TUTOR FOR CONTINUING EDUCATION DISTANCE UAB/UNB IN VIEW OF CASE STUDY

Brasília - DF - May 2010

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Category (C - Methods and Technologies)

Education Sector (5 - Continuing Education in General)

Nature (A - Research Report)

Class (2 - Innovative Experience Report)

ABSTRACT

This study aims to present a report of novel experience and expose a reflection on the development of a Training Course for Distance Tutors at the Open University of Brazil at the University of Brasilia in case study view. The course completion was conducted by the team UAB UnB (overall coordination and mentoring coordinators) in partnership with eight tutors distance indicated the degree courses offered by UAB UNB who stood out in action mentoring in 2009. The proposal is guided in the collective construction process of knowledge, in order to provide tutors who work in the system UAB UnB, the opportunity to acquire new knowledge and skills through case studies and interactions that promote innovative actions in action performance mentoring. Given the issue relevance of signification action teacher in virtual environments, there is the need for reflection on the tutor role in a distance learning course, as the challenges of education in Brazil today. The finished prints have demonstrated that training in the case study perspective made it possible to relate the theoretical approach and the practice thus providing a meaningful and contextualized learning.

Keywords: Distance education, Distance Education Tutors, Case Studies, Open University of Brazil;

1 - Introduction

The Brazilian Statistical Yearbook of Open and Distance Education (AbraEAD) showed the Distance Learning (DL) in Brazil, is growing so giddy. According to data presented by the National Institute of Educational studies and Researches Anísio Teixeira (INEP/MEC) growth of undergraduate degrees, was order 571% in the period 2003 to 2006 (Educacenso/Inep), there was a increased from 52 to 349 strokes [1]. Corroborating these statistics dates, Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES, released in 2010, the System UAB had 700 courses offered in 557 units in five years [2].

However, it is expected that the volume of work generated by increasing the supply of current UAB provoke questions, among of them: how institutions of higher education in distance mode in the country will do their training, especially, the tutor? For it is evident the need for ongoing training of professionals in education in all regions of the country.

This perception of continuing education embodies the idea of technical and professional education at the same time is challenging for the thousands of professionals who experience education as a craft. Knowing that the teaching done is frenetic, it is also the professional education, realize their limitations and advances in this scenario changes. Agreeing with the trend that there is a break in the natural way to produce knowledge, and that there is someone else who may hold, in itself, the knowledge produced are factors that determine the mean re-established educational practices [3].

Thus, training of tutors the distance from the Open University of Brazil (UAB) at the University of Brasilia (UNB), the demand arises from offer undergraduate courses at a distance, approved by the Ministry of Education in the first tender for the UAB system. This system was consolidated through Decree No. 5800 of June 8, 2006 [4], with the prerogative to democratize and expand higher education in the country.

In looking to meaning of teaching action, tutor appears, sometimes as a teacher, and at other times, as a facilitator of collaborative learning.

Therefore, strengthening the figure of the tutor as an agent of implementation process of public policies in education, through the UAB in the five regions of the country goes through first, by training these professionals.

Accordingly, the UAB UNB has transformed this scenario with ongoing training for their tutors the distance, using the methodology "case studies", in particular, training of distance tutors 2010 - UAB undergraduate courses in UNB.

2 - Background of Vocational Tutors

Considering the reflections of the team UAB UNB in 2009 and growing need for qualified tutors to work in undergraduate degree from UAB UNB in 2010, urged the leaders UAB UnB, the coordination of courses, teachers and tutors to think in a distance tutors training course that allows the rapprochement between theory and practice in a short time.

Thus, the distance tutors training course in 2010 targeted enable these professionals for action in distance education, in various regions. Another aspect was the possibility of establishing schedule training routine, due to increasing demand and supply of courses, poles, and the turnover of tutors the distance. Refers to tutors turnover, some aspects have been identified, eg the high demand of work time that tutoring requires; frustration generated by the lack of tutor training, experience lack in online education, skill lack with the virtual learning environment; and technology difficulty. Obviously, these are aspects that need further investigation, here we just clarify them.

The training of distance tutors in 2010 was designed to meet the teachers, selected and classified in an announcement, to act as tutor to a distance of eight graduate courses and Rondon Project.

Course preparation was conducted by a team of trainers, composed by general coordination UAB / UNB, mentoring coordinators and eight appointed by the guardians of undergraduate courses offered by UAB / UNB, and who distinguished themselves in mentoring activities in 2009.

