

PERCEPTION OF THE STUDENTS OF DISTANCE EDUCATION COURSES OF THE UNIVERSITY OF TAUBATÉ REGARDING THE COMPLEMENTARY ACTIVITIES DISCIPLINE

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ABSTRACT

This article has the objective to present an analysis of the perception of the students of distance education degree courses at the University of Taubaté about the discipline of complementary activities - AACC. The study is a qualitative research with the objective of assessing the learning process, considering questions about how the discipline is conducted, incentives, offering degree, form of registration and monitoring of activities undertaken by the students. The authors work in the supervision and / or monitoring of the AACC of 10 courses in the education degree area offered by the Distance Education Center – NEAD of the University of Taubaté. Sixteen questions have been applied through Google Drive in order to carry out the research, evaluating the importance given to each attribute presented by means of a scale of one to five, representing the level of importance to the student about the analyzed queries.

Keywords: Complementary activities; Learning Process; Distance Education.

1. Introduction

According Pileggi et. all. (2005), the extracurricular activities are proving increasingly important in professional formation of the student. Through them the student can develop skills not covered by the disciplines in the classroom.

Complementary activities correspond to academic practices that seek to broaden the curriculum and enrich the profile of the student (SILVA, 2008). Therefore, they constitute actions that shall be developed throughout the course, creating mechanisms that allow student to use the knowledge acquired through independent studies and practices, in classroom and/or remotely, complementing the curriculum.

Complementary activities are characterized as parallel activities to the course aiming deepening and diversification of studies that enable the recognition of skills and competencies of the student outside the school environment. Student must develop these activities according to their own convenience, opportunity and schedule compatibility with regular disciplines of the curriculum and provided that they guard correlation with the expertise area of the course.

2. Objectives

This article has the objective to present an analysis of the perception of the students of distance education degree courses at the University of Taubaté about the discipline of complementary activities - AACC. The study is a qualitative research with the objective of assessing the learning process, considering questions about how the discipline is conducted, incentives, offering degree, form of registration and monitoring of activities undertaken by the students.

3. Complementary activities in the Distance Education courses of Unitaú

Each course has its curricular guidelines in order to guide its own planning. The guidelines contain the standardization of the discipline of

complementary activities. Below we present the concept of complementary activities according to the Ministry of Education (2015).

The complementary activities are designed to enrich the teaching-learning process, focusing on the completion of social and professional formation. What characterizes this set of activities is the weekly working hours flexibility, with control of the student total time of dedication during the semester or school year, according to the opinion of the CNE / CES nº 492/2001.

It is educational institution responsibility to prepare educational projects to direct, regulate and supervise the implementation of these complementary activities. At the University of Taubaté, both in classroom courses and in the distance courses, complementary activities are part of the prerequisites of the students to obtain the degree. For this, it established a total of hours that the student must comply with during the course. And that total hours can vary from course to course, from classroom courses to distance education courses.

The University of Taubaté, in 2015, offers ten distance degree in education courses in three different locations. It currently has approximately 800 students enrolled in degree in education courses.

In addition to the regular requirements for degree in education courses to obtain degree, such as the accomplishment of hours of the disciplines and internship training hours, students of these courses are supposed to fulfill 200 hours of complementary activities.

Cultural scientific academic activities (AACC), or simply complementary activities in all courses offered in distance mode by the University of Taubaté are managed by a single supervisor, responsible for providing information about complementary activities: lectures, seminars, field activities among other activities; elaborating reports whenever requested; researching activities that students can develop related to each of the courses, receiving requests for hours recognition, assessing received requests and assigning hours to students. In addition, the supervisor also acts in publishing activities and assisting in events offered by the institution.

Complementary Activities constitute a number of hours that students must obligatorily attend, but with freedom of choice about the activities they will participate. They are activities offered by the course every semester or extracurricular activities. At the end of the course, the student must prove the

sum of the credits required in these activities, complying with the set of complementary activities approved by collegiate course.

The set of complementary activities (presented in the figure below) informs the category to which the activity belongs to: education, extension, research or cultural, as well as the maximum amount of hours that can be used by each activity.

