

EDUCAÇÃO A DISTANCIA: UM ESTUDO DE CASO SOBRE A AFETIVIDADE

Distance Education: a case of affection

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Description of running project

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Abstract

This article represents a research that has been focused at analyzing the practical education in long distance and affection that has a fundamental psychosomatic basics correlation and influencing very precisely the perception, memory, thoughts, self-desire and action being essential part of harmony and equilibrium and personality of the Human being. Now, long distance education has to be reasoned at a pedagogical practices through a dialogic action meant for critics citizens. This research is driven by a qualified approach and has a field of study at Administration, of a public school of South of Brazil. The analysis of the result will serve as a base of all referential authors that made a reflection about the affection's influence in education and learning, focusing a construction of knowledge and dialectic's conception that supports the perspective of praxis as a knowledge source.

Key words: affection, learning, dialectic's conception and praxis.

1- Introduce: When doing a research in an existent literature about long distance education, we could verify an exacerbated preoccupation with the fact of ruling behavior and posture to teachers as well as describing necessary skills to this comprehensive modality of education whichever we can't ignore.

At the presence education there a point of worries from the teachers side – the non interacting with students in a positive way, that could difficult the links establishment that hurts the learning process once that is no longer affection between subject and object.

Among the researchers some believe that long distance education with Internet and other technological tools could solve the interactive problem [1]. Also, some do believe that those tools could affect links between teachers and students that strengths all arguments about this way of learning.

The long distance education driven way goes through information using technology and communication to cooperate and to collaborate with the learning. As this modality becomes effective it brings up a new line of thoughts and acting that has been established, which some authors and researchers called cyberculture, according to Silva (2003) said by Borges [2] “ a new communicational space of sociability and knowledge organization called by cyberspace” [2]. The teacher says that for its social character education has been influenced but also has influencing this cyberspace.

In this scenario we are searching which links its been established between teachers and students and how are they in this modality of education. We seek to comprehend the alternative uses of practical technologies capable of promoting affection without negligence for the subject's formation. For this cause, we are going to analyze the relation between teachers and students of the superior level of Administration, long distance modality of a public university of south of Brazil.

2 – Justification The project's motivation came with the researcher and teacher of long distance graduation and pos graduation. Specially identifying the affection relation between teacher and student expressed through behavior and attitude during and after the presence and participation and interactivity. With the increase of technology and information and communication through the Internet it provides room to online education alongside with preoccupation for the professional training.

Meanwhile that is only a little been studied about the affective teacher-student correlation in this context. When those professionals have to be chosen the main point is profile, abilities of communication, right manners in front of cameras and handle the technology involved on the process.

On other hand, what refers to students profile there is evidences of plenty of abilities too, including autonomy of managing they own time and affinity with the used techniques to require necessary sources.

But again there is only a little studied about affection and how to create links in this modality, fundamental for education.

Studies proved that links are primordial to the learning defining essential to the cognitive development in school and society.

In a educational perspective that professors as a learning mediator is important to comprehend that knowledge seeks substantiated the practice based on

theories that could generate opportunities for different actions and stimulus for a hypothetical survey looking for results.

According to researches there is no doubt that the brain needs affect to its development and the most important cognitive structures depends on this "source" to take a higher level of capability. Without affect, the brain can't get to its knowledge apex.

So the pedagogical habitat needs to be a place of creativity and fascination providing enthusiasm to the relational learning that brings up pleasure.

This project justifies the fact of analyzing how this long distance education has been occurring allowing professionals and all involved to this modality to reflect about those practices questioning the graduation of the student.

3- Guiding Questions: Understanding that education is essential to society and is also influenced by communication of sociability, production, transmission, codification, storage and distribution cyberspace of knowledge. According to Moran, Masetto e Behrens [3], this space modifies education and all different modality of learning and opportune subsidies new answers for a new social demanding, enabling a collapse between traditional paradigms of education (unidirectional and individualistic where knowledge is fragmented) and an innovated educational paradigm (multidirectional, producer, collective and collaborative).

