relato inspire outras iniciativas semelhantes, contribuindo para o aprimoramento das práticas de ensino no contexto do ensino superior.

PALAVRAS-CHAVE

Metodologias ativas. Avaliação formativa. Ensino superior. Relato de experiência.

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1 INTRODUCTION

Higher education in Brazil faces constant challenges in ensuring student retention and academic success. In this context, active learning methods and formative assessments are promising strategies for reducing school dropout rates. Active methodologies comprise pedagogical approaches that place students at the center of the teaching-learning process and encourage their active participation in knowledge construction. Machado *et al.* (2021), in turn, emphasize the formative nature of assessment, highlighting its role in monitoring and guiding learning throughout the course. This perspective views assessment as an ongoing process of knowledge construction that enables adjustments to teaching as needed. Thus, in higher education, assessment should not be limited to measuring results. Rather, it should act as a mechanism for monitoring and improving learning from a qualitative, reflective perspective that is aligned with student development and the continuous improvement of pedagogical practices.

Thus, in addition to contributing to the improvement of teaching practices, assessment in higher education should act as a tool for monitoring and improving learning from a qualitative, reflective perspective aligned with student development. The growing diversity of student profiles requires approaches that promote active participation and meaningful learning. Active methodologies and formative assessment are essential strategies for transforming the educational experience into a more dynamic, student-centered one.

Active methodologies therefore represent a paradigm shift in teaching, shifting the focus from the mere transmission of content to a process of knowledge construction, in which students take on a leading role in the teaching-learning process (Paiva, 2016). Among these methodologies, practices such as Problem-Based Learning (PBL), reflective groups, and collaborative discussions stand out, as they stimulate critical thinking and student autonomy. Formative assessment, in turn, complements this process by enabling continuous monitoring of academic development, providing feedback that guides and qualifies the learning trajectory.

Given these premises, this article aims to report on the teaching experience involving the application of active methodologies and formative assessment in the course “The School Library and Special Users.” The intention is to share lessons learned and reflections that contribute to the improvement of teaching practices and the promotion of a more meaningful, autonomous, and reflective higher education.

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2 CONTEXT OF THE EXPERIENCE

The course was offered during the seventh semester of the Library Science program at the Universidade Federal de Minas Gerais (UFMG). Classes were held on Tuesdays from 7:30 to 11:10 a.m., for a total of 60 hours. Activities took place between September 24, 2024, and January 14, 2025, adjusting for the end of the technical and teaching staff strike at the university. The course structure included fifteen meetings, twelve of which were held in person in the “BIBLIOT 2” room in the School of Information Science (Escola de Ciência da Informação - ECI) library. There was also a technical visit to the Laboratory for Critical Analysis of Inclusive Pedagogical Practice (Laboratório de Análise Crítica da Prática Pedagógica Inclusiva—LACPPi) and the school library of the Pedagogical Center (PC). Additionally, there were two asynchronous discussion forums focused on topics not covered in the in-person seminars. Initially, 10 students were enrolled in the class. Of these, two withdrew at the beginning of the semester, and one dropped out during the semester. Thus, seven students actively participated in the proposed activities until the end.

The course's primary objective was to enable students to understand and apply concepts

related to including people with disabilities in school libraries, in accordance with legal guidelines and best practices in the field. As outlined in the course syllabus, the content was organized in an integrated manner, covering fundamental topics for understanding and improving school libraries with an emphasis on inclusion and accessibility.

The course aimed to help students understand and apply concepts related to including people with disabilities in school libraries, in accordance with legal guidelines and the best practices in this area. As outlined in the syllabus, the content was organized in an integrated manner, covering fundamental topics related to understanding and improving school libraries with an emphasis on inclusion and accessibility.

First, we explored the concept and characteristics of the school library, analyzing its role in students' education and development. Another essential part of the program understood the users of this library, their specific needs, and the context in which they operate. The course also focused on studying people with disabilities, addressing their different types and characteristics. This was done to raise students' awareness of the importance of a truly inclusive school library. The course objectives were clear: understand the specifics of school libraries and their users, recognize the importance of inclusion in ensuring universal access to information and knowledge, study the various types of disabilities and their implications for school life, learn about national legislation protecting the rights of people with disabilities, identify barriers users face, and recognize resources that can ensure the effective inclusion of all students.