The hours provided in the table determine the maximum hours per event, ie, all activities will be registered in the basis of one hour for each hour of activity, subject to the ceiling per event defined in the table.

And the student has the obligation to perform at least one activity in each of the categories described in Figure 1.

Categories	COMPLEMENTARY ACTIVITIES	Maximum Hours
1 Teaching Activities	1.1 Monitoring in courses or laboratories of the course or related fields	30
	1.2 Monitoring in disciplines belonging to other graduation education courses at UNITAU or other Higher Education Institutions	30
	1.3 Monitoring Academic Activities (TCC, Supervised Internship Training)	30
	1.4 Discipline performed as curriculum enrichment of the own course or other courses of the institution	30
	1.5 Presentation of lecture or mini-courses related to the course	15
	1.6 Participation in the organization of events in the course area	20
2 Research Activities	2.1 Participation in the ENIC or other Scientific Initiation Meetings	15
	2.2 Participation in projects of scientific initiation or research	30
	2.3 Participation in study group	30
	2.4 Publication of scientific article	30
	2.5 Publication of work summary in event	10
	2.6 Participation as a listener in defense of TCC, master's and / or doctorate	15
	2.7 Presentation of papers at scientific events	15
3 Extension Activities	3.1 Execution of extracurricular stage related to course disciplines	40
	3.2 Participation as a listener in events (seminars, conferences, forums, lectures, symposia, meetings and conferences)	30
	3.3 Realization of extension or updating courses and workshops	30
	3.4 Realization of a general course (languages, computer, sign language)	30
	3.5 Participation in Community Extension Projects related to the course	30
	3.6 Provision of community services and / or voluntary work in the course area	30
4 Cultural Activities	4.1 Organization of artistic / cultural / sportive projects	20
	4.2 Performance in cultural activities (theater, dance, music, etc.)	20
	4.3 Technical visit to museums, exhibitions, fairs, shows, etc.	15
	4.4 Participation in art competitions and / or festivals, exhibitions, fairs, musical shows, theater or dance	20
	4.5 Review of books and films (maximum 8 reviews-5h each)	40
	4.6 Artistic production, CD/DVD recording and film production	20

Figure 1: Set of complementary activities

4. Methodological Procedures

As defined by Gil (2002), the research is a rational and systematic procedure that aims to provide answers to questions that are proposed.

The survey was conducted with students enrolled in degree in education distance courses of the University of Taubaté. The objective was to analyze the perception of the students about the Cultural Scientific Academic Activities - AACC.

The data survey for the research took place from the application of a questionnaire containing sixteen questions in order to assess the importance given to each presented attribute, through a scale of one to five, representing in general the level of importance for the student about the analyzed queries. The questionnaire had a single open question, which objective was that students opined about the research in which they were submitted.

The questionnaire was designed according to the work of Silva (2008).

5. Sample Characterization

The analyzed sample consisted of 148 students of various degree in education courses of distance education of the University of Taubaté. The questionnaire was developed in Google Drive and sent via email to all regular students of the course. The 148 students who answered the survey represent a sample of the universe of 800 students enrolled in degree in education courses.

6. Results Presentation and Analysis

Analyzing data about gender, it is possible to conclude that the majority of students are female (52.7%), as presented in Figure 2. This information is similar to the data of students of distance education, because according to the Census EAD.BR (2013), the number of women in graduation courses is higher than the number of men. This is notorious, because women are increasingly seeking their place in the labor market and because, they are mostly married and have children, they opt for this type of education, thus being able to give attention to the family while acquiring knowledge.

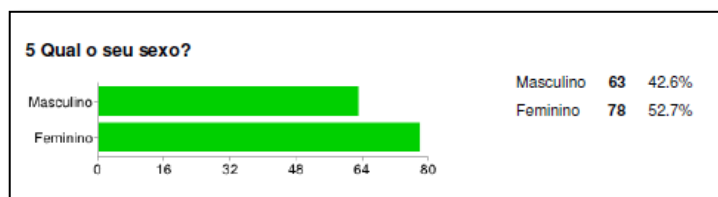


Figure 2: Profile of students by gender

Regarding age, the vast majority of students have more than 26 years (85.1%), and the number of students over 36 years is 45.3%, as can be observed in Figure 3. These data also agrees with students of distance education, whose majority are older than 30 years according to EAD.BR Census (2013), because many of them are professionals seeking for knowledge, but with little time to attend a classroom course.

