

**NEW TEACHER, NEW STUDENT AND THE ENVIRONMENTAL EDUCATION IN
EAD: a collaborative approach to the texts of the Distance Education Training
Course Tutors Offer - 5 Pole of St. Louis of UEMANET.**

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SUMMARY: Directs the jurisdiction of the expansion of knowledge associated with the perception of simple understanding between teacher (tutor) and student learning in the development of broad activities requested in the virtual environment. Addresses the relationship new teacher new student interacting with the reality of the environmental education in the virtual environment of distance learning independently in the construction of educational praxis.

Keyword: New teacher, new students, environmental education, independent learning.

1 - INTRODUCTION

The vision of the knowledge of new teachers, new student in practice, this freedom to the distance education context of environmental education in distance education, reports the comparison of the environmental conditions of the camps who dies for biological force, while the virtual have to live with be psychological, in order that the distance education system, leads to the question of vision, involving emotional perception and understanding of the student in the unfolding of knowledge acquired in the classroom of the virtual environment, in which the personalities expressed their more diversified ideas and aspirations, so some simple, others more complex, in accordance with the understanding and education given to each individual wants in the family context, social and environmental.

The methodology used in this article was based on exploratory research carried out with a bibliography. The article was done by the hypothetical - deductive method by which they were based theories and assumptions to predict the conditions of new teachers and new students, with emphasis on performance of cooperative work in the educational environment on - line directed by the collaborative collection of texts made Cursillists by the Training Course for Distance Tutors Offer - 5 Pole St. Louis - the UEMANET.

The present article aims to transform into a single text, the ideas expressed in the texts presented by the teacher students and collaborative shows a simplified

understanding of the complexity of education in which the same will have to interact as new tutors in distance education courses.

2-NEW PROFESSOR NEW STUDENT: a cooperative learning environment in online.

Studying in a school without walls, without the physical presence of peers and teachers, where students can plan their time choosing the time and place most suitable to them, are realities that was only possible thanks to the advancement of new forms of distance education as those conducted over the Internet. The possibilities for interaction, research and relationship of new technologies and social networks change the space of traditional teaching methods by giving a new shape to familiar characters in the educational environment as the teacher and student.

Discuss and improve the educational model is not easy because we are facing a new form of learning and the concerns now are fenced around the role of the New Teacher and New student in the virtual environment of cooperative learning. It is noteworthy that the success of this type also depends on the level of quality management, interaction, participation and organization of these actors. **(SANTANA, Gracilene Luz: collaborative text in-Training Course Tutors offer 5-UEMANET: 2010).**

In this context, it is up to Distance Education the task of creating learning environments where students can be guided, not only about where to find information, but also how to evaluate them, analyze them, organize them in view cooperative work in the online environment.

The teacher's role in online learning based on interaction and collaborative learning. The student is also an active agent in this process, he has responsibilities that must be observed to have learning take place satisfactorily. On the subject, Palloff & Pratt (2005, p.23-25) says:

Virtual students are, or may pass to be people who think critically. They know that the teacher acts as facilitator of the learning process online and that to reach the best online experience, they must themselves be responsible for the process.

This statement makes one think deeper, more specifically how collaborative learning has influenced and still influence the educational praxis online

teacher as well as our daily education and particularly our lives are being influenced in regards to this new educational model which characterizes the information society and knowledge. **(GUTERRES, Ione da Silva: Collaborative text in-Training Course Tutors offer 5-UEMANET: 2010)**

The assumptions set out throughout this work, we face a reality of technological nature that are contributing to the elevation of the greater number of people trained in distance education, and of excellent quality for the job market in both the commercial and Education. The reality is that the processes of learning its innovated concept of study, enabling knowledge and time anywhere in the world, time zones are not obstacles for anyone who wants to be a new student and later a New Teacher.

When we look at our experience of students in the classroom, a good course is one that excites us surprises us, makes us think, involves us actively brings significant contributions and puts us in touch with people, experiences and interesting ideas. Sometimes a very promising way, has everything to make sure nothing happens. In contrast, others seemed to serve only to fill a gap, becomes decisive. (MORAN: 2002).

In this context MORAN, (2002) presents the experiences with distance education, whose credibility at first prejudiced by chain are at the mercy of the doubt, is it good? And my degree will they accept? And there follows the sequence of the lack of credit imposed on the New Teacher, which is the New Students of practical life, yet the power of learning when a student is to the praxis that will enforce the New Teacher, that every day become will be strengthened by the experience in teacher - student - teacher, thus winning the maturation of collaborative learning in practical life. **(FONSECA, Jorge Marione G: Collaborative text in-Training Course Tutors offer 5-UEMANET: 2010).**

In Brazil, the DL is based on the LDB 9394/96 - Law of Directives and Bases of National Education who had his art. 80 regulated by Decree 5622/2005, which in article 1 of this Decree says, "is characterized distance education as educational modality in which the didactic and pedagogic mediation occurs with the use of media and information technologies and communication." (CHAIR OF THE REPUBLIC: 2010)

Time passed and the distance study, characterized by home delivery through the Postal pouches traditional garb won new light speed satellite, technology

platforms of the era of spatial dynamics which is the AVA Moodle, Email, Mail Merge, home page, among many dynamics of communication technology.