Keeping this in mind, the course was organized into three thematic units, each containing 20 hours of content distributed evenly throughout. The first unit covered the concept and characteristics of school libraries, including an analysis of the user community. The second unit covered people with disabilities, including their definitions, types, and characteristics. The third and final unit dealt with school inclusion, emphasizing legislation, barriers, and inclusive resources applicable to school libraries.

The pedagogical approach combined interactive lectures, in which concepts were discussed dynamically, with active methodologies that stimulated debate, collective knowledge building, and group discussions. This allowed students to engage with the content in a reflective and critical manner. This combination encouraged students to engage with the content in a reflective and critical manner.

Digital resources were used to support the Moodle Virtual Learning Environment (VLE), which facilitated interaction between participants, communication with the teacher, and sharing of relevant materials. Discussion forums were also available. The goal of this pedagogical approach was to promote an understanding of the importance of inclusive school libraries by providing students with the tools to recognize that all students should have full access to knowledge and information, regardless of their circumstances. Students were evaluated not only on their assimilation of theoretical content, but also on their critical analysis, creativity, argumentation, and teamwork skills. The course included individual and group activities, such as seminars and a final project. The reported experience highlights the positive impact of active methodologies and formative assessment on student training. These methodologies favor more participatory and meaningful learning, as well as critical reflection on inclusion and accessibility in school libraries.

A master's student on a teaching internship in the Postgraduate Program in Knowledge Management and Organization taught the course with the support of her advisor and under the supervision of the professor responsible for the course.

During the semester, some unusual situations arose that directly impacted student attendance and participation. One student had to be absent for a considerable period due to serious health problems affecting his mother, who sadly passed away. Another was absent for two weeks due to surgery. In addition, two students did not attend classes or complete activities throughout the entire semester. This set of difficulties represented one of the most delicate moments of the teaching internship, requiring sensitivity in dealing with students' personal

issues without losing sight of the commitment to the progress of the course.

Another student's situation was particularly challenging. This student faced serious family problems and, by the tenth class, had not submitted any of the assigned activities. After discussing the situation with the teaching internship supervisor, a more empathetic assessment strategy was adopted in line with the principles of formative assessment. The student was asked to present her seminar as part of a remedial activity and develop a research project focused on pedagogical and cultural interventions in inclusive school libraries.

This proposal offered her a concrete opportunity to overcome her difficulties without being penalized by factors unrelated to the academic environment through practical, reflective work consistent with the course's objectives. Despite these accommodations, the student withdrew from the course. This experience nevertheless highlights the importance of rethinking conventional assessment models, which are often exclusionary and demotivating, especially for students in vulnerable situations.

In light of this scenario, the evaluation process was adjusted to allow for more flexibility and fairness. Instead of the initially planned activities, a more comprehensive project focused on pedagogical and cultural interventions in school libraries was proposed. This project is aligned with the perspective of active methodologies, especially project-based learning. Although the grieving student chose to drop the course, the evaluation was conducted based on higher education benchmarks that value flexible forms of assessment focused on the learning process rather than the mere completion of tasks. The intention was to promote formative evaluation, which can monitor students' development and address their difficulties. This experience showed that continuous assessment practices sensitive to individual learning trajectories and linked to active learning strategies can engage students and reduce dropout rates in higher education. Adopting a humane and procedural approach to assessment, rather than simply grading, is a fundamental step toward building a truly inclusive university committed to the comprehensive education of its students.

The course was organized into three units in accordance with the established syllabus and theoretical framework. The main bibliography included two works: **Biblioteca Escolar Hoje: Recurso Estratégico Para a Escola (School Libraries Today: A Strategic Resource for Schools)**, by Glória Durban Roca (2012, Editora Porto Alegre), and **Biblioteca Escolar: Conhecimentos Que Sustentam a Prática (School Libraries: Knowledge That Supports Practice)**, by Bernardete Campello (2012, Editora Autêntica). The theoretical basis was supplemented with a selection of books and articles focusing on school libraries, users with specific needs, and inclusion-related challenges in this context.

