

INCLUSION OF EAD IN CURRICULUM COURSE GRADUATE OF AN EDUCATIONAL INSTITUTION SUPERIORE BY THE PERCEPTION OF THEIR TEACHERS.

Cascavel - PR - April 2013

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Category: Research and Evaluation

Education Sector: Higher Education

Classification of research areas in distance education: Macro: E / Meso: F
/ Micro: O

Nature (A - Research Report)

Class (1 - Scientific Research)

ABSTRACT

General objective of this study was to evaluate the level of acceptance of 20% of the teaching mode distance education in the curricula of graduate courses approved and recognized by the Ministry of Education in a Higher Education Institution, according to the perceptions of their teachers, through a exploratory research, using the procedure of data collection, with 76 respondents. Specific objectives was to assess the level of knowledge that teachers have of Distance Education, the acceptance of this type of education in the curriculum by teachers, the level of quality that they attach to this form of teaching and learning and the correlation of factors with the level of acceptance of Distance Education curricula. For the survey of teachers can be said that the vast majority knows the DL, but few so far have had actual contact with her both with regard to courses taken in this mode as well as courses. Most of them are in favor of inclusion of 20% of distance education curricula and agree to teach distance courses. Most of them still think bad quality Distance Education in Brazil, compared with the face modality. Suggest better trained teachers, students more interested and more supervision of the Ministry of Education to exclude HEIs bad this type of education.

Keywords: Distance Education, New Technologies; Teachers.

1 Introduction

In 2004 the Ministry of Education has authorized up to 20% in Distance Education courses approved and recognized institutions of higher education in Brazil. So far we have seen few colleges or universities put this into practice. Realize that distance education is still in its infancy in most institutions.

Thus, the study sought to understand why the courses already approved and recognized by the Ministry of Education that they have not included in their curricula that percentage allowed as perceived by teachers of a higher education institution. For this, outlined aims at evaluating the acceptance level of 20% teaching in Distance Education mode in the curricula of undergraduate authorized and recognized by the Ministry of Education. The specific objectives sought to evaluate the level of knowledge that teachers have of Distance Education, the acceptance of this type of education in the curriculum by teachers, the level of quality that they attach to this form of teaching and learning as well as to correlate factors with the level of acceptance of Distance Education curricula.

To meet the proposed objectives, this paper is organized into five sections, the first being the introduction, the second section devoted to a brief bibliography on the subject, the third section describes the methodological procedures and the fourth section presents the processing and analysis of data obtained. Finally, the fifth section is concerned with making the final remarks and suggestions for further studies.

2 Theoretical and Empirical Basis

2.1 New Technologies Focused on Education

According to Sternberg (2000) technological advances are present everywhere. There is no way to be indifferent to it, because it is present in day-to-day life of all individuals, bringing new information as a new form of communication. With this stresses the importance of introducing such advances in educational routine to which people belong. In other words, the environment plays a key role in the intellectual development of the individual.

According to Moraes (2000) this new form of education and at the same time, learn to deal with these situations is present in day-to-day life of every person. The educator must be found that can not remain indifferent to this situation because it is present everywhere and in all areas, contributing, and much to the

Education, in every sense, both inside and outside the classroom The teacher and the student just have to know how to use the technologies, turning them into education, because they are neither for nor against education, but can be

directed to do so, bringing many benefits for everyone. The use of technology in education, referring to everything that man has ever invented so far, it is not just computers, but all physical elements such as methods and techniques used by all humans today, which have contribute to broader development of the human being in all its potentialities.

2.2 Resistances to use these new technologies

Training teachers to use new technologies in education is a process that requires a lot of initiative and action. Public universities this becomes clearer, once the classroom teaching has achieved excellent results and resistance to the use of new technologies are still great.

According to Freeman (2003) the reasons that lead to this resistance are diverse faculty. Among the main highlights are the fear of replacement teaching by machine, job insecurity teacher, lack of skill with technology, the adaptation of teaching technologies available, the valuation of personal contact, among many others.

Still according to Freeman (2003) is necessary to understand the reasons that lead teachers to have a negative idea of adopting these tools of innovation. In this sense, the writer states that resistance to change is natural and which are fully justified by various reasons such as insecurity, loss of the social, economic loss, loss of control, fear of the unknown and loss of influence.

As Ropoli (2008) there are some initiatives that aim Unicamp decrease the resistance to the use of technologies, particularly Virtual Environments Assessment in the forms of distance learning. This has been done through the creation of learning communities, offering short courses and courses on distance education. In the case of UNICAMP, the environment is used TelEduc. The results show the important role he has played in order to reduce the resistance and break the prejudice against the use of new technologies in education, especially in the form of distance learning.

