

ANALYSIS OF SUBJECTS IMPLEMENTATION IN SEMI-PRESENCIAL COURSES IN A PEDAGOGY COLLEGE

MAY, 2008

Simone Braz Ferreira Gontijo – Faculdade JK – simonegonti@gmail.com

Cristina Mosquetta de Morais – Faculdade JK – cristina.mosquetta@terra.com.br

Category (F) Research and Evaluation

Educational Sector (3) Higher Education

Nature (A) Research Reports

Class (2) Scientific Investigation

SUMMARY

This research analyzed the implementation process of semi-presencial subjects mediated by the in the Pedagogy course of an Institution of Higher Education in the city of Taguatinga – DF, from the perception of those involved in this undertaking. An exploratory and descriptive study was made, with mixed methodologies combining the qualitative and quantitative approaches. As for the techniques used, a questionnaire with open and closed questions was given to students in the semi-presencial subjects in the Pedagogy course and another questionnaire composed of open and closed questions was given to the teachers of selected classes. Also, a documented analysis of the pedagogy project of the course was made. The results revealed that not all teachers are prepared to minister their subjects in this modality and that the information and communication technologies used in the mediation of activities in these subjects are not always accessible to the students. The results show that a clear and objective plan of the developed long distance activities is necessary as well as a bigger investment, in the capacity of the teaching body and in the buying of equipment that fulfills the demand of the students enrolled in the semi-presencial subjects.

Key words: distance education; semi-presencial subjects; communication and information technologies; accessibility.

1. The distance education and teacher's formation

The chance for new learning has been considered one of the required abilities to self and professional development. In this context, distance education comes to be one of the possibilities to the initial and continued formation process, specially, for those who can not attend regular classes.

Many people has discussed about teacher's formation in Kindergarten and Elementary School levels. Since 1996, The Basis and Directress Law of Education (LDB 9394/96) have confirmed that the minimum of licentiate degree for these professionals is mandatory. Such requirement produced a great demand for filling vacancies in teacher's formation courses, because of the large number of lay teachers and unprepared ones. However, the Institutions of Higher Education were not organized to receive all of these new students.

The Ministry of Education has also invested in distance education for teacher's formation. "Distance Education is the main bet of the Ministry of Education in the teacher's formation area [1]". Throughout the last decade, many curriculum directress were redone, for instance the Ministerial Order 4,059/04 that makes flexible the curriculum. 20% of the ordinary studying time can be concluded in semi-presential activities, according to the law.

The Ministerial Order allowed Institutions of Higher Education make their curriculum flexible. They must consider some aspects such as; a) take as semi-presential, the group of activities whose didactic resources were mediated by technology and remote communication usage centered in self teaching and learning, b) such activities must not break 20% of the total studying time during the course, c) the evaluation process must be presential, and d) the Institutions must watch the provisions of Article 47 of LDB, independently of the semi-presential activities' availability,. This Article determines that the school year might be compounded of a minimum of two hundred days, what includes the time reserved for final exams, if it is the case [2].

However, it is necessary that the Institutions of Higher Education (IHE) be careful when following the law's requirement all through its implementation and look for ways to guarantee the tuition offer. It is essential defining criteria to draw and build distance courses' learning environment. These must be based on three issues:

[...] Administrative System; Academic System; Course content, so, what make DE an innovated web is the possibility of offering in virtual environments an educational propose more different than those in presential environments [...] [3]

In this work, it was analyzed the course content's issue by examining Pedagogical Project and the teacher's and student's perception of pedagogical tasks done in semi-presential subjects. Identifying the aspects that compose the success or teaching quality commitment was a very important herein. Nevertheless, DE growth does not assurance that "[...] the courses' models have been planned systematically by analysis of advantaged and disadvantaged watched by many media's variety and; pupils and probable pupils' previous characteristics [...]"[4]

One of the problems faced by distance education is related to its definitions, but, in spite of the concept adopted "[...] what bounds the education quality parameters is the educational concept that involves technologic means". [5] Therefore, there is a prejudice, because, mostly, people do not know much about the pedagogical tasks proposed in distance education. It is caused by lack of professional proficiency when leading with Communication and Information Technology (CIT). All aspects contributes to DE non- implementation.

The strong academic demand by continued education made school and education pass by a transformation process. It results in vacancies amplification in Higher Education and variation in courses' offer.