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3 METHODOLOGY APPLIED TO THE EXPERIMENT

The aim of this qualitative teaching experience report was to analyze the application of active methodologies and assessment techniques as pedagogical strategies to mitigate dropout rates in higher education. The study was conducted with a class of seventh-semester Library Science students at UFMG in the elective course, "Topics in Specific Services and Communities D: The School Library and Special Users" (code OTI 107), in the second semester of 2024. Qualitative methods focus on providing a detailed account of a lived experience with a clear and objective description of events, actions, challenges, and results. According to Creswell (2010), qualitative methods employ an interpretive approach that focuses on understanding the meanings individuals attribute to phenomena in their natural context. This approach involves participants in the data collection process. During this process, categories of analysis, as well as theoretical and methodological demands, emerge. This allows researchers to develop more profound and reflective interpretations of the phenomenon while recognizing their biases (Creswell, 2010).

In this context, the course was structured based on active methodologies (AMs), considering their potential to promote critical, participatory learning aligned with contemporary higher education demands. As Cunha *et al.* (2024, p. 2) state, "Active Methodologies (AMs) are a set of pedagogical alternatives that aim to facilitate student learning and/or provide a critical and problematizing education of reality by redirecting the student to the center of the knowledge construction process." This perspective informed the design of activities that were student-centered and emphasized reflection on learning.

In summary, the qualitative approach contributes to the creation of an internal logic that facilitates understanding and explaining processes by investigating the phenomenon in its entirety. This logic is based on the evidence collected and existing theories (Minayo, 2012).

4 RESULTS

The results indicate that implementing active methodologies and formative assessments in the course "The School Library and Special Users" promoted a more participatory and critical learning environment. This environment favored student engagement and the development of essential professional training skills. The proposal aimed to apply these methodologies and strategies to reduce dropout rates in higher education.

During the semester, we encountered significant challenges related to student retention. Four students were at risk of dropping out due to personal and health issues, including surgery, limited participation for medical reasons, and the death of a close family member. Adopting specific, flexible assessment methods tailored to these students' individual needs enabled at least one student to successfully complete the course, highlighting the positive impact of empathetic, individualized teaching practices. Thus, this experience demonstrates that relatively simple pedagogical changes, when intentionally planned and executed, can significantly impact teaching quality and student motivation. The results described below cover the main aspects experienced by students throughout the semester, including formative activities, differentiated assessments, spaces for participation and reflection, and the observed effects on the learning process. It is hoped that this report will contribute to the adoption of continuous formative assessment practices in higher education, especially in Library Science courses and related areas.

The following subsections present the developments of the experience in chronological and thematic order. They begin with the references that underpinned the construction of the proposal and continue through technical visits, lectures, and forums. Finally, they cover the assessment tools and analysis of student feedback at the end of the course. Each stage is discussed alongside the relevant literature to understand its impact on the critical, inclusive training of future librarians.

4.1 Development of the Experience: Activities and Methodologies Implemented

In the current context, Machado *et al.* (2021) emphasize the fundamental role of pedagogical trends in the teaching-learning process and assessment practices. Gil (2008) emphasizes that assessment is an essential resource for ensuring the right to education, while acknowledging the challenges and potential injustices of the assessment process. When conducted with scientific rigor, assessment can promote student autonomy and growth. However, although innovative assessment proposals differ from traditional, conservative methods, implementing these practices in higher education still faces challenges (Machado *et al.*, 2021, p. 8).

In summary, assessment in higher education should be dynamic and flexible, promoting continuous learning beyond merely measuring students' knowledge. As the studied

texts indicate, professors must adopt an integrated approach combining different assessment strategies that adapt to students' individual needs. Therefore, assessment should be a tool that develops students' theoretical and practical skills and focuses on continuously improving the teaching-learning process.

As proposed by Maculan *et al.* (2022) in their study on Library Science, innovating in assessment strategies is essential to creating an environment that fosters critical thinking and active student participation. Integrating these practices can result in higher education that is more effective and aligned with the demands of the job market and new social and technological demands. According to Machado *et al.* (2021), assessment should promote reflection and meaningful learning to contribute to training autonomous, critical professionals rather than being restricted to simple classification. Additionally, assessment must be more integrated, considering the unique needs of each student and the quality of teaching.

Technical visits are an active methodology that promotes learning through direct experience and interaction with the professional or academic environment. This differs from traditional approaches that focus on passively transmitting content. Based on the principles of active methodologies, this strategy places students at the center of the learning process, stimulating their participation, critical reflection, and autonomous construction of knowledge.

