

The Mediation of a Fórum in the Virtual Community of Learning and Practises Tonomundo.

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ABSTRACT

This article in the distance presents the occurred mediation in a course for formation of educators in the Tonomundo Project and its results.

It is based in understanding the formation process actually initiated, and continued in the distance, with specific methodologists procedures and synchronous and asynchronous tools of interaction, developed in the Tonomundo Portal for representatives of the Secretariats of Education (S.E.) of Aracaju, Itaituba and Natal. The Continued Formation in the distance had beginning, after the actual formation, when the formadores had passed if to communicate for email, instantaneous messages and through the activities of the course on-line "Implementing Tonomundo PARNSE²" initiated one month after the actual actions. 31 people had enrolled themselves in the course, amongst which, 22 they had finished, being that one (01) formador (FML) did not belong to the group and therefore, did not give continuity to the course and others and six (06) enrolled ones had not participated why they had been assigned for other functions, disconnect itself of the project, in special in the Fórum. The result of the research in the distance confirmed that the success of a course, is related to the quality of the mediation, beyond the available tools on-line, the organization of the contents and the metodológicos procedures.

Keyword: *Practical Formative, Virtual Community of Practical Learning and, Synchronous Interaction, Interaction Asynchronous and Forum.*

1- INTRODUCTION

“As diversas maneiras de fazer (prática) e de saber (teoria) que caracterizam uma cultura, são parte do conhecimento compartilhado e do comportamento

compatibilizado". Ubiratan D'Ambrosio, 2002.

The present article is an analysis of the interactions that had occurred during the Practical Formative "Implementing Tonomundo PARNSE", activity this that offered to its participants the theoretician-pedagogical recital and of management for the implementation of the Tonomundo Project in the cities of Aracaju, Itaituba and Natal.

The participants of the course are representative of the Secretariats of Education of the three cited cities. They had received the function from Teacher Mediator (FM), person who acts in the administrative sphere of the Secretariat of Education or Nucleus of Educational Technology - NTE and, Local Mediating Teacher (FML), person who acts directly in the school.

The Practical Formative conceived in the Tonomundo Portal are activities that favor the learning in virtual and actual environment, with the intention to bring up to date and to to develop knowledge and techniques of the members of the CVAP and, to give subsidies for the development of the referring local actions to the project.

These practical formative are conceived as courses on-line, tutorial or not tutorial; playful activities and other forms of interaction, such as virtual and actual meeting as, for example, the Annual Seminars, the Meeting of FML and others. They have as objective to favor the sprouting of new co-formative actions, that can be talked back by the teachers in the scope of the Secretariat of Education or in the Schools.

1.1 The *Tonomundo* Project and the Practical Formative

The Tonomundo³ is a project of digital inclusion promoted by the epistemology and Transdisciplinary methodology that brought in its proposal initial, to benefit public schools of 16 Brazilian states, in localities with up to 30,000 inhabitants, IDH 0.65, where the company acts as telephony concessionary. Today, this proposal has been changed, as also the *Telemar* brand *Oi Futuro* changed.

The *Tonomundo* Project, since the year of 2001, has the seal of UNESCO. In 2003, it stamped partnership with the State Secretariat of Education of

Pernambuco. In August of the year of 2006 it firmed partnership with the City department of Fortaleza and, in December, with the City departments of Education of the cities of Aracaju, Itaituba and Natal.

The objective of this project is to promote the graduation of agents of transformation for the improvement of the local reality from public schools by means of the participation in the Virtual Community of Learning and Practices *Tonomundo*. This proposal aims at to transpose geographic distances and barriers that separate to cultures and communities. It intends to democratize the knowledge through the digital inclusion and to contribute for the formative education of people who are inserted in the CVAP *Tonomundo*, stimulating the growth of a new educational scene intercalated by the Transdisciplinarity⁴.

