

# CONTRIBUTIONS OF DISTANCE EDUCATION THE PEDAGOGY OF ALTERNATION

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Description of Ongoing Project<sup>1</sup>

## **Abstract**

*This work aims to study, through observation, analysis and motivations, the behavior of students to use the resources of distance education online, from a vision collaborative and humanizing. The students are the Technical Course in Integrated Crop and livestock the Middle School, 3<sup>a</sup> series of Education Program for Young People and Adults who are studying according to the proposal called Pedagogy of Alternation, the Federal Institute of Pará – Campus Castanhal. The students study at a pace of alternation, and there are two times of study: the time school is the time community, which will alternate, each lasting one to one month, with the exception of the holiday periods. During the time school, the students are accommodated in their own campus, housing organized for this purpose, and during the time community, returning to their homes, with tasks to be done. This work has as proposal welcome students and the teacher (author of this article) in AVA - Moodle, which will be the classroom trans-established during the time community. This research intends to obtain the necessary subsidies to argue in favor of distance education, as additional resource the Pedagogy of Alternation.*

*Key Words: Pedagogy of Alternation, collaboration, humanization.*

## **Introduction**

This work aims to study, through observation, analysis and motivations, the behavior of students to use the resources of distance education online, from a vision collaborative and humanizing.

The students are the Technical Course in Integrated Crop and livestock the Middle School, 3<sup>a</sup> series of Education Program for Young People and Adults who are studying according to the pedagogical proposal called Pedagogy of Alternation, the Federal Institute of Education, Science and Technology of Pará. In This process will be collected data about the development of learning and production of knowledge of the students, with a stimulus to the interaction, the humanization and collaboration between the apprentices, based on the analysis of participation of the students to use interactive tools such as chat, discussion forum, e-mail and log.

These students stems from the interior of the State of Pará, in general, the settlements, and go through a selective examination, by means of a notice specific.

The students study at a pace of alternation, and there are two times of study. In our campus, we call the first time school and the second time community, that alternate, each lasting one a month, with the exception of the holiday periods. During the time school, the students are accommodated in the campus, housing organized for that purpose.

Second Godinho (2008), work-linked training means the teaching-learning process that happens in spaces and territories differentiated and alternating. The first is the family and the community of origin (reality); the second, the school, where the student sharing the various knowledge that he has with the other actors and reflects on them in scientific bases (reflection); and, finally, returns to the family and the community in order to continue the praxis (practical + theory) or in the community, on the property (activities of farming techniques) or the insertion of certain social movements.

The Pedagogy of Alternation is one of educational proposals that aim to promote the integral formation of the young person or adult resident in the rural environment. This proposal had its origin in France, in 1935, by a group of families living in rural

areas, which proposed a vocational training combined with a human education for their children.

In the works that record the history of this Pedagogy, stands out the dialog of a father, Jean Peyrat, with his son Yves, who challenges his order to continue his studies at the say: Daddy, i want very much to obey you in everything, but but on the complementary courses is decided, i'm not going back there, i want to work with you! This dialog will mobilise the father in search of a solution, along with the father of the village, Abbott Granereau, his son Yves, and other farmers who also faced the same problem. The initiative of the parents with the aid of the parish priest of the village is at the origin of the creation of the first Maison Familial Rurale (MFR), in 1935, in Lot-et-Garone, southwestern France. The abbot and the parents of the young farmers coming to an agreement, according to which the young people would remain for three weeks working in their properties under the guidance of parents and would be gathered during one week per month, studying in the parish house. At this time/place would make a course in agriculture and, along with this course, they would receive a general, human, and christian formation, directed by father. (GNOATO et al. , 2006, p. 6).

Thus begins the history of the pedagogy of alternation, and steeped in his concept, aspects of distance education.

### **Description of the Proposal**

This work has the proposal to welcome the pupils and the teacher (which is the author of this article) in the Environment of Virtual Learning - AVA, so-called Moodle, which will be the classroom transestablished during the time the community, which is that moment in which the pupils are in their homes and distant from the school.

During this period will be examined the interaction of these apprentices between themselves and with the teacher, from the following resources:

- *asynchronous tools* (contact does not simultaneously in time), represented by: *discussion forum*, which allows the participants workaholic their views on a particular subject; *e-mail*, which allows an exchange of information between teacher and student in respect of course, such as impressions,

suggestions and difficulties and the *daily*, which is a resource that may be directed to the self-reflection.

- *synchronous tool* (contact simultaneously in time), represented by *chat*, which is a resource that allows the participants talk about a particular subject in real time.

### **Theoretical Basis**

Collaborative learning involves conceptual changes with respect to the teaching and learning, influencing and contributing to the formation of communities of construction of knowledge or learning, which are understood as spaces where seeks a balance between the needs of society and individual, from the time they are enabled to apprentices structures of participation and activity for the social learning, collaboration, communication and knowledge construction.

According to Varella et al. (2002), the technology allied to the collaborative learning, may potentiate situations in which teachers and students investigate, discuss and build individually and collectively their knowledge.

Second Vigotsky (2000), the social interaction is the origin and the engine of learning and intellectual development. All the functions in the development of the human being appear first in social level (interpersonal), then at the individual level (intrapersonal).

Therefore, an update of these concepts allows us to think about the new style of pedagogy, which favors the collective learning in a network (social or interpersonal) and at the same time the personalized learning (individual level or intrapersonal).

Vigotsky identifies three stages that can be extended to any apprentice: (a) real level of development, which is determined by the ability of the individual solve whatever the activities that are proposed; (b) level of development potential, which is determined through the solution of activities carried out under the guidance of another person more able or in cooperation with

colleagues more capable; and (c) zone of proximal development, which is considered as an intermediate level between the real level of development and the level of development potential.