Technical visits allow students to observe the practical application of theoretical concepts discussed in the classroom in real time, offering an immersive and contextualized experience. In environments such as libraries, museums, and educational institutions, students can interact with professionals, explore resources, ask questions, and participate in activities, thereby developing critical analysis, problem solving, and teamwork skills.

One concrete example of this approach was a visit to the Pedagogical Center Library (PC) and the Laboratory for Critical Analysis of Inclusive Pedagogical Practice (LACPPI), both of which are located at UFMG. In addition to serving as an internship and research site for educator training, the PC develops innovative pedagogical practices focused on basic education. The LACPPI is notable for its transdisciplinary work in inclusive education, particularly in teacher training and developing accessible pedagogical strategies and resources (UFMG, 2025). The PC Library, part of the UFMG Library System, plays a key role in supporting research and teaching. It serves as a reference environment for students and researchers at the institution.

During the visit, students learned about the structure and services of these institutions and the innovative methodologies they use. This experience provided a concrete opportunity for active learning, enabling students to connect theory and practice meaningfully.

Additionally, the activity included a formative assessment, which aligns with active learning methodologies. Rather than limiting itself to a one-time verification of knowledge, this assessment monitored students' continuous development, offering feedback throughout the process. According to Gil (2008) and Machado *et al.* (2021), this type of assessment promotes deeper learning and allows for timely pedagogical interventions.

Thus, technical visits are established as an effective teaching strategy that integrates formative assessment and contributes to a more dynamic education connected to professional reality and attentive to contemporary social and technological demands.

4.2 Lectures: contributions to inclusion and accessibility in school libraries

Professor Marília de Abreu Martins de Paiva's and librarian Cleide Fernandes's lectures significantly enriched the course by offering complementary perspectives on the role of school libraries in promoting inclusion and accessibility. Each presentation uniquely contributed to deepening students' understanding of professional practices and the contemporary challenges faced in these spaces. This prepared them to act with greater sensitivity and critical thinking.

4.2.1 Lecture - Dr. Marília de Abreu Martins de Paiva

Professor Marília de Abreu Martins de Paiva from the School of Information Science at UFMG presented the project, "School Library: Training Agents," which aims to train professionals to work in school libraries, particularly in public institutions in Minas Gerais. During her presentation, Professor Martins de Paiva emphasized the role of the school library as an interdisciplinary pedagogical agent that extends beyond the traditional function of storing books. She explained that the library is integral to the teaching and learning process, as well as the development of students' information literacy skills (Paiva & Duarte, 2016).

Using data and experiences from the project, Professor Martins de Paiva demonstrated the impact of libraries in promoting critical reading and combating functional illiteracy. Libraries contribute to the formation of citizens who are better prepared for the challenges of the contemporary world. The lecture also addressed the importance of accessibility in these spaces and emphasized the need for resources and guidelines to ensure truly inclusive environments.

4.2.2 Lecture - Cleide Fernandes

Cleide Fernandes, the librarian and coordinator of the Minas Gerais State Public Library System, offered a practical and inspiring approach to accessibility in libraries. She presented concrete examples of actions already implemented in public institutions and discussed strategies for adapting school libraries to the needs of students with disabilities.

The resources she highlighted included books in Braille, audiobooks, and assistive technologies for people with visual impairments. She also shared successful experiences from inclusive projects, demonstrating how adapting collections and service practices can increase students' access to and retention in these spaces.

At the end of the lecture, she presented the class with the book *Another Book of Questions: Reading, Inclusion, and Accessibility*, which she co-authored with Julia Daher and Fabíola Farias, further deepening the reflection on the topic.

The two lectures provided students with the opportunity to reflect on the transformative role of the school library and the ethical and professional commitment to inclusion. By promoting practical, well-founded discussions connected to reality, both lectures aligned with the principles of active methodologies by encouraging student leadership, critical reflection, and applying knowledge to concrete situations. These contributions reinforced the school library's potential as a space for training citizens and as a tool for democratizing access to information. They also pointed to possible paths for more inclusive, collaborative, and socially engaged practices.

4.3 Seminars

Because there were only a few students, a random numbering system (from 1 to 7) was adopted to preserve anonymity during the assessment process. This numbering system was not based on the order of the attendance list to ensure greater confidentiality.

