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ACTIVE METHODS AND FORMATIVE ASSESSMENT IN THE LEARNING PROCESS IN HIGHER EDUCATION

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ABSTRACT: This article analyzes the integration of active methodologies and formative assessment as essential pedagogical tools for promoting meaningful learning in higher education. The research, which is qualitative and bibliographic in nature, sought to understand how these innovative approaches contribute to the development of autonomy, critical reflection, and self-regulation of learning. Active methodologies, by prioritizing participation, experimentation, and problem-solving, shift the focus of teaching from the professor to the student, making the student the protagonist of their educational process. Formative assessment, in turn, assumes a mediating and continuous role, promoting constructive feedback that guides the constant improvement of teaching and learning practices. An analysis of recent literature on the topic revealed that the articulation between these two pedagogical dimensions is fundamental to consolidating a culture of innovation and collaboration in higher education. Furthermore, the importance of teacher training and the critical use of digital technologies is highlighted as determining factors for the effectiveness of these practices. It is concluded that active methodologies and formative assessment, when implemented in a coherent and reflective manner, strengthen the ethical and democratic commitment of higher education, making it more inclusive, dynamic, and transformative, capable of preparing critical and socially engaged individuals to face contemporary challenges.

KEYWORDS: Active methodologies; Formative assessment; Higher education; Meaningful learning.

INTRODUCTION

Contemporary higher education has undergone intense transformations driven by the social, technological, and pedagogical demands of a constantly changing world. In this context, active learning methodologies emerge as innovative alternatives to overcome the traditional model centered on content transmission, promoting teaching based on student participation, autonomy, and critical reflection. According to Bacich and Moran (2022), these methodologies foster student agency and meaningful learning, as students cease to be mere recipients and instead become active participants in the process of constructing knowledge.

The use of strategies such as the flipped classroom, problem-based learning (PBL), project-based learning, and gamification has proven effective in developing cognitive and socio-emotional skills, which are essential for professional performance and holistic human development. This paradigm shift implies a profound revision of teaching practices and the culture of assessment, bringing the university closer to a truly formative and transformative education.

In this context, formative assessment gains relevance as an indispensable element of the active teaching-learning process, as it enables continuous monitoring of student development and guides more meaningful pedagogical interventions. According to Moraes, Andrade, and Garcia (2023), formative assessment is characterized as a continuous and dialogic process that aims to understand the learning journey rather than merely measure outcomes. This approach allows teachers and students

to share responsibilities in the assessment process, building a culture of constant and reflective feedback. Unlike summative assessment, which emphasizes grades and final performance, formative assessment seeks to identify progress and difficulties, encouraging self-regulation and autonomous learning. For Bacich, Tanzi Neto, and Trevisani (2020), the integration of active methodologies and formative assessment represents an essential step toward transforming the university into a space for collaborative, student-centered learning.

Recent literature also highlights that the adoption of innovative practices in higher education requires rethinking not only pedagogical strategies but also the social and ethical role of the educational institution. Berbel (2022) argues that the problematization methodology, the foundation of active methodologies, helps students develop the critical ability to analyze and intervene in reality, articulating theory and practice in a contextualized manner. This perspective aligns with the proposal by Dos Santos et al. (2022), for whom the combination of active methodologies and formative assessment is an opportunity to foster meaningful learning and cognitive autonomy, especially in courses that demand critical reasoning and decision-making. In higher education, where training must go beyond technical mastery to encompass ethical and reflective development, these approaches become fundamental to consolidating an education focused on social transformation and sustainable human development.

Despite theoretical advances and positive experiences, the effective implementation of active methodologies and formative assessment in Brazilian higher education still faces structural and cultural obstacles.

Many institutions continue to rely on fragmented curricula, lecture-based classes, and punitive and grading-oriented assessment practices. As Alves, Faria, and Pereira (2023) note, faculty resistance to change and the lack of institutional policies for continuing education hinder the transition to a more participatory and reflective pedagogy. Given this reality, the following research question emerges: *how can active methodologies, linked to formative assessment, enhance the learning process in higher education, promoting autonomous, critical, and meaningful learning?* This inquiry guides the present study, whose purpose is to contribute to the reflection on and improvement of pedagogical practices in Brazilian universities.