The courses on-line has for goal to instructed 100% of the Local Mediating - FM so they can appropriate of knowledge that guide them in the implantation of the Tonomundo in the city, creating and fortifying bonds between the Local Mediating Teachers - FML's and other members of the CVAP. The courses are understood as integrant resources essential that they confer to its sensible o of belonging the Virtual Community

2-DEVELOPMENT

2.1 The Actual Formation.

When the Mediator Professors of the School of the Future of the USP if considers to give qualifications, arguing between itself, the methodology and the strategies to reach the formation to tri-polar of the citizen, or either, its process of auto-formation, that understands the formation in the relation obtains exactly (auto), the formation in the relation with the others (hetero) and the formation in the relation with the environment (eco-formation). (PINEAU, 1997 - GALVANI, 2001). It has a concern in conjugating sensible reason: the feelings, the imagination, to the formal reason: the concepts and the contents to discipline and the experiential reason: the knowledge acquired in the course of the experiences of day-by-day. (DENOYEL, 1999).

December 11 until 14, 2006 1^a Actual Formation *Tonomundo* was carried through: *Pará, Rio Grande do Norte and Sergipe*. The formation, in the truth

considered in the CVAP⁵ as a co-formation, happened in the USP Workshop, attached building the *Escola do Futuro-USP* and counted on the participation of 27 deriving people of Aracaju -SE, Contagem⁶ - MG, Itaituba - Pará and Natal - RN.

The Formation that in the truth was a co-formation had as metaphor the warrior and the arrow of the evolution that it searched to show to the direction and the place of the Tonomundo. Initially two documents for diagnosis had been distributed to the participants: the "Initial Questionnaire", an instrument it new knowledge to trace the profile of Mediator Professors and to trace landmark zero of the project in involved localities e, a spread sheet of Identification Platform of Entrance also to punctuation the period of training where the Professors meet to find the Project and the Transdisciplinaty together.

During the three days of formation they had been presented to the new graduators the Implementation of the Tonomundo, the Introduction the Transdisciplinarity: a knowledge field, that complement the project, beyond specific contents, such as: the Virtual Community of Learning and Practices Tonomundo and the PORTAL detaching the Practical Formative, the Communitarian Projects and the explanation in the way to use the Matrix TransD de Exploration, as much in the implantation, as in the accompaniment and the evaluation of the projects. They had been presented also, the models of spread sheets, dossiers and reports, instruments that assist in the management of the Tonomundo Project in the Secretariats of Education and the schools. It had other singular moments, as the *Atelier* (place) where the participants had mounted its targets and arrows reflecting on the meaning of its action in its communities and, the circle of the word that always occurred in the end of each day, stimulating the participants in the accomplishment of a reflective return.

In the end of the three first days of formation, the group demonstrated to have assimilated and used to advantage all the transmitted knowledge and already they were made familiar to the vocabulary to transdisciplinar to the point to write texts and verses and to publish them in the Portal. In the fourth day of the permanence in São Paulo, the participants had made a Great cultural circuit visiting the exposition *Sertões Trails*, in the Museum of the Portuguese

Language, located in the Station of the Light and also they had been able to appreciate the exposition Treasures of Mr. de *Sipán*, a rich archaeological election of art daily pay-incaica in the *Pinacoteca* of the State of SP.

Far to intend to accumulate of stocks all the complexity of the formative conception practical this stretch looked for to present the initial scene of the process of actual formation.

2.2 The Formation in the distance

The Course "Implementing Tonomundo" version Actual Formation USP/Dez.06, was destined to the Mediating Professors of the Secretary of Education. It was in 22 of January, in the Tonomundo Portal. It privileged the asynchronous activities thinking about guaranteeing the access and the permanence of the participants, respecting the hours of working of each one, as well as, understanding the attributions front to the Secretariats of Education, the Nucleus of Educational Technologies and the schools. Such strategy propitiated the full conclusion of the activities, registering a great percentage of accesses, download and upload of archives and, postages in Fórum. It had only one synchronous interaction, one chatting the room specifies of the course, to give orientations on the full accomplishment of the activities, nullifying doubts and accepting suggestions.

As graphical below, it was verified low participation in the synchronous interaction, what it strengthens the idea of that the asynchronous activities had been more efficient to the intention of the course on-line.

