



Theories of Learning and Evaluation Processes for the Social Communication

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Author's contribution

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ABSTRACT

Objective: To prove that a previous knowledge can be the basis of the student's education, but the teacher is critical in significant overhaul for the life of both the Social Communication education.
Study Design: Comparative discourse analysis of learning theories with examples in the Social Communication area.
Methodology: Pêcheux's Discourse Analysis and Theories in the Process of Learning and Evaluation in question.
Results: It is considered that the ability to learn stems from the experience so much the motivation as the innatism, as from the scientific knowledge by Intellect as constructivism, not being the two mutually exclusive theories, but interdiscourses of the Learning Process through discursive practice a class performing a previous knowledge.
Conclusion: The ability to learn is so developed in the actions of the student by contact (cre)active with the knowledge, which is always facilitated by the teacher, whatever the verbal and nonverbal speech to be theorized and put into use.

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1. INTRODUCTION

1.1 What is Theory and Learning?

Theory, the Greek *theoria*, contemplation, is a "systematic set of ideas or knowledge," according to Julia, in his *Dicionário da Filosofia* [1, p. 323].

In ancient times, it was polytheism; theory is the contemplation of the world and the movement of the stars (nature and astronomy). In the Middle Ages, the theory becomes associated with monotheistic Christian religion (patristic and scholastic, St. Augustine and St. Thomas Aquinas who contemplate, read, nature, common sense knowledge and other scientific knowledge in the light of the Catholic religion) often overlapping the other sciences (biology and history, for example). From the Renaissance, with anthropocentrism, to the Modern Ages and Contemporary, the theory is now considered a creation of the human spirit and, for example, astronomy was a mere description, it is a building, a calculation mathematical relationships. So it has been the descriptive sciences of man (psychology, sociology and history, for example) compared to the normative sciences of man or human philosophy (aesthetics or art theory, theory of knowledge, morality, natural law theory, philosophy religion or theosophy and philosophy of existence and existentialism), among other theories in both cases.





Learning, action whose definition refers to psychological basis of studies, according to the Great Encyclopedia Cultural Larousse (1995, p. 370) is the "method which is to establish

connections between certain stimuli and certain responses, which aims to increase adaptation of living beings to their environment".

They are two fundamental groups of Learning Theories: the conceptions of the "stimulus-response" with his concepts of assembly or association (behaviorist) and the concepts of "knowledge", transformation and information processing (cognitive) that supplanted the notions earlier, rehabilitating the studies on memory. Mnemonics studies include: setting memories accidental amnesia; conservation in the cortex; the recall retrograde amnesia or age; recognition by paramnesia or *déjà vu*; and location for social maladjustment per trip, changing society, as Julia [1, p. 201]. They begin to distinguish, then two Learning Theories of fields of study, the motivational learning processes or behavioral and intellectual processes or cognitive, both covering many theories. One theory is no better than the other or a process is more efficient than another. All are different and work in different ways, or are thinking *autrement* qualitatively; they not are more aware of it, quantitatively.

2. FACTS AND CONTRIBUTION THEORETICAL AND METHODOLOGICAL AND LEARNING PROCESS

The Theory of Learning by a type of learning process can be understood from the following a Synoptic Scheme number one among other possible (PORTAL REVISTA NOVA ESCOLA [2]:

Concepts of learning	Innatism, empiricism and constructivism
 <p>JEAN PIAGET (1896-1980)</p>	Epistemic subject Action schemes Previous knowledge Adaptation and equilibration Zone of proximal development Mediated learning Verbal thought
 <p>LEV VYGOTSKY (1896-1934)</p>	Syncretism child Affection Emotion
 <p>HENRI WALLON (1879-1962)</p>	
 <p>DAVID AUSUBEL (1918-2008)</p>	Meaningful learning

For Beatriz Santomauro (PORTAL REVISTA NOVA ESCOLA [2]), the innateness is the theory of congenital know (that comes with the individual), Empiricism defends the absorption of external knowledge and Constructivism is the intermediate attempt (the subject has potential and characteristics own only materialize if the environment favors this development offering objects, opening spaces and organizing actions). According to Márcio Ferrari (PORTAL REVISTA NOVA ESCOLA [2]) Jean Piaget was a biologist put learning in the microscope, Lev Vygotsky, theoretical education as a social and Henri Wallon process, integral educator. To Elisângela Fernandes (PORTAL REVISTA NOVA ESCOLA [2]), David Ausubel considers that prior knowledge of the student is the key to meaningful learning and should not be reduced to it (the teacher guides the learning).

