

# **THE IMPLANTATION OF THE GRADUATION IN EAD: - AN EXPERIENCE WITH THE COURSE OF ADMINISTRATION IN THE AMAZÔNIA**

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## **Category**

Research and Evaluation Educational

## **Education Sector**

University education

## **Nature**

Description of in progress Project

## **Classroom**

Innovative experience

## **ABSTRACT**

This work was turned in the distance toward a research of field whose objective was to evaluate, under the optics of the education, the Project of implantation of the graduation in the cities of Coari, Lábrea, Maués and Manacapuru in the work that the researchers had developed in 2006 and 2007, with the purpose to verify as this program of action of the Ministry of Educação (MEC) implanted the Bacharelado in Administration in the space consisting of the Amazonian fluvial ecosystem. Words Key: Implantation; Education in the distance; Amazon.

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## 1 INTRODUCTION

The project of formation in EaD was an educational program developed by the Ministry of the Education, by means of which education in the distance was offered the pupils of the interior, of marginal communities of the River Amazon and some of its tributaries so that they have the necessary formation and they have formal education capable to help to surpass them it, definitively, of a picture of abandonment and misery.

The project implanted in the state for the Federal University of Amazon (UFAM) in 2006, was created to take care of the marginal populations in the field of the university education, searching to solve the problems related at a distance existing between the 61 cities that compose the State.

The goal of the project is to gradual form pupils who for some reason are of the university. With the purpose to make possible that the programs of action of the Secretariat of the Education reached of efficient form the regions most distant of the interior of the State. With the use of the Moodle Platform, the project considers to give the following services:

- Qualification and perfecting of the professors of the federal institutions; making compatible the pedagogical techniques and the contents programarians of the different ones you discipline with the sociocultural reality of each region.
- Preparation, update and training of the administrative staff of support to the schools, especially to act in the informatizado system of the MEC.
- Development of Cycles of training and professional formation;

The goals proposals for the project favor, without a doubt, an approach enter the fields of the education, culture and communication. For being about a project of qualification and extension directed toward professors, the program not only takes in consideration the educative question in same itself, but it is also turned toward practical the cultural ones where the use of the resources of the information and the communication if becomes indispensable.

## 2 Knowing the Amazônia

Amazon has area of 1.567.954 km<sup>2</sup> with population of 2.840.889 inhabitants, of which 2.108.478 live in cities and 732,411 in the agricultural area. It possesss 62 cities, of which if it detaches Manaus, its capital that has an urban area of 11.458, 5 km<sup>2</sup>. e population of 1.403.796 inhabitants. Of these, 1.394.724 in accordance with live in the city the data of Census 2000<sup>1</sup>.

In accordance with BENCHIMOL (1995), Amazon is a so peculiar state that its population lives, produces and folloies the rhythm of the cycle of waters:

The land offers for the memory or the heart of the man little mark and souvenir, therefore all the human and social accidents and events bring, the inconfundível name of the river. The floods and ebb tides of the rivers also mark the regimen of life and the station in the economy of the caboclo, the messenger, the seringueiro, the extractor of the wood, the roceiro, the planter of jute, practical and the commanders of gaiolas<sup>2</sup>, of the aviators and even of the collectors of taxes. These two stations, of the full one and of dry of the river, establish functional, social, economic and psychological the relations between the man and the river. The people deferred payment, works, he lives and he produces following the rhythm and the cycle of waters.

<sup>1</sup> Source: Brazilian institute of Geography and Estatística (IBGE) - Census 2000: redistribution of the population in accordance with the effective territorial division in 1° of August of 2000.

<sup>2</sup> River steamers are small typical ships of the river Amazon.

Amazon possesses peculiarities that do not meet in no state of the country. Its geography cut for rivers and forests makes it difficult the access to the cities and, therefore, the formal education. These natural barriers increase the challenge to take quality of life to the inhabitants of the cities most distant.

