

# **SUPERVISED CURRICULAR STAGE IN THE DISTANCE EDUCATION**

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## **ABSTRACT**

*This research describes the experience with the Supervised Curricular Stage practice in the Distance Education context and taking into consideration the dynamic stage observation in Computer Licenciature course in the distant modality in UFRPE. It will be presented all the activities management related to the curricular stage since the trainee's learning didactic material production until the teaching learning processes and the changed experiences in the virtual environment. The Supervised Curricular Stage I subject it was offered in eight poles placed in different districts with 179 students participation. Considering the used methodology it was pointed some prior actions such as the stage school research, students' participation in chats and learning virtual environment thematic forums, classes' observations, reports elaboration and stage diaries. In terms of evaluating it was considered an evaluation formative approach and also trainees' auto evaluation opportunities.*

**Key words:** *Curricular Stage; Distance Education; School research; Computer Licenciature*

## **1- Introduction**

In the licensiature courses the Supervised Curricular Stage is obliged and must have the total of 400 hours in the minimum according to CNE/CP 2 February 19<sup>th</sup>, 2002 [3] which established the graduation courses time duration to basic education teachers. The stage presented a kind of laboratory where the experiences are lived and the articulations between theory and practice start to assume the main paper in the professional formation.

This research intends to relate the lived experience in the Supervised Curricular Stage I subject in the Computer Licensiature distant modality in UFRPE. The stage practice had as a main goal to promote the dimension development extremely important in the licensed professional formation: the teacher's investigative attitude which certainly is the base to an efficient pedagogical practice construction and adequate to school context. The subject was configured as an observation stage in the state public and district schools as an investigative focus taking the licensed to develop researches and planning to the school's environment.

The studying is divided in three sections. In the first it is described the planning process and the pedagogical context elaboration with the graduated orientation. The second section is related the actions, the methodological procedures and the evaluative practices which move on the subject development. In the third and last one are the final considerations.

## **2-Pedagogical Context Production to Distance Education Curricular Stage**

According to Moore and Kearsley [ 8 ] the distance education reveals as planned learning which occurs normally in a different place from the teaching one, requiring special techniques in creation and management courses, new communication tools besides different interaction process. Distance education's system is formed by all the processes and components that work when the distant teaching and learning occur.

In the distant courses the didactical materials printed are showed like one of the most important orientation way in the teaching and learning process. This way according to the didactic material elaboration references to distance

education [2], in distance education “the printed didactic materials are the main knowledge socialization way and the guidance learning process articulated with other media: video, video conference, telephone, fax and virtual environment.

Franco [6] points out that printed didactic material is important to considerate a “pedagogical approach which develops the reflexive student’s ability, integrating the practical and theoretical knowledge related to actuation context”. According to Fernandez [5] when we discuss the distance education didactic material production it is important to considerate the pedagogical resources or the material which will be used with the didactic purpose to support the students’ learning.

Taking to account the didactic material to distance education the pedagogical context construction of Supervised Curricular Stage I subject revealed as one of the biggest challenge considering the process teaching and learning dynamic in the virtual environment. To the distant Licenciature course came the pretext that students should have help to theoretical and methodological to achieve the stage practical activities in an efficient way.

In this way, according to the subject’s syllabus it was produced a printed didactical material as Santos, Silva e Santana [10] published in three volumes. Besides the printed didactical material, the pedagogical context production is regarded to the studying guides, video classes, stage practical activities development reports and webquests. The pedagogical context planning was elaborated to look at the other curricular stage subjects’ sequences which will be lived by students in the following semesters.

The distant Computer Licenciature course centre presumes Five stage subjects in a total of 405 hours. In the Supervised Curricular Stage I, the total timetable is 75 hours distributed in 15 theoretical hours and 60 practical activities hours. This subject syllabus regards the critical reflexive investigation in the stage field school directed to stimulate the investigative sense in the stages in relation to educative area.

As orientation strategies the students were motivated to research data about school’s curriculum, the school context organizational structure, the classes’ observations, the interaction among teachers and students, the

relations between school and community, the feeling of build a panoramic evaluation in the school environment. The stage dynamic considered Freire's [7] approach when he notes the indisociable relations between teaching and research. In Freire's [7] perspective,

There is no teaching without reaserch and research without teaching. These works are one in each other. While I am teaching, I am still searching and researching. I teach because I search, because I ask and ask myself. I research to certify, by certifying I intercede, by interceding I teach and teach myself. I research to recognize what I do not know and communicate or notice the new.

Considering the necessity of investing in the researchers and teachers formation, the print didactical material was published according to the following modules organization:

*Module 01 - Stage observation: graduating researchers teachers.*

*Module 02 - Supervised Curricular Stage preparation:  
Knowing the observation ways.*

*Module 03 – Data researches analyses and Stage Final Report elaboration.*

**Table 01 – Supervised Curricular Stage Modules Organization**

In the first module, the didactical material was elaborated with the finality of design the stage by showing the orientations to students start their school visiting. In this way some reflections about the kinds of stage, the stage importance in the teacher's formation, besides considerations about the teacher researcher's paper were applied to contribute to amplify theoretical-practical conceptions. To organize this module, it was considered André Marli's [1] approach by focusing the research relevance in the teacher's formation and also Fazenda's [4] view about the articulations between teaching practice and the stage.