The seminars were structured using active learning methodologies, particularly Problem-Based Learning (PBL), which places students at the center of the learning process. Each group selected a topic related to inclusion and accessibility in school libraries and developed a research project involving investigation, critical analysis, and practical solutions. This approach promoted dynamic, collaborative learning connected to the reality of library services.

During the seminars, students explored legislation such as the Brazilian Inclusion Law (Lei Brasileira de Inclusão - LBI), digital tools, and the challenges school libraries face in

promoting accessible environments.

Group work was essential to the collective construction of knowledge, encouraging the exchange of ideas and the development of communication and argumentation skills while stimulating critical reflection and the practical application of learned concepts.

Student autonomy was another central aspect. Students were able to choose topics, organize presentations, and decide how to present results, strengthening leadership, one of the pillars of active methodologies.

The seminar topics were:

- Seminar 1 (TA6): "Evaluation and Monitoring of Inclusive Practices in School Libraries," which included proposals for observations and interviews to identify barriers and resources.
- Seminar 2 (TA1 and TA5): Accessibility and Digital Inclusion, emphasizing legislation and assistive technologies that promote the participation of students with disabilities.
- Seminar 3 (TA4 and TA2): Public Policies and Inclusive Education: Analyzing the challenges of implementing laws and proposing intersectoral actions between education, health, and social assistance.
- Seminar 4 (TA3 and TA7): Partnerships between libraries and sectors of society, emphasizing collaboration with professionals, such as psychologists and social workers, to promote inclusion.

Overall, the seminars significantly contributed to in-depth discussions on inclusion, enabling students to understand the various aspects involved in promoting accessibility in school libraries. The seminars provided a comprehensive view of the library's role as an inclusive educational space and developed important skills, such as critical research, teamwork, and intellectual autonomy.

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4.4 Moodle Discussion Forum

The discussion forums were designed to promote debate on key course topics and ensure student participation, particularly for two students who could not afford any more absences. The activities were scheduled for December due to calendar adjustments at UFMG resulting from strikes by technical and administrative staff and teachers. The forum format was chosen because it is flexible and allows students to contribute their reflections and interactions without compromising their academic performance or attendance.

This approach aligns with active learning methodologies by encouraging active and collaborative student participation in knowledge construction. The forums promoted discussions on inclusion and accessibility in school libraries, fostering dynamic, interactive learning. The forums also contributed to formative assessment, enabling continuous monitoring of student progress and providing feedback that fostered skill development throughout the process.

The first activity in this format took place on December 10, 2024, and focused on the theme "The School Library as an Inclusive Space." In line with active methodologies, this approach prioritized engagement and collective knowledge building. All students actively participated, sharing reflections and experiences on how to make school libraries more accessible, particularly for students with disabilities.

The forum was structured around three guiding themes: physical and technological accessibility, inclusion strategies, and practical examples of inclusive projects. First, physical accessibility was addressed, with an emphasis on adaptations such as ramps, Braille signage, and assistive technology. Participants agreed that an accessible library requires not only

infrastructure but also digital resources and adapted materials. Next, the role of reading mediators and the offering of diverse cultural activities were discussed as inclusion strategies. The importance of staff training to provide a welcoming and inclusive service was also emphasized.

Finally, students shared case studies and practical experiences, such as adapted reading clubs and awareness workshops. These contributions enriched the debate and helped develop concrete solutions to the challenges of inclusion in school libraries. Adopting a forum format for this activity demonstrated the potential of active methodologies to stimulate student leadership and critical reflection on relevant topics in the field.

On December 17, 2024, the second discussion forum was held via Moodle. The theme was "Training Librarians for Inclusion." The discussion emphasized the importance of continuing education for librarians in accordance with the principles of formative assessment to promote the ongoing development of those engaged in the educational process.

During the forum, students shared their thoughts and recommendations on the training necessary for librarians to effectively support students with disabilities and ensure their full participation in library activities. Students emphasized that continuing education is essential for improving professional skills, particularly in mastering assistive technologies, adopting inclusive communication strategies, and developing sensitivity to address the diversity of users.

Students also discussed how adequate training could positively affect the engagement of students with disabilities in reading and cultural activities in school libraries. They shared ideas such as adapted reading workshops, storytelling with sensory resources, and interactive activities aimed at inclusion.