The Project in Education in the distance in Amazon had the contribution of the Profa. Dra. Zeina Correa Rebouças Thomé of the Federal University of Amazon - UFAM, that worked with intention to collaborate for the sustainable development of the e region has as mission “to cultivate knowing in all the areas of the knowledge by means of education, searches and of the extension, contributing for the formation of citizens and the development of the Amazônia”. Its history if initiates in 17 of January of 1909, when the first Brazilian university was established, the Free University School of Manáos, later called University of Manáos, in the heart of the Amazônia. The difficulties had been great for which it passed the University of Manáos, until its disintegration in isolated courses. In 12 of June of 1962, for force of the federal law 4.069-A, the amazonense society retakes its university, being then called University of Amazon, which is constituted by the reintegration of the superior-isolated institutions of education that they acted in our State. With Federal Law 10,468, of June of 2002, it passed to be called Federal University of Amazon (UFAM).

The Federal University of Amazon in all its history worked for the consolidation and magnifying its participation in the formation of qualified human resources for the region, by means of it offers of courses of graduation and broad after-graduation *sensu* and *stricto sensu* in the diverse areas of the knowledge.

The technological transformations and the fast changes in the world after-modern made with that the society if transformed and demanded changes in the education, as well as new abilities in the production and use of the knowledge. With this, was necessary to perfect and to discover new ways to teach and to learn, so that it had an educational system of quality that took care of, adequately, to the necessities and the originated yearnings of the transformations in social, cultural, scientific and subjective the life.

The current communication and technologies if extremely constitute in way and end for research in education, placing excellent questions, for leaving of a perspective distinct dialectic, of the cognitiva ecology. Without a doubt this new perspective will retroalimentará pressing theoretical and metodológicas quarrels for the formation processes and professional qualification.

The mechanisms and the processes of the Education in the distance make possible the flexibilização of time and space of the pedagogical action, for the technological mediation of the learning and teaching presence in the teach-learning situation.

In Amazon, the combination of these technologies is imposed as condition for the socialization of the knowledge, formation and qualification of professionals, has seen the relative obstacles to the access to the superior escolaridade, in result of the lack of chances and the territorial dimension of the State of Amazon.

The Center of Education in the distance CED- UFAM, following the legal bases of the education in the distance in Brazil established by the Law of Lines of direction and Bases of the National Education (Law n.º 9,394, of 20 of December of 1996), by the Decree n.º 2,494, of 10 of February of 1998 (published in the D.O.U. OF 11/02/98), Decree n.º 2,561, of 27 of April of 1998 (published in the D.O.U of 28/04/98) and for Ministerial Portaria n.º 301, of 07 of April of 1998 (published in the D.O.U of 09/04/98), for the education of graduation. In 03 of April of 2001, through the Resolution n.º 01, of the National Advice of Education established the norms for the

broad after-graduation and stricto sensu and in February of 2007, the CED-UFAM initiates the Broad course of After-graduation Sensu in Production of didactic material for the Education in the distance. E in December of 2007 starts the course of graduation in Administration.

The proposal of the objective CED-UFAM the magnifying and modernization of the capacity installed for the generation of activities of formation of human resources in education courses in the distance. It aims at to foment the metodológica innovation in the socialization process and production of the knowledge in the Federal University of Amazon, by means of the creation, implementation and management of projects that articulate technological structures and constructos, epistemológicos and social for the formation of the individual in the Amazônia.

In partnership with the Open University of Brazil (UAB) and with the city halls of the cities, the UFAM implanted the Course of Administration in 04 Amazonian Cities, being they Coari, Lábrea, Manacapuru and Maués.

## 2.1 Knowing the cities where the modality of EaD given for the UFAM

Happens geographic division used by the UFAM considering its Project of Internalization.



### 2.1.1 City of Coari

The city of Coari was created in 21 of May of 1854, its territorial area is of 57.922 km<sup>2</sup>, its population is of 61.069 is 363 km of distance of the Manaus capital. The ways of access to this city are for air transportation, or fluvial. Coari had a good social and economic, proportionate development for the great investment of the federal government in the city, with the extration of the gas. This contribution allowed to develop social programs improving the quality of life of the population. The economy is based on farming and the Industry, mainly in the extration of the gas. In 2005 in accordance with IBGE the PIB was of 980.166 a thousand Reals.

The Superior Education in the city had a great advance from 2001, when the superior institutions had started to offer its courses. Until the year of 2001, the students of Coari, to enter the university, needed to dislocate themselves for the capital of the State. Today, in Coari, he is present the UFAM with actual headquarters and some courses, the State University, (actual UEA) with headquarters and courses and Open University of Brazil (UAB) in partnership with the UFAM offering courses in the modality in the distance.