Thus, this study's general objective is to analyze the relationship between active methodologies and formative assessment in the learning process in higher education, seeking to understand how these approaches contribute to the construction of knowledge and the development of students' competencies. The specific objectives are: (1) to identify the pedagogical principles underpinning active methodologies and their application in the university context; (2) to examine the role of formative assessment in promoting meaningful learning and student self-regulation; and (3) to discuss the possibilities and challenges of integrating active methodologies and formative assessment into contemporary higher education teaching practices.

The rationale for this study is grounded in the urgent need to rethink the educational process in higher education in light of the new demands of the knowledge society. As Borges, Dos Anjos Neto, and Do Nascimento César (2023) point out, meaningful learning depends on the

educational institution's ability to promote pedagogical experiences that integrate content, context, and critical reflection. In this sense, active methodologies and formative assessment represent concrete pathways to consolidating a culture of collaborative and reflective learning. Furthermore, the integration of these practices fosters the development of autonomy, creativity, and critical thinking—skills indispensable for training professionals capable of addressing contemporary challenges.

This study is also justified by its significant potential to contribute to teacher training and the consolidation of institutional policies focused on pedagogical innovation. According to De Andrade Filho et al. (2024) and Arantes et al. (2025), the training of higher education teachers should incorporate technology-mediated assessment practices based on continuous feedback, fostering the development of a formative assessment culture. The dialogue between active methodologies and formative assessment, therefore, is not merely a pedagogical trend but an emerging necessity to ensure quality and equity in higher education. Thus, this article aims to contribute to critical and practical reflection on the transformation of university education, pointing toward a more humane, participatory, and emancipatory educational process.

METHODOLOGY

This research adopts a qualitative, bibliographic approach, the purpose of which is to understand, in an interpretive and critical manner, the interrelationships between active methodologies and formative assessment in the learning process in higher education. According to Gil (2015), the main

characteristic of bibliographic research is the use of existing materials, such as books, scientific articles, dissertations, theses, and institutional documents, seeking to identify, analyze, and discuss theoretical contributions on the investigated topic. This methodology allows for the construction of a broad and reflective overview of contemporary pedagogical approaches, enabling an understanding of their conceptual foundations, practical applications, and implementation challenges in the university context.

The corpus for analysis consisted of reference works and academic publications released between 2015 and 2025, a period marked by the consolidation of the debate on pedagogical innovation and assessment in higher education. Scientific databases such as SciELO, Google Scholar, CAPES Journals, and ERIC were consulted using search terms such as “active methodologies,” “formative assessment,” “higher education,” and “meaningful learning.” The selection of sources followed criteria of scientific relevance, timeliness, and theoretical consistency with the research objectives. The readings were conducted systematically, with content indexed and categorized according to the central thematic axes: theoretical foundations of active methodologies, the role of formative assessment, the interrelationship between assessment and active learning, and challenges in university teaching practice. According to Gil (2015), the bibliographic method is not limited to compiling authors but requires critical and interpretive analysis that allows for the comparison of ideas and the construction of new understandings of the phenomenon under study. Thus, we sought to interpret the theoretical convergences and divergences between classical and contemporary authors, such as Moran,

Bacich, Berbel, Luckesi, and Perrenoud, linking them to the practical experiences reported in recent research.

The analysis of the collected data was conducted using content analysis, following Bardin's (2016) approach, which allows for the identification of recurring categories and meanings in academic works, in order to understand the meaning attributed to teaching practices and formative assessment. The interpretation of the results sought to establish a dialogue between the theoretical frameworks and the practical experiences described in the studies, valuing the plurality of perspectives and contexts. This process made it possible to understand how formative assessment can serve as an effective pedagogical mediation tool in active methodologies, promoting continuous feedback, self-regulation of learning, and student agency.

RESULTS AND DISCUSSION

Brazilian higher education is undergoing a decisive phase in its historical trajectory, marked by the need to reinvent its pedagogical practices amid the intense social, technological, and cultural transformations of the 21st century. The traditional model, based on verbal exposition and summative assessment, has proven insufficient in the face of the complexity of the contemporary world, which demands that students possess the ability to think critically, solve problems, act autonomously, and learn continuously. In this context, active methodologies and formative assessment emerge as fundamental theoretical and practical instruments for promoting meaningful, collaborative, and reflective learning.