2.3 Acceptance of Distance Education in Curricula

As Niskier (1999) the implementation of distance education has been a challenge to mankind. Since the second half of the twentieth century, which really established the distance learning was called correspondence course, such that we still find today, which is one of the oldest and even obtained a student development at a distance. Also the use of television as a great educational tool that peaked after the popularization of the VCR, which brought a number of solutions for distance learning. In the above cases, it happens that,

in one, the student has a lot of activity, given the fact that the correspondence course it is a transfer of information in written form, the student should strive to read and understand concepts which are presented in ways often not very illustrative, as there is no involvement of the educator. In another case, the television, there is a big part of the educator, which presents itself even before the student through television, whose disadvantage is that despite being a dynamic presentation of information, the student is disposed in front of the television, which does not give you any kind of activity, leading the student to impartiality and the omission of research and reading.

According to Lucena (1997) a possible solution is to merge the two alternatives above. And this marriage is possible through the Internet, which has all the features to provide momentum for both for both the student and for the teacher. And to better understand how to use the Internet in distance learning, the teacher should be concerned with the implementation of a distance learning course and assessment, in short, that occurs in the development and monitoring of the distance learner. Thus has seen great acceptance of teachers and students of distance education modality in school curricula.

2.4 Ordinance 4059 of the Ministry of Education establishes that the 20% of distance education in Resumes

According to the 4059 Ordinance of the Ministry of Education on December 10, 2004 the higher education institutions may introduce in the pedagogical and curriculum of their degree courses recognized, offering members the curriculum disciplines that use blended learning mode. May be offered the subjects referred to above, in whole or in part, provided that this provision does not exceed 20% (twenty percent) of the total workload of the course. Evaluations of disciplines offered in the form described in the caption will face. The offer of courses provided in the preceding Article shall include methods and practices of teaching and learning that incorporate the integrated use of information and communication technologies for the realization of educational goals, and to provide meetings, and mentoring activities.

3 Methodological Procedures

To obtain the data was performed an exploratory research. As for the procedures we used the withdrawal method / Survey, through a structured questionnaire of closed questions, using the Qualtrics tool, student version. The IES has 121 teachers surveyed, 76 responded. From the collection of these data was performed by treatment tool XLSTAT V.2012, Trial license and

presented using descriptive statistics. For secondary sources were consulted leading authors in the field, in books, magazines and specialized sites.

As Cooper and Schindler (2001) Primary sources are original research or raw data without interpretation represent an opinion or official position. As for the secondary sources are interpretations of primary data.

4 Analysis and Discussion of Results

This section presents the processing and analysis of the data collected.

4.1 Description of the sample

The survey, conducted by survey method for accession, sent to 121 teachers of the institution, received 76 responses, and of these, 08 were incomplete and were dropped from the analysis.

The respondent population is comprised of 51.5% males and 48.5% females, and 42.6% are aged between 26 and 34 years, 55.9% are aged between 35 and 54 years and only 1, 5% are over the age of 54 years. Most respondents are married, 73.5%, and singles 14.7% and 11.8% divorced. With regard to training 42.6% have expertise, 55.9% master's and doctoral 1.5%. 27.9% of respondents have specific training in distance education, while 72.1% have no training in this area. It is noteworthy that 8.8% teach less than one year, 11.8% between 01 and 03 years, 16.2% between 3:06 years 25% from 06 to 10 years, 23.5% between 10 and 15 years and 14.7% teach more than 15 years.

4.2 Knowledge in Distance Education

Given the specific purpose of assessing the level of teachers' knowledge about the type of education Distance Education, it was found that 97.1% already know and only 2.9% do not. 67.6% have had some course in distance education, even of short duration, and 32.4% have not done any activity in Distance Education. Anyone who has participated in some kind of way of Distance Education, 52.1% evaluated the experience as satisfactory, 20.8% as quite satisfactory and 4.2% as extremely satisfactory, 22.9% are between extremely poor, very poor unsatisfactory and neither satisfactory nor unsatisfactory.

39.7% of respondents have tendered any courses in distance education is as a teacher or tutor and 60.3% non-tendered course this modality. Table 1 shows, among those who answered NO, the reasons for the claim, and the extremes of the Likert scale, strongly disagree (1) and strongly agree (7).

Description	Mean	Standard deviation
Dislikes of Distance Education	2,686	1,997
I have no skills with Distance Education.	3,222	2,044
I do not believe this type of education	2,743	2,020
I had no opportunity	5,475	2,088

Table 1. Why not offer course in Distance Education Mode
Source: Author's Research

The main reason for not offering a course this method is the fact that they have not had the opportunity to do so, as evidenced by the average of the variable 5,475. The smallest standard deviation is the statement "I do not like the Distance Education". This analysis demonstrates that teachers like the Distance Education but have not yet had opportunities to teach this modality.