To learn more you can do the test "What do you know about the theories of learning?" (PORTAL REVISTA NOVA ESCOLA [2]).

2.1 Some Discourses on Learning and Evaluation Processes in Brazil

The text "Learning Processes and Human Development" [3] comes to some of the major conceptions of learning (theoretical lines) that can be: Traditional, Constructivist / structuralism of Jean Piaget, Montessori, Waldorf and Logosophical. Teaching Traditional Line has spread in the eighteenth century to universalize access the individual knowledge, but some educators condemned in the 1960s and 1970s, despite the defense that a critical and inquisitive student needs a solid base of information, using the synthetic method, ie from simple elements (letter, phoneme, and syllable in combined sentence).

The Constructivist Line / structuralism of Jean Piaget was born from the ideas that Epistemologist and arrived in Brazil in the 1970s, experimental schools and alternatives, as well as some public schools based on the National Curriculum Parameters (PCN 's), emphasizes the student's knowledge before school entry and uses the method of the construction of knowledge from the relationship with reality, being the teacher a coordinator and content due to the teaching-learning process. The Italian Line Maria Montessori dates from 1907 and is opposed to Piaget towards a pedagogical proposal before scientific analysis because preaches self-education based on learning

materials, through the method of sensory and motor activities (work, games and play activities), approaching the student of art, music and science. The pedagogical line Waldorf referring to employees that German factory that were the first students, relies on the philosopher's ideas Rudolf Steiner, who considers the child's movements (physical motor activity, individual and social), criticizing the nonexistent repetition in rhythm biological that is unalterable and rejecting the use of television and literacy before seven years, suggesting the method of family interaction and grouping of students by age groups (series) as basic learning needs to be met. Already Logosophical Line humanist Carlos Bernardo González Pecotche in 1930 is concerned with the inner world of the individual in their life stages (childhood, adolescence, youth and adulthood), based on the concepts of life, liberty, mental defenses, thoughts, universal laws, knowledge of self and others, relying on the dual method of knowledge and affection, coming humanize man (with God, the universe and the eternal laws), giving you broad view of its existence the way large achievements (union of knowledge, education and experience). To understand is human development, not just study these Theoretical lines of Learning Processes, but also resorted to psychology, which is "a science which studies human and animal behavior and mental processes (reason, feelings, thoughts, attitudes)", which, however, offers many other studies and open questions such as: What are the relevant factors for human development? Why is the human being so similar and yet so different? After all, who am I? However, human development can be understood as the process by which the human being becomes biologically mature and autonomous because, biologically, development begins with fertilization and ends with aging or interruption of life; and psychologically, human development is scientific (the child to adolescence, adulthood and aging, as well as motor, cognitive skills, problem-solving, moral, understand, understanding, social acquisition, emotional development and identity formation). Hence the idea that developmental psychology is centered on the person, in its changes go through quantitative and qualitative changes (biological and psychological).

In the text on "Theories and models of learning" (TEIXEIRA, 2013b) learns that they are not consensual among the main currents of Psychology: behaviorists (stimulus-response), Humanists (experience of each individual) and

cognitive (study mind, the stimulus reception the implementation of response). These theories emerge psychopedagogical principles and teaching methods according to the effectiveness of learning for each stream. Thus, for example, the behaviorists theories are psychopedagogical principles define with greater certainty of the ultimate goals of learning, present stimuli capable to trigger appropriate responses to desired learning and exercise the learned behaviors; Teaching Techniques and are repeat exercises, the demonstration for repetition and memorization. In cognitive theories are principles psychopedagogic motivation of the subject from the list of your personal needs with learning objectives, valuing understanding rather than memorization and systematization by the introduction of significant sets of each teaching unit to gradually bring the detail; Teaching Techniques and are encouraging the discovery, targeted questionnaires for understanding and case studies. Finally, the Humanist theories are psychopedagogical principles the most central concerns with learning than teaching to the development of the human person, develop interpersonal relationships based group empathy and promote active learning, aimed at discovery processes, independent and reflected; Teaching Techniques and are individualized process, simulations and role plays and problem solving.