### **2.1.2 City of Lábrea**

Lábrea was created in 11 of September of 1894, its territorial area is of 68.229 km<sup>2</sup>, its population is 36,705, is the 610 km of distance of the Manaus capital. The ways of access to the city are for air transportation, or fluvial. The city has invested in the education, for believing that the improvement of the quality of life of the population, today marked for raised poverty indices, will only be possible if the education will have a basic paper in the formation of the society. The economy of the city is based on farming and the sector of services. The PIB of the city in the 2005 in accordance with IBGE was of 96.728 a thousand.

Great advances already can be seen in the educational sector, the UAB in partnership with the UFAM led in the distance to the city in the year of 2007 four courses in the modality, between them the administration course. The UEA is inaugurating a building in the city. The UAB in partnership with UNIFESP and FIOCRUZ took courses in the area of Management of health. It has the presence of particular faculties in partnership with the city hall offering courses for the population.

### **2.1.3 City of Manacapuru**

Manacapuru was created in 15 of February of 1786 its territorial area is of 7.329 km<sup>2</sup>, its population is of 82.309, is the 79 km of distance of the capital of Manaus. The access to this city is made by passage in raft and later road. Currently Manacapuru has advanced in the partner-economic area, therefore the construction of the Coari-Manaus gas-line abiu chances for the development of the population, generating jobs indirect right-handers and. The Economy of the city is based on the farming one, the industry and the sector of services, and in the year of the 2005 in accordance with IBGE its PIB was of 282.213 a thousand.

The education of the city is advancing, today counts on a campus of the Federal and State University, on actual courses and counts also on a polar region CED-UFAM in partnership with the UAB.

### **2.1.4 City of Maués**

Maués was created in 25 of June of 1833, its territorial area is of 39988 km<sup>2</sup>, its population is of 47.001, in the distance of the capital is of 267Km<sup>2</sup>. The access to this city is made by air transportation and fluvial. The population survives of the plantation and sales of guaraná and terceirizados services. The economy is based on the culture of guaraná, its more important activity. Agriculture fishes and it appears, also, as other sources of income of the city. The PIB of the 2005 in accordance with IBGE was of 150.751 a thousand.

The superior education of the city counts on the support of the State University and a polar region of the CED-UFAM, allowing that it has left of the population searches qualification in its proper city, not needing to dislocate itself for the great centers.

## **3 The Organizational Structure that of the support to the education in the distance in the cities**

The project of the UFAM, in partnership with the UAB, took to the interior of Amazon the chance of growth and sustainable development, since the technological resources, beyond being financially viable, make possible a economy in scale, the

measure where it prevents the displacement of professors and learning of its places of origin and work. Beyond making possible a differentiated management of the individual investment in the learning process, oportuniza the development of auto-learning abilities, demanding of the student the search of autonomy and cooperation, promoting the development of the auto-formation capacity. Still more, flexibiliza offers of courses in function of the social demands, what it implies the redimensionamento of the current educational systems, endowing with bigger dinamicidade the pedagogical processes and curricular development. It means to say that the use of the new technologies in the education implies the epistemológica and psychological understanding of the learning processes, of the construction of the knowledge and the formation of the citizen.

Into long-distance courses, the didactic materials are changed into important communication channels between the professors, the pupils, the proposal pedagogical and the promotional institution. Therefore, the necessity of such materials to be dimensionados respecting the especificidades of the partner-economic and cognitiva reality of the pupils and of this modality of education.

IN the CED/UFAM a team of professionals with the objective exists to provide education of quality. The Team is composed of a director of the Center in the person of the Profa. Dra. Zeina Rebouças Correa Thomé, Coordinator of After-Graduation Profa. Dra. Claude War Hunter, Coordination of WEB Profa. Esp. Laudicéia Antônia Silva de Jesus, Pedagogical Coordination Profa. Esp. Ione Dolzane and Coordenação de Graphical Desing Prof. Msc. Eduardo de Castro Gomes. All the material of use of the pupil is produced by the CED/UFAM.

For the production of the didactic materials the CED/UFAM in the distance offers to the professors authors and ministrantes a Broad course of After-Graduation Sensu in Production of didactic material for the education. The didactic materials understand three medias, elaboration of the material printed matter, the virtual classroom and the production of the video-lesson. Each produced media in the distance has the commitment of being adapted to the proper language of the education. Of this form, all the final production has the commitment to take cientificidade without losing the focus of the dialogue and the learning of the pupil.