In the second module, the trainee got the visualization of all observation ways which were used in the research practical activities in the school stage area. Each guide was carefully analyzed in the didactical material to contextualize the research in the school, and also considering some important points such as: school environment infrastructure, students' profile, teachers and students' interaction, school and community's relation, documents analyses, curricular planning and orientation.

The third and last module gives assistance to the trainees to do the school's collected data analyses by observation ways. In this third module, many orientations about final stage report elaboration and trainee's reflexive memorial construction were described. Besides this, it was included an argument stage practice general evaluation also considering the steps of auto evaluation which the stage developed along the subject. This module focused in Pimenta and Lima's [9] pointed to connections between theoretical and practice, by giving opportunities to the trainee to reflect critically about the lived practical activities.

The didactical material was organized according to the purpose of an instructional design which focused in the following sections:

<i>Let's talk about the subject?</i> – Motivation section and initial orientation.
<i>Know more</i> – Section with reading and research clues to GO deep in the initial reflections.
<i>Video place</i> – films' clues about teachers and students' relation.
<i>Studying activities and orientations</i> – Section of practical activities suggestions in the school stage area with some studying orientation.
<i>Let's review?</i> – Section that resume the mainly presented points in each learning unit.

**Table 02 – Didactical material sections organization**

In a general way during the practical activities realization, it was observed that the elaborated didactical material was well accepted by trainees who put the maximum necessity of getting activities orientation which were asked in the stage development. The subject description could be seen in the following section.

### **3- Supervised Curricular Stage Dynamic in Distance Education**

The Supervised Curricular Stage I was offered in Computer Licenciature course in the distant modality in UFRPE which conciliates the solid formation and encloses the educators with bases in the computer and technical area focusing in scientific, technical, pedagogical and social aspects. This course aims to the innovation generation in the educators' formation process to basic education by preparing them to the teachership exercise supported by

technologies and computer basis. The first course entrance dispose the infrastructure of eight poles; Ipojuca/PE, Pesqueira/PE, Trindade/PE, Caucaia/CE, Ananás/TO, Camaçari/BA, Piritiba/BA, Itabaiana/PB.

The Supervised Curricular Stage I subject was offered about 179 students distributed in 08 (eight) different poles according to the following table:

<b>Pole</b>	
Ananás/TO	26 students
Camaçari/BA	14 students
Caucaia/CE	23 students
Ipojuca/PE	26 students
Itabaiana/PB	25 students
Pesqueira/PE	23 students
Piritiba/BA	23 students
Trindade/PE	19 students
<b>Total</b>	179 students

**Table 03-Students distribution in the Distant Computer Licenciature Course – Distance Educacion-UFRPE**

To each pole besides the teacher pedagogical mediation there was a virtual tutor participation in order to realize the students' observation in the Moodle learning virtual environment. The subject was monitored by eight virtual tutors and teacher in the Moodle environment (*Modular Object Oriented Distance Learning*) that is a system focused in help the *on line* courses creation and management. The *Moodle* is a virtual environment developed in an opened code (*open source*) and facilitates the activities monitoring which are done by assessments reports.

In the subject monitoring, the synchronic interaction tools (*chat*) and unsynchronic (forums and messages) were essential to promote a good flux communication between students, tutors and teacher closing the interaction with all group. Weekly the subject virtual environment was updated with didactic materials, studying guides, video classes, thematic forums and *chats*. It was also created a meeting virtual room which the teacher and virtual tutors exchange meeting, subject evaluation, work methodology, besides other important topics to the subject good operation.

The virtual tutors work to incentive the students' participation in the forums and *chats* by answering trainees' questions and motivating the virtual

environment interaction. Biweekly the virtual tutors travel to the attend poles and realize the expected activities to the presence meeting guiding the students in the documentation filling and the socialization process of lived practical experiences in the stage school. The tutors were coordinated by the subject teacher who realized the planning periodical meeting focusing in the students' guiding organizations.

In relation to the methodological procedures the subject was realized by considering the following stages:

- Filling the documentation and schools visiting starting.
- Schools' visiting timetable elaboration.
- Take note of each school visited data in a "Stage Diary" to the end stage put in the Supervised Curricular Stage I Final Report.
- Critical analysis of lived didactical situations in the stage schools.
- Reading texts and / or books about pedagogical practice in the school.
- Researches results presentation in discussion forums in the environment and *chats*.
- Printed didactic material reading.
- Quantitative and qualitative participation in thematic forums and purposed *chats*.
- Classes observation.
- Supervised Curricular Stage practice final report organization.