In Brazil, the text of the "Resolução CNE / CEB No. 02/97" (TEIXEIRA, 2013c) has "on the special programs of pedagogical training of teachers for the curriculum of elementary school, high school and vocational education medium level "as Hésio Albuquerque Cordeiro, President of the National Council of Education. Article 3 aims to "ensure a comprehensive treatment and to encourage the integration of knowledge and skills necessary to teacher training" in "special programs should respect an articulated curriculum structure in the following core": contextual, structural and integrator. The Contextual Center aims to understand the teaching-learning process in the practice of school, inside (participants or immediate context) and as an institution (general context in which it operates). The Structural core covers curricula, their sequential organization, evaluation and integration of disciplines, methods to continue the knowledge and suitability for the target process. And the Integrator Core refers to the specific problems of students in teaching practice for the planning and reorganization of school work discussed under different theories and multidisciplinary projects with the participation of

teachers from various disciplines. The special program comprises at least 540 hours (theoretical and practical part with a minimum of 300 hours). According to the sole paragraph of Article 5 "Program participants who are lecturing the discipline for which wish to qualify will incorporate the work being carried out as in-service training", since the practice integrates the curriculum of the program under supervision. The theoretical part of this program can be with blended methodology (distance learning), with no reduction of hours (Article 4) and the accreditation of higher education institution by the National Education Council (Article 80 of Law 9.394 of 20 December 1996). Article 9 states that higher education institutions offering courses regulated by Ordinance No. 432 of 19 July 1971, should suspend new classes and adapt their courses to the particular program in question. Already the sole paragraph of Article 11 states that the National Board of Education gives a period of five years for the evaluation of this educational program and Article 12 states that the resolution came into force on the date of its publication (1997).

Regarding text on "Theories of Learning at School - Text: Teaching aims to Learning" (TEIXEIRA, 2013d) highlights the definition of Schimitz about learning, which is "a process of acquisition and assimilation, more or less conscious, new standards and new ways of perceiving, being, thinking and acting "and for some the acquisition of new behaviors, considering the existence of many theories. However, a theory of learning is a human construction to systematically interpret this knowledge area (Moreira, 1999). In school learning, for example, the key elements to the success of school Development are student, teacher and learning situation, while learning theories aim to study the dynamics in the acts of teaching and learning, from the human cognitive evolution, trying to explain the relationship between prior knowledge and new knowledge acquired at school. The Learning would be the union of intelligence with the construction of knowledge, together with the personal identification and interpersonal relationship established between people. The concepts of learning and teaching can be expressed as the Behaviorist approaches Cognitivist and Humanist. John Behaviorist Approach B. Watson (1878-1958) defines behaviorism as the search for observable aspects of behavior (responses to stimuli successful in sequences or theories stimulus-response), as well as studying Watson,

Pavlov, Guthrie, Skinner and Thorndike and its main features are: think a base to study events that produce behavioral changes, it does not consider what happens inside the mind of the individual during the learning process and the learner (student) is thought as an object of knowledge. The Cognitivist focus comes to how the individual knows, processes and understand and give meaning to information, as in the old theories of Tolman, Gestalt and Lewin, and in recent theories of Bruner, Piaget, Vygotsky and Ausubel, and its main features are: learning as information storage process to Vygotsky (1896-1934), cognitive development results from the internalization of social interaction process with material culture and the individual's potential to give during the process of teaching and learning, while for Piaget (1891), the construction of knowledge results from the sensory experience interaction and reason, and learning is therefore

the product of a process of understanding, processing, storage and use of information in the learner's cognition with the instructor. But the Humanistic Approach, in turn, supports the concept of student-centered teaching, free to learn, enhancing personal growth, integration of thoughts, feelings and actions, especially second Rogers, and its main features are: observe what you learn as a person (ethics), learning influences the choices and learner attitudes (matter of nature) and not limited to the accumulation of knowledge (of degree) and the learner (student) is thought of as the subject of knowledge, being valued self realization.

The texts analyzed deal with some of the major theories of learning (TEIXEIRA, 2013b), their respective settings and features as follows in the Synoptic Scheme number two below:

Theories of learning	Definitions	Characteristics
Traditional	It spreads in the eighteenth century to universalize the individual access to knowledge, but some educators condemned in the 1960s and 1970s, despite the defense that a critical and inquisitive student needs a solid information base.	Use the synthetic method, ie from simple elements (letter, phoneme, syllable in combined sentence).
Constructivist / structuralist jean piaget	Born ideas that Epistemologist and arrived in Brazil in the 1970s, experimental schools and alternatives, as well as some public schools based on the National Curriculum Parameters (PCN 's).	Emphasizes the student's knowledge before entering the school and uses the method of the construction of knowledge from the relationship with reality, being the teacher a coordinator and content due to the teaching-learning process.
Montessori	Dates from 1907 and is opposed to Piaget towards a pedagogical proposal before scientific analysis.	Preach the self-education based on learning materials, through the method of sensory and motor activities (work, games and recreational activities), approaching the student of art, music and science.
Waldorf	Titled in reference to employees that German cigarette factory in 1919, which were the first students, drawing on the ideas of the philosopher Rudolf Steiner (1861-1925).	Considers the child's movements (physical motor activity, individual and social), criticizing the nonexistent repetition in biological rhythm that is unalterable and rejecting the use of television and literacy before seven years, suggesting the method of family interaction and grouping students by age groups (series) as basic