In this world-wide scene where the changes appear vertiginously and the knowledge flows in frightful way, the human being is dragged for the avalanche of the globalization. If it cannot be other people's to these changes, LÉVY (1996, p.150) makes an invitation to that they want to be part of the construction of a new reality in the education, when express:

Human beings, people daqui and of all part, vocês that is dragged in the great movement of the desterritorialização, vocês that they are enxertados in hipercorpo of the humanity and whose pulsation echoes the gigantic pulsations of this hipercorpo, vocês that think congregated and dispersed between hipercórtex of the nations, vocês that live captured, esquitejados, in this immense event of the world that does not cease to come back itself and of recriar itself, vocês that livings creature in the virtual one are played, vocês that they are pegos in this enormous flow of being, yes, in the nucleus exactly of this stranger eddy, vocês are in its house. Welcome to the new dwelling of the human sort. Come well to the ways of the virtual one!

In this perspective the polar regions had been mounted in the cities with a structure that took care of to the pupil of ample form, giving all the support so that its learning could be effective. Each polar region has a structure approximately to take care of to 50 pupils of the course of Administration for this account with laboratories with 30

computers with access the Internet, rooms of study and room of coordination. The access the Internet is made by the GESAC, electronic Government - Services of Attendance to the Citizen, who disponibiliza an antenna in partnership with the city halls of the cities.

To take care of to these 50 pupils each polar region counts on the presence of 1 coordinator of the polar region 2 actual tutors. In the Center of Education in the distance it has the presence of 1 ministrante professor and 2 tutors in the distance. Each tutor is responsible for 25 pupils and the ministrante is responsible for all co-ordinating the learning of the group.

In December of 2007 it initiated the lessons of the course of administration in the polar regions, the first one disciplines was of Applied Computer science, this disciplines gave the good comings to the pupils, therefore its thematic basic age on the virtual environment and its navigation.

The communication with the polar regions is made through the virtual environment, using the interaction tools, as fórum, chat and messages disponibilizadas in the MOODLE, To modulate Object-Oriented Dynamic Learning Environment, a free software, that allows the colaborativo management of trabalho. Other used ways are telephone, Skype and Messenger.

#### **4. Methodology and Results gotten with the first one discipline in the cited polar regions.**

##### 4.1 Methodology

According to Lévy (1999: p.171),

[...] the main function of the professor cannot more being a diffusion of the knowledge, that now is made of more efficient form for other ways. Its ability must dislocate itself in the direction to stimulate the learning and the thought. The professor becomes an entertainer of the collective intelligence of the groups that are its incubency. Its activity will be centered in the accompaniment and the management of the learnings: the incitement to the exchange knowing of them, the relationary and symbolic mediation, the personalized pilotage of the passages of learning etc.

This citation in the ones of the one has glimpsed of the paper of the professor in this new way to think about education, the educator manages the learning of the pupil not in the vertical form, but in the exchange to know, stirring up the individual to search new knowledge.

The methodology used in the polar regions is the following one: the ministrante professor has two actual meeting, one to initiate disciplines it and the other to finish. In the first meeting it is presented the contents in such a way of the material printed matter and video, how much of the virtual room, and is presented the strategies by which the pupil will be evaluated in elapsing of the same one. The last meeting will be for application of the final evaluation. During all it disciplines it the ministrante in the distance co-ordinates the works of the tutors and the actual tutors, interacting with the pupils through the virtual environment of learning.