Figure 1

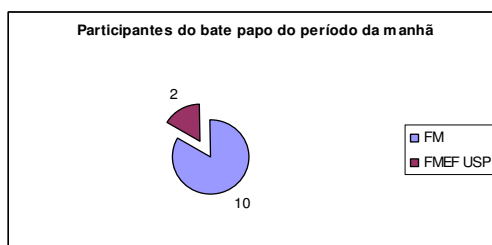
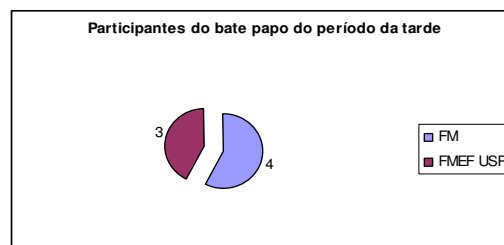
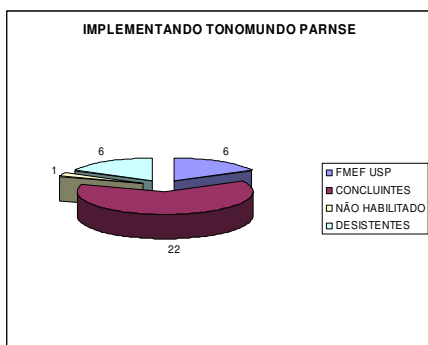


Figure 2



If thirty and five (35) people had inscribed to the course, amongst which six (06) elements were deriving of the *Escola do Futuro - USP*, one (01) was Local Mediating Professor of the pilot project 67. Therefore, if it did not belong to the group and, others six (06) enrolled ones had not participated for reasons related to the change of function in the scope of the Secretariat of Education and disconnection of some teachers. However it had the participation accomplishes of 22 people who had satisfactorily concluded the course with 75% of the completed tasks

Figure 3 - Enrolled in the on line course



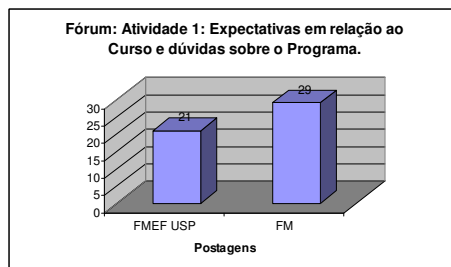
The accompaniment and the evaluation of the participation of the pupils had been carried through from the analysis of the postages in the Forum. The different forms to interact, between mediators of the course and participants, had provided to a reliable climate and harmony that the conclusion of all favored the tasks and the delivery of the evaluations and the operational plans. This demonstrated that the mediator teacher (FM) had understood the proposal of the course that was to supply to subsidies for the FM of the Secretariat of Education to implement the *Tonomundo* in the schools of its cities.

The comment and the analysis of the data on the postages in Forum had indicated that the participants if had appropriated of the resource "Forum"⁷ as tool of efficient asynchronous interaction, where they received the contents, reflected and returned to commentaries placing its opinions, its doubts and suggestions. The analysis was made from three first Forums. This election if gave for the fact of each one of forums to have been mediated for different people.

In Forum 1 "Expectations in relation to the Course and doubts on the Program" had occurred many doubts on as to postar and to answer, being necessary for many times, interventions of mediating FMEF USP, guiding the way to proceed how much to the answers and, excluding the commentaries that

were not part of the context. The mediating had access the Forum to each 2 days and, answered one by one, or either, to each postage, identifying the addressee and guiding how much to the content of the Forum. In this 1^o Forum had been registered 50 postages, being 21 of mediating and 29 of the FM. It fits to observe that this number of postages decayed in forums following.