Theories of learning	Definitions	Characteristics
Logosophical	From the humanist Carlos Bernardo González Pecotche in 1930 is concerned with the inner world of the individual in their life stages (childhood, adolescence, youth and adulthood).	learning needs to be met. Based on the concepts of life, liberty, mental defenses, thoughts, universal laws, knowledge of self and others, relying on the dual method of knowledge and affection, coming humanize man (with God, the universe and the eternal laws) giving you broad view of its existence on the way to great achievements (union of knowledge, education and experience).
Behavioral	It arises in the 1940s, as a study of the relationship stimulus-response.	Are your psycho-pedagogical principles, define with greater certainty of the ultimate goals of learning, present stimuli capable to trigger appropriate responses to desired learning and exercise the learned behaviors; Teaching Techniques and are repeat exercises, the demonstration for repetition and memorization.
Cognitively	It begins in the 1960s with the study of the mind, of the stimulus reception enforcement response.	They are your psychopedagogic Principles motivation of the subject from the list of your personal needs with learning objectives, valuing understanding rather than memorization and systematization by the introduction of significant sets of each teaching unit to gradually bring the detail; Teaching Techniques and are encouraging the discovery, targeted questionnaires for understanding and case studies.
Humanist	In 1950, the objective study of the unique experience of each individual.	Are your psycho-pedagogical principles the most central concerns with learning than teaching to the development of the human person, develop interpersonal relationships based on empathy group and promote active learning, aimed at discovery processes, independent and reflected; Teaching Techniques and are individualized process, simulations and role plays and problem solving.

3. ASSESSMENT PROCESS RESULTS: ANOTHER WAY TO LEARN?

The book "Prova: um momento privilegiado de estudo, não um acerto de contas" by Moretto [4, p. 10] includes studies that result from the author's experience with teachers of kindergarten to higher on the operationalization of a successful class, ie, the evaluation is effective (in general terms, for the subjects students, teachers and the community, developing skills or knowledge and skills or practical skills) and is efficient (in specific terms for the process of teaching and learning mediated by the teacher, as building knowledge appropriation not merely instructionist for the student). Your title may be associated with the initiative to assess learning as something that is primarily related to the teaching process and thus needs to be a moment in which the student learns (study privileged moment) because the evidence he invests his forces seeking academic success, although the traditional perspective usually represents proof as time to get or not a positive note, decorating content and / or pasting (copying) of other students (one reckoning).

Contains chapters: The success of teaching (1); Education for skills development (2); Lecture: Teacher epistemology of reflection (3); The process of appropriation of knowledge (4); As the mediator acts (5); The role of language (6); A school social function (7); The role of the contents (8); Assess effectiveness and efficiency (9); and the operative test: giving new meaning to the taxonomy of Bloom (10). The first eight chapters deal with how to operationalize a successful class, while the latter two address the reasons for the perspective of the process of learning evaluation.

For the author, the traditional school emphasized conteudista thought of Traditional Epistemology (empiricist perspective, positivist and behaviorist psychology), while other educators New Epistemology (sociointeractionist constructivist perspective) opposed and reduced the importance of the contents quantitatively to a minimum (without eliminating them) valuing to the students. The content is necessary, but should not be exclusive to the teaching-learning process. Moretto says [4, p. 86]. "The aim of the new proposal for education is to develop the individual's capacity to deal with complex situations. This capability exists when the subject has available the necessary resources to address. One of the features is the sets of

content related to situations to be addressed". According to him, the content approach is present in the own National Curriculum Parameters (PCNs) in three types: conceptual / factual (needed to build the context of a situation complex to be addressed, as in a literature class, geometry etc. less abstract); Procedural (rules, techniques, methods, skills or abilities, strategies, procedures, set of ordered actions and an end to the achievement of a goal, read, draw, observe, calculate, classify, translate, cut, jump, infer, stick etc.); and Attitudinal (school form to the life and experience of full citizenship, values, respect, solidarity, responsibility, honesty etc. beyond the concept of individual attitudes and in the context of other content, with the cooperation of the group, as PCNs have cross-cutting issues aimed at training for citizenship).