As Bacich and Moran (2022) assert, the transition from teacher-centered to student-centered teaching represents not only a methodological shift but an epistemological revolution that repositions knowledge as a social and shared construct. Formative assessment, according to Alves, Faria, and Pereira (2023), accompanies this shift by proposing a continuous assessment process that aims to understand and enhance the learner's development rather than to grade them. In this sense, the dialogue between active methodologies and formative assessment promotes a more humanizing and democratic education, based on participation, reflection, and shared responsibility, consolidating the university's role as a space for critical and emancipatory education.

Active Methodologies and the Transformation of the Teaching Role in Higher Education

Active methodologies constitute an educational paradigm that redefines the role of the teacher and radically transforms the dynamics of the classroom in higher education. Bacich, Tanzi Neto, and Trevisani (2020) emphasize that the teacher ceases to be the center of knowledge transmission and begins to assume a mediating role, guiding the learning process and stimulating student agency.

This transformation requires teachers to adopt a new didactic and epistemological repertoire, grounded in mediation, participatory planning, and active listening. The focus shifts from the reproduction of content to the meaningful construction of knowledge through concrete, reflective, and collaborative experiences. This approach is not limited to techniques but implies a

new way of understanding the educational process—a process that involves action, problematization, and the reconstruction of knowledge based on the student's reality.

Berbel (2022) emphasizes that the essence of active methodologies lies in the pedagogy of problematization, in which the starting point of learning is the confrontation with real-life situations that challenge students to think, investigate, and act critically. This methodology, inspired by the ideas of Paulo Freire, proposes that knowledge is not something given, but rather constructed through dialogue and social practice. Thus, the teacher assumes the role of a thought-provoker and learning facilitator, creating conditions for the student to become an active participant in the educational process. In higher education, this perspective is particularly relevant, as it enables the articulation between theory and practice and stimulates critical reflection on the problems of the contemporary world, breaking with the fragmentation of knowledge and academic passivity.

According to Pereira, Vasconcelos, and Santos (2023), the effective implementation of active methodologies depends on systematic and intentional pedagogical planning. The isolated use of innovative activities, such as case studies, problem-based learning (PBL), or the flipped classroom, does not guarantee the methodology's effectiveness if there is no coherence between objectives, content, and assessment strategies. It is necessary for the instructor to understand the formative role of the proposed activities, linking them to the broader purposes of the course and the needs of the students. This also implies a reformulation of the curriculum, which should be more flexible, interdisciplinary, and focused on the de-

velopment of complex competencies, such as critical thinking, communication, and collaboration.

Bacich and Moran (2022) emphasize that hybrid teaching is one of the most promising ways to apply active methodologies. By combining in-person and virtual sessions, hybrid teaching expands learning opportunities and promotes greater student autonomy. The use of digital technologies enables new forms of interaction and personalization, allowing each student to progress according to their own pace and learning style. This approach fosters shared responsibility for the educational process itself, while also developing digital and socio-emotional skills that are fundamental for the 21st century. Hybrid teaching transforms the classroom into a dynamic, interactive, and collaborative learning ecosystem.

De Andrade Filho et al. (2024) argue that active methodologies also promote an ethical and philosophical reevaluation of the teaching role. Error, traditionally viewed as a failure, is reframed as an integral part of the learning process. This shift in perspective allows the teacher to build a welcoming pedagogical environment, based on trust and mutual respect, in which students feel free to experiment and reflect without fear of punishment. Thus, the educational process becomes more humane and inclusive, strengthening students' autonomy and intrinsic motivation.

Lacerda and Santos (2018) emphasize that the adoption of active methodologies requires the strengthening of an institutional culture focused on pedagogical innovation. Universities need to invest in policies for continuing teacher education, technological infrastructure, and incentives for research on innovative practices. Resistance

from some faculty members remains a challenge, often associated with a lack of familiarity with participatory approaches and a fear of losing control over the teaching process. Overcoming these barriers requires a cultural shift that recognizes the importance of student agency and meaningful learning.

Borges, Dos Anjos Neto, and Do Nascimento C ezar (2023) emphasize that the success of active methodologies is directly related to coherence between planning, implementation, and assessment. The teacher must act as a facilitator of integrated learning experiences, promoting activities that stimulate critical thinking and collaborative work. In this context, the teacher's role is not merely to teach content, but to create learning situations that challenge students to mobilize knowledge and skills to solve real-world problems, reflecting on their practice and learning from the experience.