The zone of proximal development is maximized through social interaction, i.e. the abilities can be developed with the help of an adult serving as a mediator or through collaboration among peers. Already the real level of development is considered as the mental functions of the individual that are already established, resulting from the development stages of fully met by apprentice.

The application of the approach of Vigotsky in educational practice requires that the teacher will recognize the idea of the zone of proximal development and stimulate collaborative work, in order to potentiate the cognitive development of students. It is at this stage that it constitutes the center of learning, because it makes the process of maturation, it becomes important for actions, and the achievements, the contacts, the reflection (BAQUERO, 1998). The collaborative environments for learning, supported by computers and associated technologies, value this type of approach, creating a space of working together.

According to Monica Luque, a collaborative learning is a methodology which leads to a process of teaching and learning constructive among participants, who come from different levels of training, with prior experience distinct. This type of work can be carried out on the web, in a synchronous (real-time) or asynchronous, and makes it easier to take joint decisions, for the resolution of problem situations.

To prepare a successful collaborative work, the participants should be based on their actions in a matrix humanizing, who will ensure the group that the activity will be prepared on the basis of the principles of solidarity, of affection and love to the companion of work.

The humanizing matrix is based on principles similar to those that Paulo Freire and Humberto Maturana argue for the dialogs conducted in educational content: supported with respect, affection and love to the interlocutors.

This type of work requires that each participant is accountable for its part in the preparation of the activities and, also, in relation to the plot that it is for the other components of the working group. This way, everyone should contribute to the success of the work of each member of the group, support one another in. It can be said that the success of collaborative work and achieved, when is looming a target group. In These relations, the competition should not exist and the group must have in mind that the process of elaboration of the activity should be enjoyable, quiet and that all participants will be the winners, if the result is positive.

### **Methodology**

For the purpose of this work, will be used in qualitative research to obtain the data necessary, the analysis and synthesis.

Second Minayo (2002, p. 22-23):

The qualitative research responds to questions very special. It is concerned with a reality that cannot be quantified. In other words, she works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena which cannot be reduced to the operationalization of variables. (...) The qualitative approach is deepened in the world of meanings of human actions and relations, a side that is not perceived and not be captured in equations, averages and statistics.

For the purpose qualitative, will be used to action research as a way to achieve the research of pro-active way, since at the same time as i will be researcher, participate as a teacher.

Second Trip (2005, p.446 ):

Action research is a generic term for any process that follows a cycle in which it improves practice by systematically oscillating between taking action in the field of practice and investigate it. Plans, implements, describes and evaluates a change for the improvement of their practice, learning more in the running of the process, about both the practice and

research itself.

First, it was necessary to select 20 students whose class is composed of 40. A sample of 20 students was chosen in accordance with their responses to a questionnaire diagnosis, whose score from the said, primarily because of its availability for Internet access.

The matter to be worked during the time community will be distance education, addressing the following issues: resources of Moodle, Internet, basic information technology and concepts of distance education, which will be organised in the platform Moodle.

This subject was selected because i as a teacher of Computing, because of the importance of this matter to the student life and social of the people and by the need in the field of the tools of communication and interaction, because they are resources that allow every person access to information in a practical and fast.

Use the resources of distance education as a means of learning, it is an activity that requires commitment, discipline, and student's autonomy, something which is often not inherent to a particular person, but that can be learned. Based on this, the first time that the students use the method of distance education online, will be trained in person through a training for induction to the Moodle, this time in which the students will be instructed on the interactive resources of the same, so that they can use them effectively. It should be noted that the process of learning of the appeal will be to form good practice. This moment will have a length of 8 h/a.

To follow the student will be based on a questionnaire for self-avaliation<sup>2</sup>, whose objective is to ensure that it understands its characteristics as a student in a distance course, and to make a diagnosis of the conditions of the apprentice to the study at a distance. In addition, it is a tool that will enable better understand the profile of the student, in order to draw up a more

appropriate treatment to the same during their interaction in the environment Moodle, in time community. This happens because not all people have a natural profile for the study at a distance.

Next, the students will then go to the moment the distance which should coincide with the time community, moment in which will be developed to activities in AVA, during the period of 30 days.

The work of observation of the forums, e-mails, daily and chats, in this research, around their focus on the following points: the way this sharing develops and how is the receptivity of the students regarding the use of tools for interactivity.

The record of the forums, chats, e-mails and logs will be used as material for analysis, which will set the paths for adaptation and new activities.

### **Expected Results**

This work wants to get the subsidies needed to argue in favor of distance education, as well as additional resource to the Pedagogy of Alternation, as a way to contribute to its contemporary technological, based on issues of collaboration, and humanization for the construction of a learning community.

In this work is encouraged that activity of the teacher would cease to be a source of knowledge only and no doubt, to be an influencer and model of culture of the group, connecting with the students in a much more personal, which refers to meet the learning needs of same, and moderates the discussions and activities so that, collectively, will lead students to the learning goal of the group.

Notes:

<sup>1</sup>Work of master's thesis in progress at the Graduate Program in Agricultural Education - PPGEA, of Federal Rural University of Rio de Janeiro, and directed by Dr Sandra Barros Sanchez. The work is being done at IFPA - Campus Castanhal.

<sup>2</sup>The self-assessment is a questionnaire of Professor Maria Guerra, i had contact through the Course of Strategies for Distance Learning, Module 2, which i did through the Project Arteduca - Art, Education and Contemporary Technology, from the



University of Brasilia, in the period of May the July 2006. Professor Maria Guerra is a part of the permanent staff of professors of the Faculty of Education of the University of Brasilia and Ph.d. in Childhood Education.

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