The moment of paradigms transition and long distance modality expansion by which pass education brings implication to research from issues of investigation, for example: lot has been questioned about digital inclusion as social exclusion, won't the same happen at long distance education? Does any mechanisms have been used to avoid it? What is the professor-student relation different from online presence? What aspects should be observed to create links? What are the differences between formation and teachers and what would that change attitudes?

4- Affection Concept: To better comprehension of word meaning, the Aurélio Dictionary [4] says that affection is "a set of psychic phenomena that manifests emotions, feelings, passion with pain or pleasure impression of satisfaction or non satisfaction, joy or sorrow". So affective exercises a fundamental position in psychosomatic correlation and influencing perception, memory, way of thinking, self-desire and action, which is an essential part of equilibrium of human personality. However there is confusion about affection and all associated to this concept. The fundamental affective stages are emotions, feelings and passion. The word comes from the Latin "movere" that basically means move which is the highest expression of affect.

The emotion is defined by Aurélio Dictionary [4] as "brief and intense reaction to what is unexpected that comes with painful or delightful affective stage".

According to MEUR [5] is necessary always to remind that human knowledge is undivided and that conscious behavior reflects cognition, affectivity and psychomotricity results different process which are related to take conscious of a stimulus or "a narrowed link between psychomotor acquisitions and children's affective reaction".

It's possible that in face of a determinate situation, a given behavior evidences more the cognitive aspect. Even though not intense, affectivity and psychomotricity are acting.

To MEUR [5], a behavior could be predominantly intellectual, for example, learning typically is taken to a classroom.

However the same occurs because it is stimulated by an interesting attitude or appreciation and possibility the muscle's tension that involves the brain and sensorial members. MEUR [5] emphasizes that even at learning behaviors predominantly psychomotor, as physical exercises and hand made materials, the affective and cognitive components are present. The author complements:

...Since that the body produces it's own thoughts, children would be capable of express themselves as well as their bodies and feel more comfortable about expressing with words. So the shyest, cold, slow and anguished kid would take advantage of engines exercises of magnitudes that require speed. But exuberant kids, aggressive, super actives, on the other hand, need a little more equilibrium and inhibition: those exercises would make sense to their strength, impulses and help them to a social conviviality.

According to this author, the fact of considering the student in his/her cognitive, affective and psychomotor dimension, means to see this student as individual human being that depends on effective realization to develop what it's been transmitted.

5- Affective Domain and cognitive: An existent correlation between behavior and affective and cognitive domain becomes important and evident to an organization of educational process. As identification of correlation and affective domain is the biggest interest of education, is possible to influence on integral development of the student.

According BLOOM [6],

....every one varies the manners to get emotionally ready to learn, what express through self concepts and attitudes. When the students start any tasks with enthusiasm it becomes easy.

It becomes necessary to require a research about behavior and affective and cognitive domains.

BLOOM [6] complements that are trends to how the object answers if positivity with a cognitive structure, built on religion and opinions that makes it capable of breaking or not the expectations.

About those aspects, VASCONCELOS [7] says that:

(...) The fundamental presupposition of any educational work is to believe that it changes. The truth educative relation does not come without trust: students trusting on teachers and teachers trusting that the student is capable of learning.

When characterized the educational work evidences some needs of learning process gives attention to affective domain, not only making it easy but promoting the student's development on others aspects, highlighting affectivity as fundamental way to autonomy and participation.

In this sense, BRUNNER [8] explains that not the cognitive learning itself promotes the interest intensification but the way of how this learning occurs, which is the process would determinate the affective behavior. So the experience is more important than what it actually is.

Along with this thought, KRAMER [9] complements:

... From the social-effective point of view, emphasizes the importance of a child's positive self esteem with it's own identity valued on growing possibilities to interact and social development.

Still from the cognitive point of view, the author highlights importance:

... To consider that children built up notions and concepts based on what she/he sees and relates with physic's world objects. And according to their activities, they incorporated data and reactions, and facing challenges and exchanging information they develop thoughts.