Knowledge is thought of less as a description of the world and more like the representation that the subject makes the world around him, in relation to its interaction experiences with him through interdisciplinary, methodological organization and intellectual discipline. Aiming then the construction of knowledge without abandoning the minimum content, the author points out, finally, the goals perceived in the taxonomy of Bloom (apud MORETTO [4], p. 86), which is the classification criteria or complexity of mental operations to address complex situations in the learning process proposed at different levels and increasing complexity, such as (re)knowledge, comprehension, application, analysis, synthesis and judgment (evaluation).

It is possible to conclude that the author recommends teachers to the formulation of questions that encourage different types of mental operation in the students, from the simplest (parafrástica repeat languages for reading and writing, for example) to more complex (translation languages polissemic schema and textual or more own production orally, for example). On the one hand, such issues favor the educator towards the constant and necessary feedback to students' needs, enabling the (re)planning of pedagogical education. On the other hand, the privileged moment of study (proof) and other moments of study (classes) to the author exemplify the recognition notions, comprehension, application, analysis, synthesis and judgment (evaluation) that allow comments and guidance aimed at preparation of operative issues, ie to bring a basic text (minimum content, conceptual / factual content) present valuation rules (punctuated

actions to carry out the task, Procedural) and request activities (individual the task of compliance and responsibility ethics for school social, attitudinal). Evidence and lessons are seen as moments of study, ie that make sense and mark the school life in simple level (intrinsic, school) and more complex (extrinsic, social).

3.1 What is Evaluation?

The evaluation of learning can be a collection of information to advance the teaching and learning process. It has the functions of orientation, support, advice and is not simply making final decision on the student's performance (RON; SOLER, [5], p. 26).

They are functions of the evaluation, the diagnostic function, the function Formative and Summative function.

The Diagnostic function that determines whether or not the students' prior knowledge, identify interests, possibilities and specific problems such as learning difficulties and socialization, in search of the adequacy of education. It expresses the democratization of education, provides the stage that is the student to refer you to the most unique way of studies. Formative function provides information to the teacher and the student in the process of teaching and learning, such as the development of a learning situation, matter or module. It also shows points to correct errors and points in class and evaluation procedures, ie decision-making during the training process of knowledge of the student and the teacher with the class. Finally the summative function, in turn, makes it possible to judge the merits of learning (value) at the end of a stage of the teaching and learning process. As the formative function, the function is also summative administrative as it is the decision making on the promotion or retention of students, according to their grade level. Moreover, obtaining such information about the student may be characterized in Diagnostic information for the student next step. Therefore, it is important that the teacher perform their classes and evaluations thinking of these three functions and the relevant information they provide, for the diagnostic functions and formative happen during the process of teaching and learning, while the summative function happens at the end of the process, so that we can not do without any of them, without prejudice to a broad and complex work Assessment (RON; SOLER, [5], p. 27-28.).

An evaluation can be made based on skills (learning skills), such as "set evaluation situations; rating criteria; select tools, techniques and strategies or evaluation; planning the construction of assessment instruments; and record assessment results and suggestions for the presentation of the evaluation results" (RON; SOLER, [5], p. 29-30.).

Thus, the passage of a conteudista education (Epistemology Traditional) to education from the skills performance (New Epistemology) assumes the preparation of committed teachers, a diverse educational environment, multidisciplinary pedagogical practice in the contemporary context, integrating "know", "know-how", "knowing how to live" and "how to be" (RON; SOLER, [5], p. 39).

For example, to present the results achieved by students in the teaching and learning (evaluation of their skills during the lessons, games, discussions, reports, tests etc.), for their formative assessment and summative, you can create a table levels performance in order to also promote a diagnostic evaluation.

3.2 What is Systemic Evaluation?

Brazilian Systemic Evaluation programs have the main feature of assertively direct public investment in education by the secretariats bodies of education management in Brazil.

Dalben ([6], s / p cited SILVA, GARCIA; BICALHO, 2008, p.4) defines Systemic Evaluation as:

A type of evaluation, large-scale, developed in the context of targeting systems, especially to support public policies in education. It constitutes a privileged mechanism to provide information on processes and outcomes of education systems to the bodies responsible for formulating and making political decisions in education. It is a strategy that can influence the quality of the educational experience and the efficiency of the systems, avoiding public investment intuitively, disjointed or inadequate to meet educational needs.