**Table 04-Methodological Strategies to Supervised Curricular Stage dynamic**

In the beginning of activities the students showed certain resistance in relation to fill the curricular stage practice documentation. In the institutional way the students needed to fill three papers in entrance form with the trainee's data, besides the activities plan and the compromise term establishing the accord between the University and the school stage area. By the tutors and the teacher orientations, the students started to perceive the necessity of organizing the documentation in an efficient way.

The strategy of motivating students to register their practical activities by the stage diary elaboration was important to the graduated get writing about their difficulties, questions and discovering what certainly contribute to the auto evaluated practice. Moreover it was adopted a formative evaluation approach which has aimed to the following instruments:

- 1.Participation in guided forums and *chats*
- 2.Guided researches
- 3.Accomplishment of purposal activities in the subject didactic material
4. Accomplishment of purposal activities in the learning virtual environment
- 5.Critical analysis of the research field results
6. Auto evaluation as pre request to the teaching process autonomy
7. Final report elaboration in the supervised stage
6. Researches socialization realized in the stage school field

**Table 05- Evaluation Instruments to Supervised Curricular Stage I**

In the subject dynamic the graduated realized guided visiting to analyze the school environment considering the basic public education context. The trainees had the opportunity to visit different public schools in the way to socialize their experiences through final and partial reports presented by printed/digital and also in a socialized pedagogical experienced oral panel. Moreover this observation stage, the graduated realized interviews with the teachers, directors, librarians, laboratory monitors and other professionals that work in the school context.

Here it is the list of some visited schools.

	School Name
01	ESCOLA ESTADUAL ANTONIO ALVES MOREIRA
02	ESCOLA PAROQUIAL SÃO PEDRO
03	ESCOLA ESTADAL GETÚLIO VARGAS

**Table 06: School's Map- ANANÁS Pole**

	School Name
01	ESCOLA DE ENSINO FUNDAMENTAL FLAVIO PORTELA MARCILIO
02	ESCOLA DE ENSINO FUNDAMENTAL E MÉDIO VICENTE ARRUDA
03	ESCOLA DE ENSINO FUNDAMENTAL MARIA DOLORES

**Table 07: School's Map- CAUCAIA Pole**

	School Name
01	ESCOLA DE ENSINO FUNDAMENTAL FLAVIO PORTELA MARCILIO
02	ESCOLA DE ENSINO FUNDAMENTAL E MÉDIO VICENTE ARRUDA
03	ESCOLA DE ENSINO FUNDAMENTAL MARIA DOLORES

**Table 08: School's Map- PESQUEIRA Pole**

	School Name
01	COLEGIO ESTADUAL ALMIRANTE BARROSO
02	COLÉGIO ESTADUAL PROFA AYDIL LIMA DOS SANTOS
03	ESCOLA ESTADUAL DE 1º GRAU BASILIO CATALA
04	ESCOLA JOAQUIM SAMPAIO NETO

**Table 09: School's Map- PIRITIBA Pole**



	Nome da Escola
01	ESCOLA DE REFERÊNCIA DE ENSINO MÉDIO DE IPOJUCA
02	ESCOLA DOMINGOS ALBUQUERQUE
03	ESCOLA PAROQUIAL SÃO MIGUEL
04	ESCOLA FREI OTTO
05	ESCOLA ANÍBAL CARDOSO
06	ESCOLA PADRE PEDRO

**Tabela 10: School's Map- IPOJUCA Pole**

01	COLÉGIO ESTADUAL CIDADE DE CAMAÇARI
02	COLÉGIO ESTADUAL POLIVALENTE DE CAMAÇARI
03	COLÉGIO ESTADUAL LUIZ EDUARDO MAGALHÃES
04	COLÉGIO ESTADUAL GONÇALO MUNIZ
05	COLÉGIO ESTADUAL JOSÉ DE FREITAS MASCARENHAS

**Table 11: School's Maps- CAMAÇARI Pole**

The graduated observed some teachers' classes affiliated to different knowledge areas. Such observations as well as all the realized activities were based in research guidance and instruments and reflexive and investigative practical evaluation. From these observations activities and reports the dissents produced observation reports demonstrating their perceptions and experiences based in the realized stage activity.

At the end of these subject activities the graduated socialized their experiences and researches in the school by using several technological resources, such as: videos, slides, photographic panels, seminars, debate forums. It was produced a general evaluation of the lived activities during the subject and the trainees were invited to do an auto evaluation from their on development.

## **Final Considerations**

In the distance education the stage of practice is a permanent challenge considering the function of basic teachers' formation licensiature courses. By means of experience with the Supervised Curricular Stage I subject we noticed the necessity of demonstrate to the graduated the stage practice as an educative and social action a way of school reality intervention, by the trainee's active participation in the stage as Silva and Miranda say [11]. As an observation stage the graduated had the opportunity of amplify their reflections about unsociable relations between teaching and learning, teaching and research, noticing the school as a knowledge building place or the determined environment by the constant dialogue between teachers, students, school

management actors, community, at last all those who participate actively in the school as an interaction place and social transformation.

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