Such changes may be effective in school daily, if investments in CIT and a clarifying action of what Distance Education is. These investments are related to teacher's education since that among the ten teaching competences, we can find new technologies, such as "[...] use texts editors, exploit programs' didactic potentiality; distant communication by telematic; use media tools to teach". [6]

Developing these competences cause a paradigm change, once new technology usage represents innovation between teaching and learning, since the school are not focused in teaching but in learning.

The teachers must be prepared to put themselves in the CIT school context, because those teachers who have such abilities and are connected to new Technologies, can give their pupils the chance to work with a pedagogical task based on learning. [6]

Therefore, the teacher must look for a new educational paradigm mediated by CIT, and consequently, the digital inclusion. It is challenge to the teachers once equipments are not always available.

To make every thing possible, it is necessary investments and digital inclusion. Digital Inclusion must consider question about ethic and citizenship.

[...] it is understood that the start point of digital inclusion concept is in digital medias. Its final point is picking up information and elaboration" [8]

Promoting accessibility to information technologies to the students of higher education consists of capacitating people that can "find, evaluate and use information in an efficient manner to resolve problems or make decisions" [8].

2- Methods

The goal of this study was to analyze the perception of teachers and students on the implementation process of semi-presencial subjects in the Pedagogy course of an Institution of Higher Learning in the city of Taguatinga – DF throughout the 2nd semester of 2007.

65 students participated in the study in the 1st and 2nd semesters of the course, 61 of them were females and 4 of them were males. The average age of the students was 25.55 years, varying between 17 and 45 years and 8 teachers that ministered the classes in the 1st and 2nd semesters, 6 of whom were females and 2 of whom were males. The average age of the students was 44.25 years, varying between 31 and 60 years.

For this study questionnaires were made – one for the teachers and another one for the students - with closed directions, based on the Likert Scale, containing in each direction five possible answers varying from totally disagree to completely agree and two open questions.

The questionnaires that were given to the teachers were divided in groups and their elaboration was based on collected data previously used and on concepts of distance education [10], [11].

The questionnaires for the students were also divided in groups and their elaboration was an adaptation from the model of Evaluation on Distance Education of the Center of Distance Education of the University of Brasília used for the evaluation on the subjects of the course of Distance Education Specialization.

The questionnaire was applied by the authors of the study to the students during their class time and to the teachers, it was given to them to be answered at home and then returned. An analysis was also made on the pedagogy project of the course of Pedagogy.

3- Results

The main goal of the Pedagogy Project of the Pedagogy course is “[...] to guide and subsidize the educational practice of the Pedagogy course”. However, it does not say explicitly in the text the conception of distant education. This appears as the title of the 6th chapter and is defined as a long distance modality which enables the student to learn and deal with the technological tools, administrate “long distance processes” and informs that in this format (semi-presencial classes) have no repercussions in the formation of the student. The semi-presencial activities are defined in the project as “[...] readings and projects developed far away from the physical place of the classroom” and are present in the five credit subjects (90h) that were organized in the following way: one of the credits (18h) semi-presencial, which corresponds to 20% of the total hour of the subject and four credits (72h) full presence.

The answers of the closed questions of the questionnaires given to the teachers and the students with groups with a higher number of questions were organized in tables and groups with less items and open questions in the form of text.

N#	Proposition	Average	Standard deviation	Totally disagree(%)	Partially disagree(%)	I don't agree nor disagree(%)	I agree a little(%)	I totally agree (%)
01	Distance Education reproduce, in a virtual mean, activities that are given in regular classes.	2,00	1,60	62,5	12,5	0	12,5	12,5
02	In Distance Education, learning is centered in students, their interests, their style and timing.	3,85	1,55	12,5	12,5	0	25,0	50,0
03	Distance education promotes different interactions forms among students and teachers	3,75	1,49	12,5	12,5	0	37,5	37,5
04	Distance Education is a modality that makes possible the learning-teaching independently of time and space	4,25	1,39	12,5	0	0	25,0	62,5
05	In Distance Education, the learning programs should not be defined and worked out before the group of students show up their own interests.	1,63	1,41	75,0	12,5	0	0	12,5
06	In Distance Education, tasks' planning should be “opened” to possible unforeseen during the competence building process in general or for individual.	4,50	0,53	0	0	0	50,0	50,0

Table 1- Teacher's conception about distance education

In relation to the competence in utilizing the technologies of remote communication centered on self-teaching, 37.5 % of the teachers partially agreed

that they have full understanding in how to use the technologies of remote communication centered on self-learning, 25% completely disagreed, 12.5% partially disagreed, 12.5% neither agreed nor disagreed and 12.5% completely agreed. When asked if the Institution gives the teachers the capacity to use the technologies of remote communication centered on self-learning 75% completely disagreed and 25% partially disagreed.