4.5 Assessment applied in higher education: assessment methods used

Traditionally, assessment in higher education has focused on measuring results and assigning final grades. However, it has been progressively redefined in light of pedagogical proposals that prioritize the continuous development of students. In this context, formative assessment has emerged as an approach that monitors the learning process in a sensitive, diagnostic, and guiding manner. According to Machado *et al.* (2021), this model goes beyond measuring final performance to identify progress and difficulties, enabling adjustments and promoting student autonomy.

In addition to fulfilling an essential pedagogical function, formative assessment contributes directly to student retention, especially when applied with empathy and flexibility. Valuing the learning journey rather than the final exam encourages engagement and mitigates the negative effects of personal events, which rigid assessment models often overlook. This approach aligns with active learning methodologies that give students a leading role and encourage critical reflection on their learning.

Integrating active methodologies and formative assessment creates learning environments that are more inclusive, collaborative, and responsive to each student's needs. Based on this concept, throughout the teaching internship, it was possible to adapt assessments to respond to students' actual needs.

The course assessment process consisted of four activities throughout the semester, totaling 100 points, as detailed in Table 1. During the second week, students wrote a visit report that required a clear and well-organized structure, including an introduction, methodology, results, discussion, and conclusion. Students also had to strictly follow ABNT standards. During the fourth week, students submitted a review of Campello's text focusing on clarity, coherence, synthesis, and adherence to academic standards.

Table 1. Activity delivery schedule

Date	Assessment Activity	Modality	Score
10/01/2024	Visit report	Practical	20
10/15/2025	Review	Reflective	20
10/29/2024	Seminar	Dynamic	30
10/14/2024	Expanded summary	Reflective	30
Various	Discussion forum	Dynamic	Extra point
Total			100,0

Source: Prepared by the authors

As detailed in Table 2, the sixth week marked the beginning of the group seminar presentations. Presentations should be objective, adhere to the time limit, and effectively utilize visual aids to demonstrate mastery of the topic and include up-to-date content. In week 14, students submitted an expanded summary with critical analysis, logical structure, and appropriate references that followed ABNT standards.

Table 2. Schedule of seminar presentations and topics

Seminar	Date	Topic
Group 2: TA5 and TA3	11/05/2024	Accessibility and Digital Inclusion
Group 3: TA1 and TA7	11/12/2024	Public policies and inclusive education in BE
Group 1: TA6	11/19/2024	Evaluation and monitoring of inclusive practices in BE
Group 4: TA2 and TA4	12/03/2024	Partnerships between libraries and other sectors

Source: Prepared by the authors.

The activities developed, especially the group oral presentations and preparation of the expanded summary, were fundamental pedagogical strategies that deepened the students' theoretical knowledge and strengthened their academic skills. Topics explored included accessibility and digital inclusion, public policies and inclusive education in the context of school libraries, evaluation, and monitoring of inclusive practices, and partnerships between libraries and other institutional sectors. These topics fostered the connection between theory and practice while promoting intellectual autonomy, critical thinking, and the appropriation of content. In line with the educational objectives of the curriculum, these activities reflect the adoption of active teaching methodologies that promote student leadership in the knowledge-building process, contributing to a more critical, participatory, and reflective education.

4.5.1. Correction Activities

The course activities were evaluated based on specific criteria defined by the pedagogical objectives of each proposal. The visit report valued clarity, structure, and accurate data, as well as critical analysis and compliance with ABNT standards. The review was evaluated based on coherence, synthesis, clarity, and relevance of content. For the seminars, mastery of the topic, quality of the visual resources used, and respect for presentation time were considered. The expanded summary followed criteria similar to those of the report, plus a stage of database searching and critical analysis. Grades were impacted by grammatical and spelling errors or non-compliance with academic standards.

Throughout the semester, we adopted assessment strategies that promoted meaningful learning based on a formative approach aligned with active methodologies. Rather than

focusing exclusively on the final grade, we monitored students' development through various activities, such as reports, reviews, group seminars, and expanded summaries, on an ongoing basis. This approach enabled us to provide regular feedback, encouraging self-reflection, progressive improvement, and critical and collaborative knowledge construction.

The group seminar was particularly notable, as it required students to conduct independent research, collectively organize ideas, and articulate theory and practice. In the context of project-based learning, this type of assessment contributes to developing essential competencies such as argumentation, teamwork, critical analysis, and communication for students' academic and professional training.