2 - THE IMPORTANCE OF ENVIRONMENTAL EDUCATION IN EaD

The EaD when combined with speed, broadens the horizon of experience in educational praxis, directs knowledge with study time determined by the student and time to deliver the assessment determined by tutoring, and empowering the individual to the job market with knowledge of quality equal to applied in the traditional classroom.

Distance education is a resource of incalculable importance as an appropriate way to serve large numbers of students more effectively than other methods and without risk of reducing the quality of services due to the expansion of the clientele (NUNES: 1994, p .07).

The distance does not invalidate the conditions of the studies that foster the expansion of resources for technical expertise in the preservation of the environment online, press and environmental conditions throughout its conjecture. Environmental education viewed in context of online distance education environment, aims to eliminate viruses that modify the constructions of knowledge mangled, by misinterpretation of lines visionary prejudiced, that hinders the development of cultural progress of mythical knowledge, which whether done by humans anywhere in the world who has access to the virtual environment, from simple to complex computer system of education.

The environmental degradation has reached unprecedented levels, today we are experiencing an environmental crisis unprecedented in this way, and environmental education is presented as an essential option in the process of rising individual and collective, committed to the reality experienced in the pursuit of behavioral attitudes ensuring the sustainability of life. Considering that the problems are in our environment is serious and requires immediate responses, even partial preliminary and uncertain (GRUN: 1996).

As the environment of the ecosystem, we believe that this should be worked on simultaneously in several places to become aware that the greatest number of people to the environmental issue of distance education system. We

therefore believe that use of education in the distance mode will be an effective mechanism for spraying this discussion, because through distance education could increase social mobilization in pursuit of quality of life, based on understanding the full concept of environment, and that citizens to take ownership of the wide range of resources and possibilities that it holds, recognizing them as legitimate subject in this case, it certainly will bring a breakthrough in environmental protection. **(PEREIRA, Marina Santos: collaborative text in-Training Course Tutors offer 5-UEMANET: 2010).**

Equating the virtual environment of the natural ecosystem and environment is how we perceive the importance of movements in defense of the natural environment. In this perspective, we see environmental education, whether formal or informal, an indispensable tool in shaping the training of citizens, since that provides the various social actors, able to participate in a variety of decision-making processes, which considers education as an element of fundamental importance, which valuation compares the access to the online environment as a way to achieve the socio-cultural expansion of distance education.

A good course also depends on terms of officers, directors and coordinators more open, they understand all the dimensions that are involved in the educational process, in addition to business-related income, to support innovative teachers, to balance the business management, technological and human there contributing to an environment of greater innovation, exchange and communication. (MORAN: 2002)

By putting these considerations, reflected in the reality we live, it is necessary to undertake distance learning courses that prioritize the care that the man should have with the environment, to ensure future generations the natural resources, improving the quality of life, since a world we hardly "unique" because of the maltreatment has already imposed on him. According to the 1988 Brazilian Constitution in its Art.225: "Everyone is entitled to an ecologically balanced environment, and common use by the people, essential to a healthy quality of life, necessitating the government and the community the duty to defend it and preserve it for present and future generations. "

Thus, environmental education disseminated through distance education, as the virtual environment has challenges ahead considering the severity of the problems that are specifically derived from human action, considering that it is an essential element in the formation of a critical awareness of social relations that lie in

human nature insertion of technological inclusion. **(MENDES, Danusa: in collaborative text-Training Course Tutors offer 5-UEMANET: 2010).**

The assumptions indicated throughout this discussion there is a correlation in the virtual learning environment and environmental education in distance education, where the indiscriminate use by people who do not respect the rights of the builders of the information both educational level - professional, polluting the system online information the same way as they pollute the rivers with imperishable products, burned and the green of hope of our life, with attitudes that hinder the advancement and environmental preservation is virtual or in kind. This approach is aligned with the quote below:

The causes of environmental degradation and the crisis in the relationship between society and nature do not emerge only from situational factors or the evil instincts of mankind, and the consequences of this degradation are not only the misuse of natural resources, but rather a set of interconnecting variables. Derived categories: capitalism, modernism, industrialism, urbanization and technology (LOUREIRO; LAYRARGES CASTRO: 2000).

Brazil, holder of the largest forest in the world, also boasts the shameful title of country champion in deforestation, not only of tropical forests, but deforestation of constructive ideas, that despite advances concerning the use of clean and renewable energies such as ethanol, lack to our country the recognition by other sectors of society. To help turn this Brazilian Distance Education can be an important ally in the struggle to combat abuse of the planet. With the support of a critical environmental education, participatory and emancipators, become possible to empower local communities and facilitate the mainstreaming of environmental issues in school subjects.