The proposal for the training course reformulation came from the need to consolidate the system of mentoring, offering ongoing training and qualified tutors for the distance and the growth of UAB system at the university itself.

Training of tutors was structured in four weeks with a schedule of 40 hours, online on the Moodle platform, and the activities and tasks accompanied by eight UAB UnB tutor teachers who participated in the course creation.

The main objective was to provide training that included didactic aspects, teaching and administration of the institution. For specific goals stood out the importance of: (a) understand the UAB system and pedagogical UAB and UNB conceptions, (2) learn to use the virtual learning environment Moodle, their tools and their pedagogical uses, (3) identify the roles and functions of the distance tutor and their responsibilities, (4) using the processes of communication and interaction in the construction of online learning and apply the resources mediation, (5) implement strategies for monitoring and evaluation, (6) act with proactive, ethics, commitment, responsibility, collaboration and cooperation, among others.

To meet the specific objectives were developed thematic categories in conceptual, methodological and attitudinal, distributed as follows: Week 1 - UAB at UNB and distance tutor; Week 2 - Moodle and its tools and resources for interaction and building of online learning; Week 3 - The role of the tutor in distance education and learning process, and Week.

In possession of the themes had been adopted for the training course formatting, the essential theoretical concepts and reflective research processes of theory and practice. Thus, we tried to favor the students reflect on their practice and at the same time providing systematized support and organized to develop their skills in the tools of the Moodle environment, in planning activities with the distance and the achievement of pedagogical mediation of the learning process online.

The teaching and learning process took place through the presentation of various communication and interaction features. The forum theme was widely used in case studies discussions, the forum for being a tool that facilitates asynchronous communications (non-real time), promoting interaction among all participants.

In the virtual learning environment were explored several moodle resources and activities such as: library, video, forums (both formal and non-formal), chat, wiki, questionnaire, glossary, FAQ, and single-file task. Released is also an interactive space "Time to Practice", aimed at practical activities for students.

Assessments of learning were systematically carried out by the student's performance monitoring, and considered the contributions in the

forums, tasks, quizzes and online participation, according to predetermined criteria by the team will prepare the course.

3 - The Tutor in Online Education

There is a consensus on recognition the importance of the tutor and his action but, there are questions that need to be reflected in the institution. The tutor is the teacher? In this same vein, Mariana Maggio in his text "The tutor in distance education" is some questions related to the role of guardian, including: Maggio [5] asks "The tutor teaches?".

According to the author in the conventional views about the distance education, tutor was represented by the figure who "directed, guided, supported the students' learning, but not taught", currently on approach to e-learning. Maggio [5] gives that the teacher-tutor them: proposals to create opportunities for reflection and support their resolution; suggest sources of information and alternatives, offering explanations and encouraging understanding processes and it is this comparison is that this teaching. This new look is the result of research in the didactic field.

Reflecting on the role and action of the tutor UAB UnB system, stated in selection notices (1º / 2007 to 9º / 2009), to characterize the role of distance tutors with the following "description of activities: Teaching higher level academic distance courses."[6]. So we think that notice by that time the institution undergoes a process of building profile of the distance tutor who will meet the teaching needs of their degrees.

Tutor in UAB's Guide [7], indicates that the tutor has fundamental importance in the development of the distance education, the document shows that the mentor's function is to assist students in learning through the mediation subject - subject; - subject knowledge; subject - technology.

This guide shows that the role of tutor training network in the UAB.

> You are the knowledge mediator, since his role is mediating between the knowledge produced and the social and historical elements that comprise the social practice and the reconstruction of the most diverse knowledge acquired.

Being a tutor is to be a mediator of the reality, is to establish dialogic interactive actions with many other possibilities for the understanding of that reality.
To do so, recognize the tutor as facilitator is to rescue the epistemic principle of teaching action. You understand it as a training process articulator, the creator of learning situations that provide students with training in devising strategies to address the situation rebuild concepts and use all the complex mental structures. [7]

The teaching staff of the Distance Tutor Training Course UAB UNB in 2010, tried to format the course content and learning strategies for a significant share of mentoring. In this proposal we used the case study to portray the reality of the job mentoring, adopting reports of situations that present problems and extensive discussions using the moodle.