Thus, the assessment methods employed measured not only knowledge acquisition, but also encouraged students' autonomy and engagement in their learning process. The course promoted a formative, reflective, and inclusive environment to respond to students' individual needs, encourage engagement and retention, and strengthen a fairer, more sensitive, and transformative assessment culture.

4.5.2 Instruments Used

In this course, we employed the Problem-Based Learning (PBL) approach, which challenged students to solve an accessibility-related problem in a school library. All students presented proposals focused on architectural accessibility. Then, we introduced and discussed other fundamental dimensions, such as attitudinal, methodological, instrumental, programmatic, communicational, and natural accessibility. This exercise broadened students' understanding of accessibility and generated greater class engagement.

Another tool used was self-assessment to encourage self-reflection and autonomy, helping students become more aware of their learning processes. However, it was observed that there was a limitation in the provision of continuous feedback at the beginning of the course, which could have encouraged students to reflect on their performance and enabled them to make adjustments throughout the training program.

Additionally, more in-depth bibliographic reviews were identified as important to strengthening the course's theoretical foundation. Similarly, including a higher number of practical activities could have enhanced the connection between theory and practice, making learning more dynamic, applied, and meaningful.

The combination of active methodologies and formative assessment is a promising strategy for addressing higher education challenges, particularly dropout rates. These approaches promote engaging learning, encourage student autonomy, and enable timely pedagogical interventions. This makes the academic experience more motivating, inclusive, and accessible.

4.5.3 Analysis of the Course Evaluation Questionnaire: A Pedagogical Experience

The evaluation of teaching performance, carried out through a student questionnaire, was an essential tool for reflecting on teaching practice and improving and planning the course. Based on the teacher-in-training's experience, the questionnaire was used to understand students' perceptions of the subject and identify areas for improvement.

The results of the questionnaire were positive, highlighting the clarity of the objectives, the quality of the bibliographic material, and the teacher's performance. Most students rated the course objectives as "excellent," recognizing the alignment between the topics covered and the proposed goals. This evidenced the effectiveness of the planning. The bibliography and guidance were also well evaluated, and the theoretical basis was considered adequate. Students rated the deadline for submitting activities as "excellent" and the balance between theory, practice, and workload as "good." The main suggestion for improvement was to include more

practical activities, such as visits and field experiences.

Self-assessment played a significant role in the training process. Most students rated their performance as "good" or "excellent," reflecting a high level of engagement with the activities. Students suggested including more classes that are practical and visits to enrich learning. The active methodology-aligned questionnaire allowed students to continuously reflect on their participation and collaborative knowledge construction. Self-assessment and formative assessment both contributed to developing student autonomy and enabled adjustments to the pedagogical approach, promoting learning that is more responsive to students' needs.

In summary, analyzing the questionnaire data provided valuable insights into the teaching and learning processes. It highlighted the importance of considering students' perceptions to continuously improve pedagogical practices. Self-assessment and formative assessment are central to promoting autonomous, reflective, and engaged learning, all of which are essential characteristics of higher education within active methodologies.

5 DISCUSSION

In this section, we analyze the influence of SBMs on the discipline by considering student participation, the challenges faced, and the contributions of the adopted pedagogical strategies. Our analysis of the teaching experience revealed the effectiveness of these methodologies in promoting student inclusion and fostering meaningful learning in higher education. The fundamentals that guide the use of student-centered pedagogical methods and techniques play an essential role in both student participation and the training of professors in teaching internships. These approaches promote a proactive attitude among students who are open to developing, expanding, and reframing knowledge, favoring deeper and more lasting learning. At the same time, professors assume the role of mediator and help students establish connections between new content and their prior knowledge. This dynamic fosters a formative exchange between those involved: interns experience more meaningful and reflective teaching practices and students engage more effectively with the subject, expanding their interest and participation in the learning process.

In this context, the strategies employed, particularly the thematic seminars, gave students the chance to suggest pedagogical and cultural interventions for school libraries based on local circumstances. These interventions favored student involvement and strengthened the connection between theory and practice. According to Hübner and Silva (2020), active methodologies are a necessary alternative for renewing higher education because they break with the traditional model of transmitting homogeneous content and recognize students as central to the educational process. Based on the pedagogy of activism, these approaches encourage learners to construct knowledge from their experiences, prior knowledge, and sociocultural context, which is essential for the critical and humanized training of future librarians.