As for the techniques utilized by the teachers for the development of the semi-presencial hours 17% answered that they used directed studies, 17% forums in the Moodle platform, 8% case studies, 8% field study for the analyzing of virtual films, 8% production of critical essays and 8% group work in the Moodle platform and 34% didn't answer the question.

In relation to the technologies of remote communication described by the teachers for the development of the activities given 20% said that they used the Moodle platform, 20% e-mail, 10% general information and announcements, 10% recordings of children's music that was researched and downloaded, 10% films, 10% written texts on the computer and 20% didn't answer the question.

N#	Proposition	Average	Standard deviation	Totally disagree(%)	Partially disagree(%)	I don't agree nor disagree(%)	I agree a little(%)	I totally agree (%)
01	In the Institution, there is someone who guides planning for virtual activities.	1,88	1,64	75,0	0	0	12,5	12,5
02	In the Institution, there is a document who guides planning for virtual activities	1,00	0,00	100,0	0	0	0	0
03	I am paid to develop virtual activities required in semi-presencial subjects.	3,75	1,49	12,5	12,5	0	37,5	37,5
04	I have available time to develop virtual activities in semi-presencial subjects.	2,88	1,55	25,0	25,0	0	37,5	12,5
05	For students, the activities proposed in virtual ways are as important as presencial	2,88	1,89	37,5	12,5	12,5	0	37,5
06	There is organizational infrastructure to carry out operating process in virtual activities development.	1,25	0,46	75,0	25,0	0	0	0

Table 2 – Work condition and ability to development pedagogical activities in semi-presencial.

As for the degree of satisfaction of the student with the semi-presencial modality 26.2% partially agreed to the statement "I liked the virtual activities proposed by the subjects", 23.1 % completely agreed, 15.4% neither agreed nor disagreed, 13.8% completely disagreed and 12.3% partially disagreed with the statement. In relation to the statement "I was motivated to participate in the virtual activities" 29.2% partially agreed, 18.5% completely disagreed, 15.4% partially disagreed, 15.4% completely agreed and 12.3% neither agreed nor disagreed. When affirming that doing the virtual activities proposed by the subjects in the virtual environment was pleasurable, 33.8% partially agreed, 18.5% partially disagreed, and 16.9% completely disagreed. It was stated as well that the student would encourage other students to take semi-presencial subjects and it was shown that 27.7% completely disagreed with the statement, 24.6% partially agreed, 21.5% neither

agreed nor disagreed, 13.8% completely agreed and 3.1% partially disagreed. On all the questions 9.2% didn't answer the group of questions.

As for the pedagogy activities destined for the semi-presencial modalities that most pleased the students in the 1st and 2nd semesters of the Pedagogy course 30% forum in the Moodle platform, 12.5% movies, 12.5% stated that they didn't enjoy any activity, 4.8% directed study in the Moodle platform, 4.8% answered that they liked all the activities, 3.2% essay, 3.2% research, 3.2% debate, 3.2% Moodle participation, 1.6% seminar and 21% didn't answer the question.

N#	Proposition	Average	Standard deviation	Totally disagree(%)	Parcially disagree(%)	I don't agree nor Disagree(%)	I agree a little (%)	I totally agree (%)	No answer
01	I have done all virtual activities proposed by the subjects	3,60	1,53	15,4	12,3	9,2	18,5	41,5	3,1
02	I have available time to develop virtual activities proposed by the subjects	2,39	1,43	38,5	23,1	6,2	21,5	9,2	1,5
03	I easily access Moodle platform.	2,80	1,53	30,8	18,5	4,6	29,5	15,4	1,5
04	Computer lab fulfill properly all needs presented during virtual activities	1,92	1,25	55,4	13,8	10,8	13,8	3,1	3,1
05	I have computer at home and at my work place.	3,16	1,89	33,8	6,2	13,8	33,8	1,5	10,8
06	I do my virtual activities at my work place	2,28	1,64	50,8	4,6	3,1	15,4	13,8	12,3