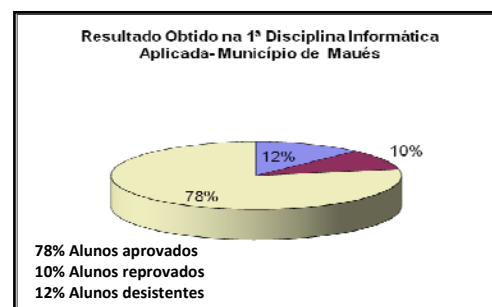
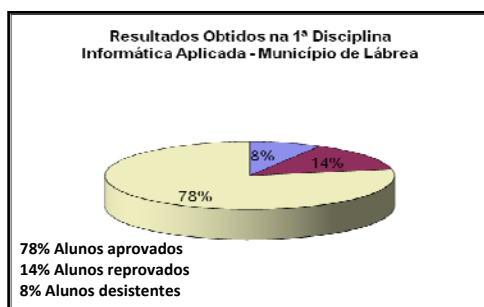
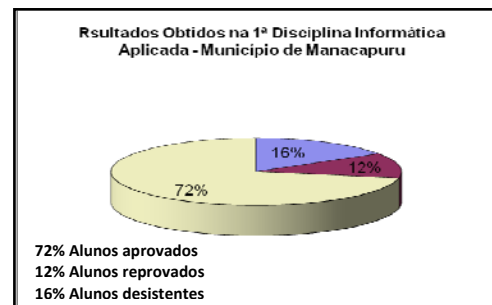
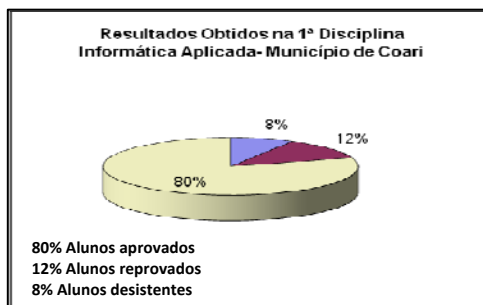
The evaluation tools consist of the exercises deliver through the virtual platform of learning and the final evaluation. The exercises have weight the one and evaluation weight two, divide the results for three, following the same procedures of the actual courses of the UFAM.

This educational model constructs a wonderful knowledge, therefore it allows the exchange to know. In accordance with & SILVA; SAINTS (2003: p. 55)

[...] the professor online constructs to a net and not a route. It defines a set of territories to explore, while the learning if of the one in the exploration to have experience - carried through for the apprentices and from its he does not recite. This meaning, therefore, radical modification in its authorship in classroom online. The professor if does not locate as detainer of the monopoly of knowing, but as that one that makes use teias, creates involvement possibilities, to offer occasion of engendramentos, agencies and stimulates the intervention of the apprentices as co-authors of the learning.

#### 4,2 Results gotten in the first one discipline

The challenges of the first one discipline had been many, therefore the pupils did not have much ability with the system. The results had been satisfactory. Below they follow the graphs of the results gotten in each city with disciplines computer science Applied to the Course of Administration:



With regard to desisting the gotten results we had a average of measure enters 8% 16%, in this index had been raised the following questionings: the desistance was the difficulty in handling the tools of the platform? Incompatibility with the tutors? Difficulty in studying alone without the presence of the professor and colleagues?

How much to the disapproved pupils we had a 8% variation 12%. With regard to this index other hypotheses had been also raised: the actual tutors are giving a satisfactory assistance? The tutors in the distance have carried through a satisfactory work taking care of the requests of the pupils? The content is in an accessible language?



The pupils have difficulties in studying alone without the presence of the professor? Through these hypotheses we are carrying through a new study to find the cause and to present the solutions that they aim at to the quality in this modality of education.

We cannot deny that the measured approval enters 72% 80% is a great result for the start of the experience. However, the team searches the excellency in the educational process of the interior of Amazon and will primará for improving the index still more so that the cities walk route to the growth and the sustainable development.

## 5 CONCLUSION

The approach in the distance enters the scopes of the education and the communication of -, however, under other aspects, of structural nature. One is about an uneven project: the actions are developed in the practical context of one eminently regional one, from a formation in the distance, depending, for its success, of the performance of a qualified team, as much in its speech pedagogical how much in its practical cultural, capable to use adequately the resources destined to the diffusion of practical ideas and cultural and educative. The capacity of communication of these agents with the taken care of populations is tested constantly and the use that make of the resources of the information transforms they, potentially, in “educadores”.

The project of formation in EaD in the course of Administration would be interrelating and used of adequate form the concepts related to the communication and the education, as much as for the use of the resources of the information when in it says respect to it to the management of the communicative processes. With the research we intend to offer a contribution to the work in development for the Federal University of Amazon (CED/AM) in the direction to test, in given geo-partner-historical circumstance, the s conclusions of the studies that come being taken the handle for researchers tied with this line of work, especially for the team of the CED through this more recent study.

The research is in development, as already it was seen during elapsing of the mentioned studies. A priori it is to continue collecting the data throughout the development of this graduation stops in the end of all the work developing next to institution a deepened analysis of this odd experience offered the state of Amazon.

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