The historical context of education in Brazil twenty-first century can be thought from the social problems arising from the colonization process and the chaotic rampant population growth in the second half of the twentieth

century, the high rates of illiteracy, the distortion between age and grade, as well as abandonment and school dropout indicated in demographic and educational censuses, measured qualitatively by social and educational indicators (SILVA; GARCIA; BICALHO, 2008, p. 3-5).

The first national evaluation systemic in the city of Rio de Janeiro was in 1931, before the Second World War (1939-1945), as the theories of human capital in force in the United States since the 1920s, but only become popular in the 1950s and only in the 1960s it was widely held by Theodore Schultz (EMERIQUE, 2007, p.2), and this initial evaluation consisted of "tests gauging public school efficiency" and was carried out by Teixeira, then General Director of Instruction Public Federal District.

The Lei de Diretrizes e Bases da Educação Nacional (LDBEN No. 9394, of 20/012/1996) determines in Art. 9, Item VI that "the Union shall take charge of ensuring national evaluation process of academic achievement in elementary school, secondary and higher, in collaboration with education systems, aiming at setting priorities and improving the quality of education", pointing needs and expectations of a low academic performance. The problems identified require, then, to meet demands of each stage of education policies. Hence the need for educational programs to overcome gaps and deficiencies in initial and continuing training of Brazilian teachers, for example, as well as curricular, structural reforms and the functioning of schools, career plan, among other since the mid-decade 1980s (SILVA, GARCIA; BICALHO, 2008, p 9-10.).

The Ministry of Education and Culture (MEC) through the National Institute of Educational Studies and Research (INEP), based on the need to offer guidelines for educational policies in the municipalities and Brazilian states, then goes on to develop systemic evaluation processes within federal, especially between the 1980s and 1990s ([6], p. 2). Some examples Ratings Systemic, the National Secondary Education Examination (ENEM), the National Survey of Student Performance (ENADE), part of the National System of Higher Education Assessment (SINAES), the National Course Exam (ENC) and the Basic Education Development Index (IDEB). Noteworthy is the Basic Education Evaluation System (SAEB), for example, evaluates the performance of students and the learning content and acquisition of skills

and competencies, assuming that education does not happen in isolation [6, p. 7-8]. The National System of Basic Education Assessment (SAEB) and the Brazil Exam are assessments with the purpose of diagnosing characteristics of the school environment, implemented by the National Institute of Educational Studies Teixeira (INEP) of the Ministry of Education and Culture (MEC). The Provinha Brazil, for example, is an assessment of children's literacy level of the second year of Brazilian public schools, which also has a diagnostic function, but it happens at the beginning and end of the school year. All these evaluations are intended to assess the quality of education offered by the Brazilian educational system from standardized tests and socioeconomic questionnaires. There is an added value to individuals for education and the school about: results, self evaluation and the teaching process driving mechanisms and learning, in terms of product (tests to measure level of practical skills and theoretical ability of students) and context (questionnaires teachers and principals on teacher practice profile and working conditions, and for students on socioeconomic level, study habits and structural assessment of school for them).

Thus, there are many effects of sense of social advertising of municipal, state, federal and private and semi private on educational outcomes measured by Ratings Systemic and are disclosed in the IDEB to the routine of schools and classrooms. This index comes to show how public education management, use, so the school census data (flow by evasion and age-grade) and Reviews Systemic itself (performance of schools and municipal and state networks, for example) to development of policies focused on excellence in quality of education, especially basic education (SILVA, GARCIA; BICALHO, 2008, p. 10).

3.3 Conceptions Evaluation

You can consider that review is not the only educator act to grade the test performed by the student. Evaluation is a constant learning process, everyday act in the classroom, aiming to correct mistakes and build new knowledge from the interaction between teacher and student with the internal social environment (school) and external (community, family, world), being built both.

Evaluation can be defined by their different evaluative techniques (test with or without

consultation, oral examination, problem solving solutions for exercises, assignments and individual research or group, among others). Valuation techniques need to enable the teacher to consider the performance of the students and act alternatively to traditional written test as a single assessment tool (assessment strategy and / or parallel recovery of content, for example).

An assessment may have the following characteristics:

- facilitates dialogue between teacher and student, in order to find and correct errors, (re) directing the student for learning;
- motivates the correction and good student performance, suggesting you new ways to study to improve understanding of the topics studied in class.