Table 3 – Conditions of accessibility to Technologies of remote communication

In relation to the techniques and technological means described by the students as well as workers involved in the development of the pedagogy activities relative to the semi-presencial hours in the Pedagogy course 10% movies, 10.1% Moodle platform, 5% forums, 5% essays, 5% answered that no techniques or technological means were used, 3.9% debates, 3.9% readings, 3.9% questionnaires, 2.6% computer, 2.6% discussion, 2.6% research, 2.6% reflection, 2.6% books, 1.3% debates by e-mail, 1.3% dynamics, 1.3% directed studies, 1.3% images and movement, 1.3% computer related, 1.3% seminar, 1.3% perception, 1.3% practice in the classroom, 1.3% summary, 1.3% texts, 1.3% group work and 24.5% didn't answer the question.

N#	Proposition	Average	Standard deviation	Totally disagree (%)	Partially disagree (%)	I don't agree nor Disagree (%)	I agree a little (%)	I totally agree (%)	No answer
01	My interest have improved concerned about subject development	3,28	1,23	12,3	16,9	12,3	47,7	10,8	-
02	I improved my critical analysis concerned the subject's content after I knew virtual activities	3,35	1,39	16,9	12,3	9,2	41,5	20,0	-
03	I have learned many new things after I knew virtual activities	3,65	1,24	9,2	12,3	7,7	46,2	24,6	-
04	I had to study very much before doing the virtual activities proposed	3,26	1,33	15,4	15,4	12,3	41,5	15,4	-
05	The knowledge acquired by the subjects were extremely important and useful	3,74	1,31	12,3	6,2	9,2	40,0	32,3	-
06	I interacted with the teacher and students during virtual activities by Moodle platform	2,49	1,50	38,5	20,0	9,2	18,5	13,8	-
07	The virtual activity's quality and the quantity were reasonable to the semi presential time study (18 hours per subjects)	3,27	1,32	13,8	13,8	23,1	27,7	20,0	1,5
08	Virtual activities demands that I prepare different activities	3,4	1,27	10,8	15,4	16,9	36,9	20,0	-
09	Virtual activities demands that I use many abilities and competences developed in semi presential time study	3,6	1,30	7,7	20,0	9,2	35,4	27,7	-
10	The competences and abilities required to develop virtual activities are the same of those developed in presential activities	3,0	1,40	18,5	24,6	12,3	27,7	15,4	1,5

Table 4 – Perception of the virtual activities developed in the semi-presencial subjects

Discussion

The conception of constant distance education in the pedagogy project is reduced and its mechanisms of functioning are vague, not offering a reference for the pedagogy work of the subjects.

The teachers show knowledge of the theory in relation to the concept of distance education, however, in reality; at least half can't develop mechanisms to make it work.

The data shows that the lack of orientation and clarity from the teachers in relation to the semi-presencial modality, which reflected in the lack of planning and directing in the majority of the subjects in relation to the total amount of hours in semi-presencial subjects. The institution made the *Moodle* platform available as a resource for the development of classes in distance subjects, but the lack of capability of the teachers justify the lack of use of the platform. With the limitations in the utilization of the *Moodle* platform, the teachers developed several projects that didn't contemplate what is specified in the legislation or didn't make any activity, having in mind the fact that the questionnaires were given a month prior to the conclusion of the semester. Even with this difficulty, the activities developed in the *Moodle* platform were the ones that the students claimed to have liked the most.

The students also showed little knowledge about what is distance education, as well as activities that could be designated correctly in this modality. So a lot of

activities were developed but with little clarity about its nature (presencial or distance).

Just like with the teachers, it is shown that the process of organization in the pedagogy work relative to the total hours in semi-presencial subjects it's unclear to the students.

The difficulties faced by the students in the execution of semi-presencial activities were many. Among them are: the lack of accessibility of technologies of remote information, in particular, the computer due to the expressive percentage of students that claimed not to have a computer at home and the computer labs of the institution are incompatible with the amount of students, as well as lack of clarity in the evaluation of distance activities. So, lack of clarity in the part of the teacher, reflected on the students because if the planning is not done in an objective manner, the evaluation will not be as well.

All this lack of structure in the process of subject availability in the semi-presencial modality reflects the concept that the students have in relation to distance education, even those that have formed an opinion about the recommendation of semi-presencial subjects.