It is almost obvious to say that the pedagogical education by making offer fertile cases to facilitate the understanding value for education in general irrespective of modality. This value should be considered in the light of education contents. In distance mode, whose projects or programs often have a rich means diversity to use different representation modes, it will enrich the presentation of cases electing, in a situation, the support that proves most appropriate treatment for a credible [5].

4 - The tutor training in case study view

Besides the general and specific goals for each week were set learning objectives in accordance with the content and strategies selected, so the goal was to give clarity to what was intended to reach the end of each study week.

In the initial three weeks were presented three case studies, one in each week, discussions were held in thematic forums named as follow:

Case Study 1 "Forum Topic - The UAB at UNB and the distance tutor" with the following objectives to be achieved:

At the end of this study week you should be able to:
Understanding the instructional design and organizational UAB / UNB aspects;
Meet and discuss on the role of actors involved in the UAB / UNB;
Meet the socioeconomic students of UAB / UNB profile compared to the students of EAD profile;
Understand how to develop the communication process, interaction and collaboration in distance tutoring;
Reflect on the attitude and behavioral values needed in distance education [8].

In the second week the **Case Study 2 "Thematic Forum - Moodle, tools and interactions"** proposal was presented as the problem situation that would allow the tutor students learning to correlate the technological point of view the practice tutorial. The teaching practice in online education requires tutor didactic knowledge, pedagogical and technological developments, especially, knowledge and mastery of the AVA. The theme week "Moodle, their tools, resources, interaction and the construction of online learning," submitted the following learning objectives:

> At the end of this study week you should be able to:
> Understanding the virtual learning environment in pedagogical mediation;
> Describe the using tools process;
> Identify types of resources and moodle activities
> Identify the different interactions tools for educational purposes
> roperly apply the different types of resources and moodle activities - Time (Practice)
> Employing the communication tools in their tutorials actions [8].

The third week of training addressed the theme "The role of the mentor in the distance education and learning process." ***Case Study 3 "thematic forum, first case: plagiarism in asynchronous activity" and "2nd case: feedback from students,"*** this week was based on the combined discussion topic in forum and collective text production on the wiki. The goals outlined were:

> At the end of this study week you should be able to:
> Discuss the roles and functions of the education subjects in network formation;
> Analyze the mentor importance in developing the distance learning sport [8].

To complete the training proposal the Plan of Mentoring was establishment, and last week the tutor should be able to meet the proposed objectives and articulate the content learned, and demonstrate through the organization's mentoring plan their future actions as tutor.

Propose a training of distance tutors from the case study perspective, called the teaching staff a great relationship between content, goals, and active surveillance, systematic daily and each teacher students.

Aside from content issues, participation of the mentor teacher was instrumental in monitoring, mediation and educational interventions in the thematic discussions, taking over all training an active stance.

5 - Elements Concluding

This paper takes a significant and important creation moment and training course development for tutors for the UAB UNB system before the necessity of training professionals to work in the distance education. Depicts the commitment of teacher team to creation an innovative proposal for mentors training, with the use of case studies for the development of the teaching-learning environment online.

The training course included the participation of experienced tutors of the eight courses offered at the university. The monitoring team of tutors provided training to tutors in a frame in their attitudes, postures and approaches in the pedagogical mediations in the virtual environment.

At the end of training has been applied to course evaluation that demonstrated a great level of satisfaction. The items related to the content indicated 85% of items answered in relation to the activities were satisfactory for 91% of students, and the interaction and mentoring support accounted for 87%.

The course evaluation in a satisfaction scale 1-5, showed results of 94% for scales 3-5 (77 students assigned note 5; 82 students note 4; 31 students note 3) and 6% on the scales 1 and 2 (10 students indicated 2 and 03 students assigned note 1), 203 students participated in the evaluation and scales 3-5 indicated numbers 1 and 2 satisfactory and unsatisfactory.

Given the issue relevance of teaching signification action in virtual environments, there is the need for reflection on the tutor role in a distance learning course, as the education challenges in Brazil today.

And so, to appropriate theoretical and previous experiences to guide the goals formulation, content, methodology, resources and assessment was sought to prioritize a collective relevant knowledge construction to the tutoring online exercise at UAB UNB in 2010.

The final impressions recorded by the students have demonstrated that training in the case study perspective made it possible to relate the theoretical

approach and the mentoring practice, providing context and meaningful learning that will enable the completion of work consistent with the action tutorial reality.

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