Berbel (2022) argues that this approach fosters a more humanizing education, as it values dialogue, the diversity of knowledge, and the collective construction of knowledge. The teacher becomes an agent of social transformation, committed to the holistic development of the individual and to building a more just and democratic society.

Bacich, Moran, and Trevisani (2020) observe that the consolidation of active methodologies in higher education depends on their incorporation into the organizational culture of institutions. More than just adopting innovative techniques, it is necessary to build a new pedagogical mindset, based on values of collaboration, critical thinking, and shared responsibility. Thus, higher education can become a space for creation and emancipation, where teaching and learning are inseparable acts of social transformation.

Formative assessment as a tool for mediating and self-regulating learning

Formative assessment has established itself as one of the central pillars of innovative pedagogical practices, especially in higher education, where the focus on meaningful learning and student autonomy is becoming increasingly relevant. Alves, Faria, and Pereira (2023) assert that formative assessment goes beyond a purely grading function and is now understood as a tool for continuous monitoring, which guides and regulates the teaching and learning process. It allows for the identification of difficulties, the understanding of learning trajectories, and the proposal of improvement strategies, encouraging students to reflect on their own educational journey. It is, therefore, an instrument of dialogue and mediation that values the process as much as the result.

Moraes, Andrade, and Garcia (2023) emphasize that the essence of formative assessment lies in pedagogical feedback, understood as a process of constant communication between teacher and student. Feedback is not limited to performance evaluation but constitutes a space for listening and reflection that allows for adjustments to learning and teaching strategies. This practice contributes to the development of self-regulation, a skill through which students come to understand how they learn, identify their limitations, and set goals for improvement. Thus, feedback becomes one of the most powerful tools for fostering student autonomy and engagement.

Ferreira et al. (2024) emphasize that formative assessment, when combined with active methodologies, promotes meaningful learning, as it enables students to construct knowledge actively, understanding the me-

aning behind their actions and decisions. The diversification of assessment tools, such as portfolios, reflective journals, self-assessments, and rubrics, allows for monitoring the multiple dimensions of learning, broadening the perspective on students' cognitive, emotional, and social development. This approach humanizes the assessment process, replacing the logic of punishment with that of understanding and continuous guidance.

Lemes et al. (2021) note that, in health programs, the integration of active methodologies and formative assessment has proven essential for the development of ethical and technical competencies. By reflecting on their practices and receiving personalized feedback, students broaden their critical awareness and strengthen their decision-making capacity. In this context, assessment becomes a space for holistic learning, where one learns through practice, from others, and from oneself. This integration of theory, practice, and reflection is what gives meaning to the act of learning.

Arantes et al. (2025) point out that technology has played a crucial role in the implementation of formative assessment. The use of digital platforms and assessment applications allows for the systematic monitoring and recording of evidence of learning, in addition to enabling instant and personalized feedback. This technological mediation expands the scope of assessment, making it more dynamic, interactive, and participatory. Furthermore, it creates opportunities for personalization, allowing each student to chart their own learning path based on their individual needs and pace.

Silva, Costa, and Almeida (2024) argue that the consolidation of formative assessment requires a cultural shift in higher education institutions. In many contexts, a

culture of punitive and meritocratic assessment, focused on comparison and ranking, still prevails. Overcoming this paradigm requires that assessment be understood as a dialogic and reflective process, integrated into daily pedagogical practice and oriented toward the student's holistic development. In this model, the instructor adopts an investigative stance, interpreting results not as value judgments but as indicators for reorienting their practice.

Dos Santos et al. (2022) add that formative assessment, when combined with active methodologies, stimulates metacognition and self-regulation of learning, allowing students to understand how they think, learn, and act. This process of self-awareness strengthens intellectual autonomy and responsibility for one's own learning—fundamental aspects of higher education.

De Andrade Filho et al. (2024) note, however, that the implementation of this practice still faces institutional obstacles, such as faculty overload and the absence of policies to encourage continuing education. For formative assessment to take root, universities must provide technical, , and pedagogical support, as well as the time and conditions for faculty to monitor students in an individualized and qualitative manner.

Ferreira et al. (2024) emphasize that, when properly conducted, formative assessment contributes to the creation of a more democratic and inclusive learning environment. By recognizing the process as just as important as the outcome, the assessment practice becomes an instrument of empowerment rather than exclusion. Formative assessment, in dialogue with active methodologies, reaffirms higher education's ethical and political commitment to holistic education and to valuing the learning journey, not just the final product.