In summary, review is an act that requires a cozy arrangement of teacher and student to qualify the object of study, educational activities and subjects in question, in order to decide on an evaluation.

To evaluate the act of diagnosing is important because it refers:

- to collect relevant data (on the matter or component of knowledge, skills, defined in educational planning, by a pedagogical theory and translated into educational practices in the classroom);
- to use assessment tools (learning for the collection of data necessary for the configuration of the student's learning status, as appropriate for the application of skills, synthesis, information, understanding, evaluation, planned minimum components and performed in the teaching- learning process, language, clarity, communication and deepen previous learnings, recognized by the student);
- to judging the use of evaluation tools (the definition of the pedagogical theory applied by the teacher, as the prospect of traditional epistemology or conteudista, empiricist, and behaviorist psychology, and how the perspective of the new epistemology or constructivist and sociointeractionist to be the support or basis for practice pedagogic, in class, and teaching planning, which guide the practice of teaching the teaching units of the school

year without randomness or escape from "reality" lived).

3.4 Examples of Learning Theory in Social Sciences, Social Communication Area

3.4.1 Video ants advertising of a product (or behaviorism motivational process)

The history of the trade may have been retained in the memory of the recipients, but not the product and its brand (RADIO JOVEM PAN ONLINE [7]). The message has not been fully realized in the Ants commercial, the agency F / Nazca S & S, 1995. Despite national and internationally awarded and remembered by Brazilians viewers, advertising did not achieve its primary purpose, that is, sell and have his mark on minds of consumers [8]. The Philco (apud COSTA [8]) brand could have been focused on the image and not only in voiceover in off and could have been used didactic resource of brand repetition (in picture and sound). So do not just be creative. It is necessary to motivate the target public to perceive the product name or brand (or the subject of a class) associating the repetitive behavior of ants, happy to fly every strong beat of the sound (or different ways of presenting the topic to the students) the very repetition of the mark (in the video and voiceover or a class). The behavior teaches and this may be pleasurable.

3.4.2 Video lesson on learning and this directed study (intellectual or cognitive process)

The Education Portal has a series of three video lessons on some of the many theories and their various learning processes [9]. A video lesson on the Montessori learning method emphasizes respect for human nature built in stages of development (the student's driver's learning guided by the teacher, the teacher must exercise the creative potential of every student is able to learn about internships advanced, learning is individual and becomes the group of students;. and education is given by the senses and movements, gestures, speeches, dynamic exercises (Maria Montessori) a video lesson on the Paulo Freire method [9] of Adult Literacy and Movement Literacy - MOVA combat the traditional primer (the student is subject's own knowledge, based on the culture and life experience) and the video lesson on some of the theory of learning and their learning processes

comes to Célestin Freinet who proposed the pedagogy of reform.

French studies without the rigidity of lines and schedules, taking the interests of students who are out of school, such as comics, games and music.

Lev Vygotsky [9] who studied learning, development and social relations as processes of their social constructivist theory or sociointeractionist (the teacher drives the mental development of the students).

Finally, Jean Piaget [9] who analyzed the socialization of children in school, considering the memory, perception and creative and critical student learning tools for teacher education, as it is possible to consider that also did Montessori, Freire, Freinet and Vygotsky. Think (rethink) theories and learning processes is necessary because the actors of education (teacher, student, accounting etc.) are transformed continuously.

3.4.3 Competition question - selection process simplified 2009 - Government of the State of São Paulo (Portal Revista NOVA Escola [2])

At a meeting of HTPC, some teachers commented on the teaching of mathematics:

- I). The teacher Marisa said that to ensure that their students have an active role in building knowledge, it does not systematize concepts and procedures or corrects errors.
- II). The teacher Silvia commented that it provides opportunities for your students to put into play their own hypotheses and compare them with the other children so they can develop solutions and realize contradictions, thus identifying mistakes.
- III). The teacher Paula commented that part of challenging situations, such as games and solving everyday problems of children, so that they can actively participate in math classes, but that does not mean that one systematizes concepts or corrects errors. According to the conception underlying the official documents of the ESS is (are) right (s) or (s) comment (s):

- a) I, only.
- b) I and II, only.
- c) I and III, only.

- d) II and III, only.
- e) I, II and III.

3.5 Commentary

It is not a constructivist perspective not systematize concepts or correct errors, contrary to what one may think. Omission would be the teacher. The teaching which is based on constructivism welcomes assumptions of students, makes them realize their mistakes (comparing proposed solutions) and systematize knowledge (showing how the way we solved a problem can serve others), but not always and we must know how to evaluate exceptions (error, contradictions and paradoxes). The correct answer is d. The comment "I" is inappropriate.