Conclusion

The following of the current legislation should be a goal to be reached based on a coherent, clear and real plan. The data shows the responsibility in following the Ministerial Order 4.059/04 was left to the teachers, due to the fact that they declared that there is no one in the institution or any document that provides directions for the planning of virtual activities.

For an institution that strives on achieving excellence in education, the implantation analysis in the subjects with the semi-presencial modality is important. And, in relation to the EaD the necessity in dealing with prejudice, financial investments, physical structure, and new media, among others makes this process even more difficult. Note that, with investment, it is possible to make classes more interesting and develop in the students abilities that are present in the pedagogy Project of the Pedagogy course that, through the presencial modality, it would hardly be possible. However, the availability of resources without the possibility of making the above mentioned work would not be adequate.

It can be concluded from this study that without investment and clear directions relative to the pedagogical work, distance education will not be able to function because this is not a new trend, it's a reality. Those who know how to teach through distance will reach an audience that goes far beyond territorial boundaries of states and countries, taking advantage of creating a citizen capable of making their own decisions on constant processes of learning.

References

- [1] GOIS, Antônio. Aluno a distância vai melhor no Enade. Folha de São Paulo, São Paulo, 10 de set. 2007. Disponível em: <http://www1.folha.uol.com.br/fsp/cotidian/ff1009200701.htm> . Acesso em: 12 de set. 2007.
- [2] BRASIL. Ministério da Educação. Lei de Diretrizes e Bases da Educação Nacional 9394/96. Estabelece as diretrizes e bases da educação nacional. 1996. Disponível em: <http://portal.mec.gov.br/arquivos/pdf/ldb.pdf>. Acesso em: 10 de set. 2007.

- [3] ABREU, Diana dos Santos. Do presencial ao virtual: a formação docente numa perspectiva de aprendizagem em rede. Revista Eletrônica de Educação a Distância. Brasília: MEC. Disponível em: <http://www.seednet.mec.gov.br/artigos.php?codmateria=3435>. Acesso em: 15 de out. 2007.
- [4] BURLAMAQUI, M. G. B. Regulação do uso de mídias como política do Estado. Texto elaborado para a disciplina Mediatização em EaD do curso de pós-graduação em Ead. CEAD/UnB. 2006.
- [5] WICKERT, M. L. O futuro da educação a distância no Brasil. Palestra apresentada na mesa redonda “O futuro da educação a distância no Brasil”. Centro de Educação Aberta, Continuada /CEAD, Universidade de Brasília, em 05/04/1999. Disponível em: http://www.intelecto.net/ead_textos/lucia1.htm. Acesso em: set. 2004.
- [6] PERRENOUD, Philippe. 10 novas competências para ensinar. Tradução de Patrícia Chittoni Ramos. Porto Alegre: Artmed, 2000.
- [7] WAAL, Paula de; TELLES, Marcos. A Andragogia (Knowles). Reflexões sobre a aprendizagem on-line. 2004. DynamicLab Gazette. Disponível em: <<http://www.dynamiclab.com/moodle/mod/forum/discuss.php?d=431>>. Acesso em: 17 de out. 2006.
- [8] SILVA, Helena et al. Inclusão digital e educação para a competência informacional: uma questão de ética e cidadania. Ci. Inf., Brasília, v. 34, n. 1, p. 28-36, jan./abr. 2005. Disponível em: <http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0100-19652005000100004&lng=pt&nrm=iso>. Acesso em: 02 de out. 2007.
- [9] MORAES, Gilson. Desenvolvimento de um modelo para o levantamento de necessidades de treinamento e desenvolvimento de recursos humanos. 2002. 130f. Dissertação (Mestrado em Engenharia de Produção) – Departamento de Engenharia de Produção, Universidade Federal de Santa Catarina, Santa Catarina.
- [10] VARGAS, M. R. M.; LIMA, S. M. V. Barreiras à implantação de programas de educação e treinamento a distância. Anais do 11º Congresso Internacional de Educação a Distância. Salvador, 2004.
- [11] VARGAS, M. R. M.; ABBAD, G. S. Bases conceituais em treinamento, desenvolvimento e educação (TD&E). In: BORGES-ANDRADE, J. E.; ABBAD, G. S.; MOURÃO, L. (Orgs.). Treinamento, Desenvolvimento e Educação no Brasil, (no prelo).