Thus, it was observed during the course that most students responded positively to the proposals and actively participated in the activities. However, significant challenges were also encountered, including the withdrawal of three students and the necessity of making methodological adjustments to accommodate circumstances such as medical leave or personal challenges. These situations underscore the importance of pedagogical flexibility and formative assessment in promoting academic retention and success. Adapting content to practical projects according to students' interests and circumstances directly influenced their engagement with the course and the formulation of contextualized activities. These methodologies positively impact learning and have proven to be a strategic resource for expanding the connection between the library and educational practice. Recent studies have emphasized the importance of integrating the library into the teaching and learning process as an active, collaborative component.

Through a national survey, Estevão and Silva (2024) found that the school library can and should be an active, formative space, contributing to the development of autonomy, critical thinking, and information literacy. However, the authors warn that this integration is in its early stages and requires greater coordination between professors, librarians, and teaching staff.

These discussions become even more relevant in the context of professional training, especially in library science courses. This study's findings show that active methodologies contribute to critical, participatory education aligned with contemporary library field demands. These methodologies foster analytical and independent thinking, teamwork, and problem-solving skills. These skills are valued in the pedagogical project of the library science course at the school of information science (ECI), which fosters the development of essential competencies, such as critical reflective thinking and the ability to collaborate and solve problems creatively. The course prepares professionals to critically and technically organize, process, and manage information recorded in various physical and digital media. Additionally, the curriculum promotes an interdisciplinary approach, enabling the analysis of knowledge in various dimensions, including cultural, economic, behavioral, social, political, and technological. (UFMG, 2008).

Despite the observed advances in activity development, only 70% of students completed the course, highlighting the need to address challenges to improve outcomes. The resistance of some students and the difficulty of initial adaptation reinforce the need to intensify welcoming, orientation, and diagnostic evaluation actions from the beginning of the semester. Additionally, creating permanent spaces for teachers and students to listen to and exchange experiences can favor the continuous improvement of pedagogical practices in line with the principles of student-centered education.

Therefore, for future applications, it is recommended to establish support mechanisms for students with personal or academic difficulties, strengthening retention strategies. Therefore, it is necessary to intensify formative assessment to promote constant adjustments throughout the learning process and increase the flexibility of activities in order to meet different needs, in addition to creating permanent spaces for students to share difficulties and suggestions, contributing to the improvement of teaching practice.

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6 CONCLUSION

Although traditional teaching practices are still well established in higher education, the reported experience showed that active methodologies proved to be both challenging and enriching. When applied effectively, these approaches redefine the roles of those involved in the educational process and the way content is explored. This promotes greater engagement and facilitates understanding of abstract concepts.

Students' reports reinforced the concepts prevalent in the literature adopted in this study. When the student is placed at the center of the learning process and the professor acts as mediator and facilitator, a noticeable change in attitude is observed among the students, who participate and engage in the proposed activities more.

Another notable outcome was the spontaneous development of a sense of responsibility and collaboration among the students. Adopting dynamics that simulated real challenges and contexts stimulated the exchange of experiences, strengthened teamwork, and promoted more meaningful interaction among participants.

The reported experience enabled the identification of lessons learned that can serve as recommendations for new teachers, especially those in initial training or teaching internships. The following guidelines emerged from the experience:

Plan with flexibility. Having a well-structured teaching plan is essential, but it is equally important to be prepared to make adjustments. Unforeseen situations, such as strikes, absences,

and dropouts, require sensitivity and adaptability.

Adopt active methodologies from the outset. Activities such as seminars, discussion forums, technical visits, and collaborative projects contribute to student engagement and meaningful knowledge construction.

Integrate formative assessment into the process. Continuous assessment with clear feedback and opportunities for improvement strengthens students' autonomy and encourages them to complete the program and grow as learners.

Promote the connection between theory and practice. Include real-life professional contexts, such as visits to libraries and analysis of legislation, to make learning more concrete and applicable.

Value dialogue and active listening. Attending to students' needs and difficulties, welcoming their backgrounds and offering support are essential for building a fairer, more inclusive learning environment.

Reflect on your practice. Recording the process and rethinking strategies contributes to teachers' continuous training, transforming experience into shareable knowledge.

These recommendations are not meant to be exhaustive, but rather to suggest possible paths for those beginning their careers as higher education educators. They are an invitation to listen, experiment, and constantly reflect on teaching practices.

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