The Learning issues also play Acquisition studies of language (CASTRO; FIGUEIRA, 2006 apud PFEIFFER; NUNES [10], p. 73-102) and language and cognition (CORRÊA 2006 apud PFEIFFER; NUNES, [10], p. 103- 139) between the theoreticians of French Discourse Analysis in Brazil on Social Communication. The acquisition of language deals with the origin and change of language in childhood in general (motivations), the constitution of subjectivity and events that may frustrate the expected learning path (child wolf or created by animals, children with aphasia or dysfunctions by contiguity metonymic, metaphorical similarity, writing dyslexia, speech dislalia etc.).

In turn, language and cognition relate to the development of advanced cognitive processes and theoretical bases (psychoanalysis, neurolinguistic, psycholinguistic etc.) with the role of written language in the process (how the child identifies the formal feature of language, more or less records and retrieves this lexicon information in its production and / or understanding of normal and disassociated language, in the case of attention deficit Learning, hyperactive, psychologically traumatized, deaf, dumb, blind, people with brain and / or motor disorders). In discourse analysis, research on based learning in language acquisition (Motivational bases) and language and cognition (intellectual bases) converges to the nature of human restrictions imposed on the linguistic knowledge in Social Communication, based on biological and social relations.

4. CONCLUSION

Studies on Learning date back to antiquity, with the search for explanations based on concepts

and not on myths to understand man in the world (rational thought). Theories arise seeking to understand if people have innate knowledge (innateness) or if you can teach something to the practice of decorating information (empiricism), but it is clear that not always simple ideas serve to understand the most complex.

In other words, accumulate information does not mean learning (learning is reproduction, not building ideas from others). Innatism (know the person) is opposed, therefore, to empiricism (knowing the external reality) and Constructivism arises as intermediate attempt to explain learning. In constructivist perspective, the student shall be considered by its potential and characteristics, but they do not materialize if the medium does not favor this development (with objects, opening spaces and organizing actions). The Learning, based in language acquisition (motivational parameters), and language and cognition (intellectual parameters) forwards to the analysis of the nature of dissociation conferred on linguistic knowledge in communication, based on biological and social relationships of human beings.

The school, whose social responsibility is to educate for citizenship, needs to reorganize continuously and educators also realize the need to overcome the fragmentation that a more human way of teaching, or as advocate Ausubel, Novak and Gowin (PORTAL REVISTA NOVA ESCOLA [2]), note that it is necessary reconciling student triad, teaching materials and teacher with the aim of sharing in the room meanings put into play in the interaction of all involved.

Evaluate school learning is to be available to host students in the state who are (disabled or advanced content for the study of traditional knowledge, with difficulty or not socializing in the construction of knowledge by the new study of knowledge) in order to assist academic route. Therefore, the teacher needs the choice of a theory to guide their educational practice, careful acts of review (data, instruments and trial), to diagnose and constantly renegotiate the most appropriate way for each student. Evaluation is not merely the mechanical action to approve or disapprove, selecting a few students, but the act to guide them continuously to the performance of a being aware of its responsibility in the teaching-learning process, ie to evaluate is the act the educator forward your student for life outside of school too, inclusively, creative, democratic and

increasingly autonomous, adult and constructive in a constant crossing before a final arrival.

Thus, the action of the teacher by the new epistemology must have the following characteristics of student assessment: to get psychological and cognitive knowledge minimum (students under treatment or not and inhibited or not, for example); obtain knowledge of the social context of students (general socioeconomic conditions and age to the class, for example); work values (ethical, respect yourself and others), concepts (minimum content), language (verbal and nonverbal) and attitudes (individual and group work, citizenship) students; in addition to adapting their planning and their teaching strategies to each class (group of students), contemplating the differences (special students and / or with special needs, learning and socialization, for example); and consider that the objects of knowledge are a reality of double-sided, ie language (forms of significant expression) and mental representation (content felt meanings) for student and teacher in and out of school (for the life of both).

Quality education means successful retention of students in schools. Its impact is expressed thus in the smooth flow of students, perhaps even apart from conteudistas programs accelerated learning and flow correction, enabling the adoption of effective preventive measures (through the diagnostic functions and formative evaluations contributing to good results in terms of summative functions) before it needs investment in remedial action problems such as avoidance, difficulty learning and socializing.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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