Figure 4 - Nº. of commentaries in the Forum number 1



In Forum 2 "the idea to fly in V", understands some personal qualities, which would be they" that it lead to the reflection of presentation Power Point "Flight of the Geese" was used a "virtual sewing". To each two days, to each five postages, the mediating made a careful reading and collectively answered to the commentaries, citing the names of the people for which answered as in the example below:

"Caros, todos vocês citaram com propriedade as qualidades pessoais necessárias para um efetivo trabalho em equipe: esforço coletivo, companheirismo, compartilhar na mesma direção, sentido de grupo, colaboração, cooperação, incentivo, motivação, respeito às diferenças, reconhecimento das habilidades e competências de cada um, coragem, determinação... Eneida pontuou o companheirismo, o respeito às diferenças, o saber compartilhar liderança como características primordiais para o trabalho em equipe. Karen reforça essa idéia, ressaltando que 'a consciência solidária e a clareza de seus objetivos fortalece a confiança no trabalho, na equipe e em si mesmo'. Leido compreende que "o trabalho em equipe, o trabalho colaborativo, leva a um resultado positivo, o estímulo mútuo beneficia a todos. Portanto, o trabalho colaborativo requer de nós disposição para compartilhar, conviver com as diferenças, aceitar o contraditório, ter espírito de liderança, saber ouvir, dar as mãos sempre". Gladston concluiu que: "não somos os únicos, nem os mais importantes sobre o planeta... e sim fazemos parte de um sistema que necessita de equilíbrio para existir por longo tempo. Sebastião César fala sobre o "poder da união", a importância de ter bem definido o papel de cada um, suas atribuições e responsabilidades. Eu agradeço as contribuições de vocês, elas reforçam a idéia do vôo dos gansos, a formação em V, que leva à vitória". FMEF USP M. Claudia

The reduction in the number of commentaries of Mediating EF USP did not influence the reduction in the postages of the participants, and yes, it was observed that the number of 22 postages was a constant.

In Forum 3 "an excellent point of the text - Formation of Mediators, Transdisciplinarity and Technologies: a dream" the responsible mediator weaved commentaries sporadically, a time per week for groups with identification of the names for who was made the commentaries. It synthesized the commentaries of the increased participants of personal comments of the mediator, that also was the author of the cited text.

Figure 5 - commentaries in the Forum 2

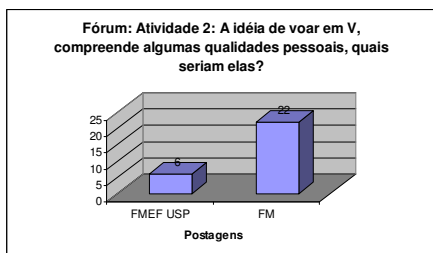
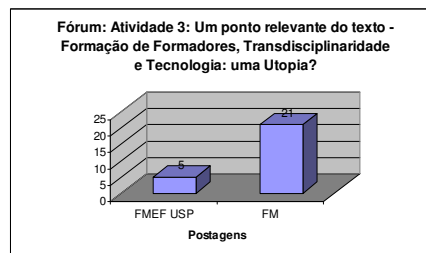


Figure 6 - commentaries in the Forum 3



3- ANALYSIS OF THE RESULTS

To follow some commentaries occurred in the Forum are transcribed.

- Commentaries of the participants on the expectations in relation to Forum 1

“Não tenho maiores dúvidas quanto ao programa. Minha expectativa é que o curso nos auxilie a implantar o projeto em nossas escolas, que nos aponte o melhor destino. Tenho convicção que muitos serão os obstáculos ao longo do caminho, sobretudo por se tratar algo novo para mim, pelo menos na concepção do projeto como um todo. Sei que ao longo dessa caminhada muitos haverão de enveredar por caminhos outros, e é nesse momento que o sentido de grupo, o trabalho colaborativo tem que se fazer sentir, trazendo-os de volta ao caminho principal. Caminhemos”.

FM Francisco Leido-2007

Here he is evidenced that the mediator(FM) believes the contributions that the course will offer for the process of implementation of the project in the locality under its responsibility.

- Commentaries of the participants how much the presentation Flight of the Geese

“Dentre as qualidades pessoais observadas no vôo em V dos gansos, existe toda uma simbologia que nós deveríamos adotar ao nosso cotidiano na relação docente/discente: o espírito de equipe na sua essência primordial, tais como a partilha, o respeito mútuo, a consideração, o apoio aos que necessitam melhorar a sua atuação, a divisão dos trabalhos, principalmente os mais difíceis, com toda a equipe na busca da melhor solução. Entender que a liderança para atingir os seus objetivos deve ser compartilhada e, que os estão no comando sintam que a situação é um estado temporário e, os seus comandados devem receber incentivos e serem encorajados a fim de desempenharem bem a sua função. Os comandados também devem perceber que incentivar os comandantes e apresentar proposições, como forma de melhorar o desempenho deste, pode, sem dúvida, ser benéfico para todo o grupo. Devemos todos sempre que necessário “grasnar” encorajando e dando alento aos que estão ao nosso lado”.