For Wallon, said by GALVÃO [10], the “neurovegetative systems” reveals important ties with character and personality. Emotion is highly organic, amends breath and heartbeats and even tension of muscles that helps the human being to know himself. Anger, joy, fear and deepest feelings gains function in the social habitat. The emotion causes impacts and disseminates throughout speech, gestures, action, and way of walk and facial expressions.

As Dantas explains in GALVÃO [10],

“The Wallon's point of view builds up a “child's body” concreting postural' efficiency, muscles' tonicity, expressive quality and gestures that express mood. The look drives slowly to exteriority of posture, paying attention to each evidence. Assumed that postural instability reflects mental disturbs and that muscles' tonicity gives information about effective stages.”

Dantas [11] says“(...) affectivity depends on intelligence conquers to evolve and vice and versa”

However, we understand that affectivity contributes to learn process and even beyond, that affective domain characterizes external behavior and emotions that represents interactivity of a social physical context.

6- The Dialogical Action of Distance Education: Any educational practice should be a dialogical action for requires horizontal relation and shares ideas in the social reflection, from the political view because teachers guide their students to subject-object way, and he should be involved in an action based on dialogs between teachers and all involved members of a educational process [12]. Within a problematic perspective, we should treat online distance education fundamental to pedagogic practices as important to dialogical action to critic formation, understanding that this teaching modality supplies subsidies to help in the rupture process of traditional concept of education, based on transmission of information figured as teacher, where the type of predominant communication is the unidirectional communication, “all-one” type. On the other hand, distance education throughout digital technologies requires a construction of communicational model “all-all”. According to SILVA [13], this modality solidifies the collective learning, in the process of partnership, as if teachers were advisor and mediator of activities in the process.

7- Methodology: To do this research, we adopted as methodology of quality approach based on Bogdan and Bklen studies (1982), said by LÜDKE & ANDRÉ [14], wishing to capture the “participants' perspective”. We opted to study a non-proper interest and amplify the long distance education. This research is going to be oriented by socio-historical perspective FREITAS [16] that evidences the subjects of studies inserted by a historical and social context observing that dialogical process is explained by BAKHTIN [17].

According to FREITAS [15], this research is oriented by social-historical perspective:

Emphasizes [...] the comprehension of the phenomena from its historical knowledge is considered social totality. The research is seen by relation between dialogical subjects, that researcher is part of investigated process.

Through a social-historical look [15], we seek to build a case that characterizes teachers' posture and web tutors, educating the creation of relation teaching – learning, relating practical anxious and conceptions of subjects.

The research will find new signs in FREITAS [16], through dialogical observation and open interviews, living the pedagogical knowledge.

The prospection and conclusion will fundament the theory's referential that subsided this project and will serve as basics structures from new detected dimension once that knowledge is not something ready and finished. Although to better comprehend actions and perceptions of behaviors, we should considerate what context it inserts, retreating dimensions and evidencing the inter-relation of the subjects.

The experiences report will have as relevance the possibilities of the reader to reflect about what this contributes to a diary practices, facing different points of views and preoccupation of being a dialogical construction according to FREITAS [16], "is in this dialogical game that the researcher builds a reality comprehension transforming and being transformed". So the research happens in three steps: the first one is to exam the literature and to observe based on personal experience of the researcher (in progress). The second step is to select more important aspects and specification of records to achieve educational goals and to completely comprehend the outstanding problems. And finally the third step, the analyzing will be done and expressed through a report.

Obviously those steps are not linearly processed but they smooth in various moments, making the dialogical research and establishing a confrontation between theory and experience.

As research tools, will be utilized questionnaires, specific texts written by students in the online environment that shows a interactivity and relation between teacher, and interviews with the project's creators of long distance, available with the field-object of this research.

The collecting data will begin with the projects' reading and with the work of this long distance education together with informal talks to teachers and coordinators of this modality. All collected data will be analyzed and statistically tabulated. Subsequently, they are going to be utilized for graphics and presentations. For ethical issues during the explanation of this research, as well as its results, there will be taken carefully fictions names and pseudonyms, preserving the identity of all involved information used in this study.

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