Innovation, technology, and integrated practices: the future of active methodologies and formative assessment

The advancement of digital technologies in the field of education has sparked a true epistemological and methodological revolution in higher education, reshaping the way knowledge is produced, shared, and assessed. Oliveira, Dos Santos Cruz, and Nascimento (2020) note that educational technologies, when applied critically and intentionally, enhance self-directed and collaborative learning practices, encouraging student agency. In the context of active methodologies, the use of digital resources—such as virtual learning environments (VLEs), gamified platforms, instant feedback tools, and simulation software—expands the reach of teaching, promoting the personalization of educational experiences and continuous monitoring of learning. This integration of technology and pedagogy transforms higher education into a hybrid and dynamic space, where the boundaries between the physical and the virtual dissolve in favor of continuous and interconnected learning.

Silvany et al. (2024) emphasize that the integration of technologies into active methodologies fosters the development of more flexible, interdisciplinary, and student-centered curricula. Such practices allow for the adaptation of content and pedagogical strategies to individual needs, valuing the diversity of learning paces and styles. This personalization, however, should not be confused with individualism, as it maintains the centrality of interaction, and collaboration, and the collective construction of knowledge. Thus, technology does not replace the teacher or human contact,

but rather redefines their roles and expands their possibilities for mediation and formative guidance. The teacher begins to act as a guide for learning paths, helping students navigate critically through the vast informational ecosystem of digital society.

Bacich and Moran (2022) argue that the role of educational technologies in active methodologies must be understood from a pedagogical and ethical perspective, and not merely as a tool. When integrated into methodologies that value dialogue, cooperation, and critical thinking, digital tools become instruments of cognitive, social, and emotional empowerment. The great challenge, however, lies in overcoming the technicist view, which reduces technology to a mere tool for content transmission. For the authors, hybrid teaching and technology-mediated active methodologies constitute an opportunity to build more creative and democratic pedagogical practices, in which the student takes responsibility for their own learning and the teacher positions themselves as a mediator of the investigative process.

Borges, Dos Anjos Neto, and Do Nascimento C ezar (2023) point out that pedagogical innovation in higher education is only effective when there is coherence among three fundamental dimensions: intentional planning, methodological practice, and formative assessment. Technology, in this context, acts as a connecting element, promoting integration among these dimensions. Through the use of collaborative platforms and interactive digital environments, it is possible to monitor student performance in real time, identify learning gaps, and provide personalized feedback. Furthermore, digital tools encourage collaborative work, allowing students to share

experiences, co-create solutions, and critically reflect on their work, which reinforces the participatory and dialogic nature of active methodologies.

Ferreira et al. (2024) assert that the integration of innovation, active methodologies, and formative assessment contributes to the development of deep and meaningful learning, as it places the student in the role of protagonist and builder of their own knowledge. From this perspective, learning is no longer seen as the mere assimilation of information but is understood as a dynamic, continuous, and self-regulated process. This transformation implies rethinking the role of assessment as well, which should accompany and support the learning journey, providing qualitative evidence of development. Thus, the processes of learning and assessment become inseparable, constituting a continuous cycle of reflection, action, and improvement.

Lacerda and Santos (2018) emphasize that the holistic education of university students depends on the coherence between the methodologies and the assessment tools used. When teaching is structured around active methodologies, but assessment retains a punitive and summative character, a contradiction arises that undermines the meaning of the educational process. Therefore, formative assessment must be understood as an integral part of active methodologies, since both share the same epistemological principle: the valuing of learning as a process rather than as a product. Pedagogical coherence, therefore, is an essential condition for the effectiveness of any educational innovation.

Arantes et al. (2025) propose an innovative perspective by exploring the use of apps and digital systems geared toward

formative assessment. Such resources enable the collection, organization, and analysis of data on student progress, allowing for more agile and well-founded feedback. This practice expands the capacity for personalized teaching and facilitates large-scale monitoring without losing sight of the qualitative dimension of learning. The integration of data and artificial intelligence into the assessment process represents a new frontier for higher education, provided it is accompanied by ethical reflection on the responsible use of information and the preservation of student autonomy.