We understand that to democratize environmental issue DL is an excellent partner, because the use of some tools and technologies used in this modality will disclose at the most distant forms of actions which lessen the aggression to the environment, mainly by creating and encouraging discussions and awareness. **(MAIA, Maria Teresa S.: Collaborative text in-Training Course Tutors offer 5-UEMANET: 2010)**

4-DISTANCE EDUCATION: an independent learning

The Distance Learning, according to Professor MORAN (2002) is a mode of education that aims at the realization of the teaching and learning. In this mode the teacher and student are not together on the same physical space, but connected or linked by technology like the Internet, through its tools: chats, forums, email-s, mailing lists and more. However, it is also possible to use postal mail via the use of radio, television, and video, CD-ROM, fax and other similar technologies.

A good way, in person or distance depends, first, we educators mature intellectually and emotionally, people who are curious, enthusiastic, open, who can motivate and engage. People with whom worthwhile to contact, because we left him enriched. (MORAN: 2002).

In this context MORAN (2002) directs the Distance Education Profile of the masters. Clearly, the dynamics of technological advances have led to innovation and renewal of institutional concepts, qualified teacher on condition of Tutors in the revolution of the teaching process and, consequently, knowledge of distance. **(CONCEIÇÃO, Raimundo Lucio: in collaborative text-Course Training Tutors offer 5-UEMANET: 2010).**

While "The expansion is also enhanced by the government that encourages the development and diffusion of distance education programs at all levels and learning modalities, and continuing education" (LDBEN: 1996).

Observe that the conditions of the deployment of a course, even if it is implemented by the lack of opening new lines of technical knowledge - scientific, to insert in the niche market of work, people need to develop skills or to conform them will depend on the students to be conceptualized in the evaluation process and performance skills of the purposes inherent in the course. "A good course also depends on the students. Students curious, motivated, greatly facilitate the process, encourage the best qualities of the teacher, become partners and partners lucid walk from the teacher-educator."(MORAN: 2002).

In this sense, distance education has played its role, given that enables access and permanence to the Educational System of people engaged in many different realities. This becomes possible when the student becomes the center of the search process and construction of knowledge autonomously and independently.

(BISPO, Rosana: in collaborative text-Training Course Tutors offer 5-UEMANET: 2010).

It is noteworthy that this independent learning and flexible is what makes the difference in distance education allowing students to make your planning taking into account their daily activities (work, family and others). This process is facilitated with the use of technological resources and support and a mentoring organization that encourages, supports and evaluates permanently.

Thus the distance education can be understood as a "process of human development that is organized, planned and is realized differently from that face of education, particularly regarding the space-temporality" (Martins, POLAK, 2001, p.21). **(VASCONCELOS, Djelma: in collaborative text-Training Course Tutors offer 5-UEMANET: 2010).**

The advancement of distance education has become increasingly present in society, and with great competence in overcoming daily challenges. This mode of teaching and learning is for the educational system throughout the country progress of advantages available to the public, which by some mishap of life left that education would remain in the background. This learning model is appropriate for adults with maturity and motivation necessary for self - learning.

Concerns also exist with the advent of technology, an example is children that by the specificity of their development needs and socialization can not do without the physical contact and interaction.

Therefore, it is understood that from the upper and middle courses, distance education becomes an autonomous and independent learning, capable of self-determination in their studies that fosters and promotes the construction of knowledge, and considering this knowledge as a process and not as a commodity, which is likely to surpass attendance. Then there will be a major impact on the national political context that will require reorganization and respect for education and distance face evenly avoiding the loss of charisma and warmth of our teachers - students in educational practice in our country. **(CABRAL, Joseane: in collaborative text-Training Course Tutors offer 5-UEMANET2010).**

5-FINAL

Thinking in Distance Education is thinking in the new educational paradigm. The teacher and students take a new stance in this context. It is necessary to rethink the daily DL. It is known, however, that there are difficulties in interpreting virtual considered 'cold' side, because working in cooperation is a task that requires goals, recognition and autonomy for the teaching-learning process. It is for the teacher, skills to manage the conflicts inherent in the process of cooperative learning.

Note that the democratization and the consensus is what counts, not just think it is the individual, but in the construction of knowledge that enable mutual cooperation, since collaborative learning provides interaction and socialization of meaningful knowledge.

The contextually of education is broad, yet never at any time should we forget that our main teachers were our parents, who led us into life with the condition of children started learning the family, which through the experience, outward expressions of affection and contemplation the next.

In this sense, the new teacher and new student come to complement the distance education, which has the main goal of learning one aspect of the human being: learning to be, learning to know and learning to learn.

So, are recorded our sincere thanks to all who excel in scientific knowledge that leads man to climb was the complexity of spatial dynamics of Distance Education which unites the most distant peoples, in the most remote places in the world, whose heat virtuality is expressed by the emphasis laid on each statement of the new teacher for the new student and new student for himself in the questioning of having done their duty. Given the above, our reception will be able to say: "teacher-student, thank you."

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