4.3 Inclusion of 20% in distance education in the curriculum of the courses.

In this subsection, we present data on the assessment of the level of acceptance of the Distance Education and also for what reason believe that there has been no implementation, since the ordinance came into force in 2004.

Description	Mean	Standard deviation
There have been discussing the issue with the course coordinator	5,265	1,921
I favor that is deployed in the course I teach	4,897	1,870
Accept to be teaching for Distance Education	5,706	1,565
I do not feel prepared to teach in Distance Education	2,985	1,897
Lack of trained teachers	3,912	2,013
Lack of physical infrastructure to support modality	3,588	1,910
Lack of interest by the course coordinator	2,897	1,537
Lack of culture of our students to study in Distance Education	5,088	1,690

Table 2. Implementation of 20% in Distance Education
Source: Author's Research

From the analysis of the data shown in Table 2, it can be identified that the inclusion of 20% in Distance Learning has been discussed in their respective coordination of the majority of responders, since there is an average of 5,265 responses provided by them. The analysis also helps identify that there is acceptance of the deployment of 20% in Distance Education courses by most respondents as well, accept this teaching modality, and the averages were 4,897 and 5,706 respectively. The teachers believe that they are prepared to teach in Distance Education, being evidenced by the average of 2,985. From the data analysis it is possible to meet the goal set, it is clear that teachers are supportive of implementation of distance education courses in the curriculum.

In counterpoint to the approval of teachers by mode and since this practice is inserted only in the course of technology in commercial management of the institution, asked about the reason that other courses included distance education, there was a certain balance in the variables. The lack of teachers is an item that has an average of 3.912 and a standard deviation of 2.013, the results show that there is no tendency for agreement and disagreement to or as well as the variable that show the highest standard deviation, showing that there no convergence among respondents. This behavior is also identified in the evaluation of the lack of physical structure to support this new type, with an average of 3.588 and a standard deviation of 1.910, both being the highest averages and standard deviations greater. The belief that students do not have to study culture in distance education is the variable with mean 5.088, therefore, the greatest obstacle to the introduction of this modality in the curricula of courses.

4.4 Correlation factors acceptance of teachers by the inclusion of 20% of the mode Distance Education courses in the curriculum.

To identify factors that influence the acceptance of teachers for the inclusion of 20% of the mode Distance Education in the curriculum of the courses recognized by the Ministry of Education, we applied the Pearson correlation test, a significance level of 5%, correlated the variable where the teachers claim to be or not favorable to the inclusion of Distance Education (Q15_2) conforms to the other variables shown in Table 3. The figures show that there is significant positive correlation between the variables. Stands out in this analysis the fact that there is a higher correlation between acceptance and interest in teaching this modality.

Variables	How would you rate the quality of distance education in Brazil	Do not need anything else, because the quality is already equal	Need students more interested in this system	Have been discussing the issue with the coordination	Would accept being a teacher for Distance Education
I favor that is deployed in the course I teach	0.369	0.324	0.363	0.307	0.658

Table 3. Correlation matrix (Pearson)
Source: Survey of the author

4.5 Evaluation of distance education by teachers

Table 3 presents the results of the evaluation of distance education for teachers.

Description	Mean	Standard deviation
How would you rate the quality of distance education in Brazil	4,250	1,098
Do not need anything else, because the quality is already equal	2,750	1,606
Need more teachers prepared	5,338	1,441
Need students more interested in this system	5,618	1,415
Need better technology for easier access	5,529	1,511
Need more supervision of the Ministry of Education to exclude bad schools in Distance Education	6,162	1,378

Table 4. Evaluation of Distance Education
Source: Survey of the author

Teachers assess positively Distance Education in Brazil, average 4,250, to compare it with the classroom education, however, does not consider it has the same evaluation. Aspects that need improvement for tuning by observing the average and standard deviation presented below.

5 Concluding Remarks

We conclude therefore, that teachers are not against the Distance Education and are willing to teach the content as long as there training. Like the Distance Education but still know little of the new technologies. The major impediment to

the insertion of Distance Education in the perception of teachers is the fact that the student does not have to study culture as demand mode. Teachers believe that the role of Ministry of Education as watchdog is paramount to the quality of distance education can be compared with traditional teaching, considering that institutions must be audited and those that do not demonstrate quality should be excluded. An important point to be noted is that teachers linked to coordination already begun discussions about the inclusion of distance education, were more likely to accept the project, demonstrating the fact that knowledge of the Distance Education and discussions about the proposal help the lower rejection by this mode.

As a future study, it is suggested to evaluate the perception of the students and make the comparison with the perceptions of teachers, seeking to understand the factors that influence key stakeholders in Distance Education, teachers and students.

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