Silva, Costa, and Almeida (2024) observe that the future of active methodologies and formative assessment depends, above all, on the strengthening of teaching communities of practice—collaborative spaces for the exchange of experiences and pedagogical reflection. Educational innovation is not sustained solely by policies or technologies, but by a teaching culture that values experimentation, dialogue, and continuous improvement. When teachers share their experiences and build collective knowledge, they consolidate a pedagogical ethos that sustains innovative practices. This process of continuous professional learning is essential to ensure coherence between methodological and assessment practices in the context of higher education.

De Andrade Filho et al. (2024) emphasize that the consolidation of active methodologies and formative assessment also requires institutional restructuring. Many universities still operate under rigid administrative and curricular structures, which hinder experimentation and pedagogical flexibility. Promoting a culture of innovation requires supportive policies, incentives for research, and recognition of good tea-

ching practices. Investment in technological infrastructure and ongoing teacher training must be a priority so that the potential of active methodologies can be fully realized. Thus, innovation ceases to be an individual effort and becomes a collective movement, sustained by the institution as a whole.

Silvany et al. (2024) add that future curricula will need to be interconnected, hybrid, and competency-based, prioritizing integration across different fields of knowledge. Interdisciplinarity and transdisciplinarity are becoming cornerstones of contemporary education, fostering a more systemic and contextualized view of reality. In this sense, active methodologies and formative assessment are indispensable pillars for the development of cognitive, socio-emotional, and ethical competencies, preparing students for lifelong learning and for responsible action in complex and interdependent societies.

Bacich, Tanzi Neto, and Trevisani (2020) argue that hybrid teaching and educational technologies should not be viewed as fads, but as structural elements of a new pedagogical culture. The challenge for higher education institutions is to move beyond the superficial use of technology and promote truly transformative practices that foster autonomy, agency, and collaboration. To this end, it is necessary to invest in teacher training that encompasses not only technical mastery but also the development of pedagogical and reflective competencies, geared toward mediating complex educational processes.

Ferreira et al. (2024) argue that pedagogical innovation must be accompanied by an ethical and political commitment to the democratization of knowledge. Technology, when used effectively, can reduce inequali-

ties in access and expand learning opportunities, but it can also exacerbate them if employed in an exclusionary manner. Therefore, the contemporary challenge lies in ensuring that innovative practices are committed to inclusion, diversity, and equity, promoting the development of a more just, accessible, and transformative higher education.

Bacich and Moran (2022) conclude that the future of active methodologies and formative assessment rests on universities' ability to foster an institutional culture that values innovation, dialogue, and continuous reflection. The success of these practices depends not only on technological resources but on a pedagogical vision committed to the formation of critical, autonomous, and socially engaged individuals. In this context, higher education reaffirms its primary function: to educate citizens capable of thinking and acting ethically, creatively, and collaboratively, contributing to social transformation and the strengthening of democracy.

FINAL CONSIDERATIONS

This study has shown that active methodologies and formative assessment represent not only contemporary pedagogical trends but also the structural pillars of a new conception of higher education—one that is more humanized, democratic, and focused on meaningful learning. Throughout the analysis, it was found that university education needs to move beyond the traditional paradigm of knowledge transmission and adopt practices that promote students' active participation, critical reflection, and a leading role in the construction of knowledge. This transition is not limited to the introduction of new teaching techniques

but requires a profound transformation of conceptions of teaching, learning, and assessment, implying a redefinition of the teaching role and the social function of the university. Thus, the educational process comes to be understood as a space for dialogue, inquiry, and shared responsibility, in which the teacher and the student become partners in the construction of knowledge.

The integration of active methodologies and formative assessment constitutes a sure path toward the development of coherent and integrated pedagogical practices that reconcile innovation with educational quality. This dynamic relationship strengthens the link between teaching and learning, providing the teacher with tools to better understand each student's journey while simultaneously encouraging students to reflect on their own achievements and challenges. This integration of , therefore, promotes a more ethical and reflective educational process that recognizes error as an essential part of learning and values the diversity of paths, experiences, and knowledge present in the academic environment.

It can be concluded that the future of higher education lies in the consolidation of an active, reflective, and formative pedagogy that recognizes the student as the subject of their own learning and the teacher as a mediator of emancipatory processes. Active methodologies and formative assessment, when integrated in a coherent and critical manner, become powerful tools for promoting the integral development of the individual, combining technical competence, human sensitivity, and social responsibility. More than just modernizing education, these approaches invite a reconstruction of the meaning of education, reaffirming its role as a liberating and transformative practice of reality.

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