FM Jorge Oliveira – 2007

Here the mediator (FM) describes its feelings and ideas to surpass the challenges.

- Commentaries on the possibility of the sprouting of a new educational scene:

“O Texto por completo é muito bom, nos faz refletir as ações tradicionais que nossas escolas públicas trabalham atualmente, nos faz rever essa situação imediatamente. Não sei se seria uma Utopia o que aqui buscamos, espero que não, se conseguirmos colocar em prática e fazer novas descobertas durante a implementação do Tonomundo em nossas escolas, sinceramente conseguiremos mudar a cara e a forma de se fazer educação em nosso município”. FM Jonilson – 2007

Here he is evidenced that the reading of the text was carried through and that invoked in the mediators a reflection with the reality of the education in its city.

4- CONCLUSION

The sample of the postages in the Forum, cited here, was referring has only Forum 1, 2 and 3, where each activity stops had a different mediation. FMEF USP had changed until the end of fourteen activities of the course. The different strategies of mediation had been argued, analyzed and carefully applied for the mediating in view of the best performance of the participants. It fits to observe that the Forum developed for this had course a peculiarity, it only allowed that Mediating FMEF USP inserted the question and, directed the participants to comment only on the question, fact that it did not disable that referring commentaries to its pairs occurred, but that yes, it determined with severity, it disciplines and tolerance the good course of the formation in the distance.

The result pointed that the mediation is the primordial cell for the good result of a course in the distance and that the use of forum virtual applied to the

interests and the necessities of the participants and mediators can to improve the interactions in favor of its objectives.

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Notes of baseboard

¹ Master in Special Education, Researcher and Mediators of the Escola do Futuro - Universidade de São Paulo (USP)

² Acronyms of the states: Pará, Rio Grande do Norte and Sergipe.

³ The Tonomundo conceived in July of 2000, with the name Telemar Project Education, sponsored for the old concessionaire of telephony Telemar, current Oi Futuro, is a project intercalated for the transdisciplinarity that has as mission to develop, to support and to recognize educational actions and cultural that promotes the development human using the technologies of the information and communication, having as values the co-formation, the bond and the opportunity.

⁴ Transdisciplinaridade - used term for Jean Piaget in 1970, it says of that is at the same time enters, through and beyond you for the first time discipline them. "O thought to transdisciplinar is a taking of conscience in relation to the global situation of the reality such as it we live e, consequently, a discerning taking, (...) of the planetary situation such as it offers our eyes, but whose perspectives are well worse still if the look if to extend to a next future, not more than two or three generations ". Random, Michel (2000) pág.18. in "the Transdisciplinar thought and the Real"

⁵ Virtual Community of Practical Learning

⁶ the person of Contagem-MG participated of the formation to understand the proposal of the project and to take information for its city, similar of future signature of accord enters the City department of Education - Oi Futuro and Escola do Futuro -USP

⁷ Virtual Fórum is a net structure that allows the not actual meeting of the whole world people. Source: <http://www.viamagia.org/forum/site2004/forum.php> had access in 14/04/2007

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Título: The Formative Development Practical in the Virtual Community of Learning and Practices Tonomundo
Assunto:
Autor: Usuario
Palavras-chave:
Comentários:
Data de criação: 4/5/2007 10:25:00
Número de alterações:4
Última gravação: 4/5/2007 10:32:00
Salvo por: Adm
Tempo total de edição: 8 Minutos
Última impressão: 24/8/2007 17:39:00
Como a última impressão
Número de páginas: 10
Número de palavras: 3.082 (aprox.)
Número de caracteres: 16.648 (aprox.)