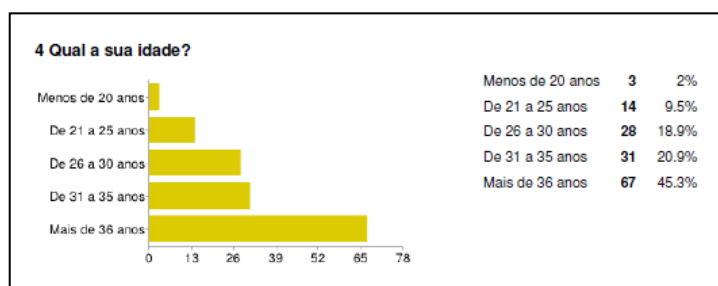


Figure 3: Profile of students by age

From the results is possible to realize that most of the sample is working or in internship training. From the 148 students who answered the survey, 111 work, about 75%, and 39 are in internship training (26.4%). Verifying Figure 4, it can be concluded that some students not only work but also are in internship training.

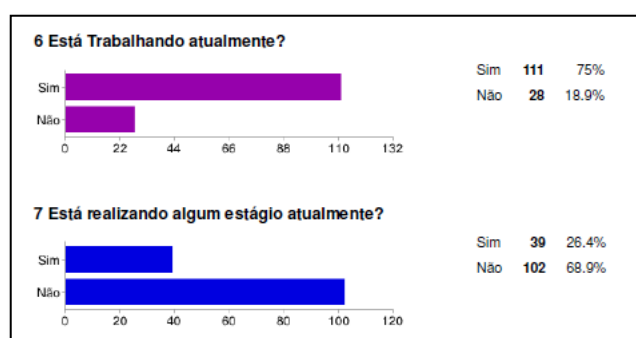


Figura 4: Work and Internship Training

* The students could mark more than one option, so the sum of percentages can exceed 100%.

The main objective of the discipline Activity Scientific Cultural Academic (AACC) is to complement and expand the contents of the disciplines that make up the curriculum. It is the student who will decide which courses to accomplish, which lectures and seminars to attend and which other events that will make up the composition of their hours devoted to this discipline.

It is discipline coordinator and the teachers of the course responsibility to highlight the importance of the discipline and show that through it the student will effectively have the necessary interdisciplinary and multidisciplinary approach of nowadays professional.

Hereafter are presented the results of the research concerning the responses of students about their perception regarding the AACC discipline in the Degree in education distance courses of the University of Taubaté. For a better comparison of results, we present each item of the questions separated by year of entry of the student.

Regarding the perception of students about complementary activity's contribution to enrich the process of teaching and learning, 65.6% of students considered that participation in these activities contributed or contributed a lot.

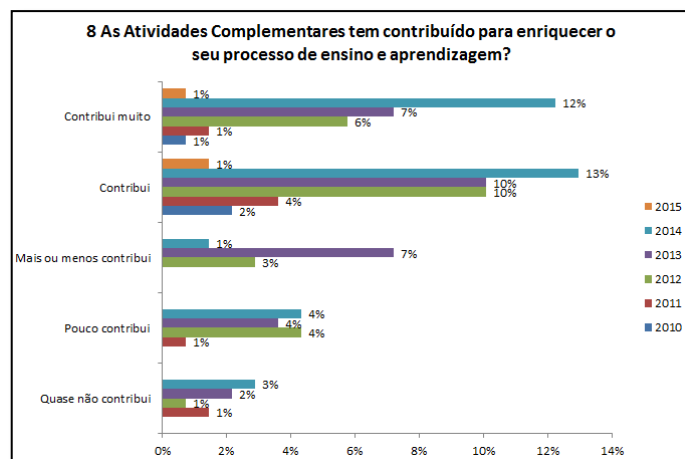


Figure 5: Have Complementary Activities contributed to enrich your teaching and learning process?

Regarding the importance that the student gives to the discipline of complementary activities, as can be observed in Figure 6, 70.9% answered that discipline is important or very important.

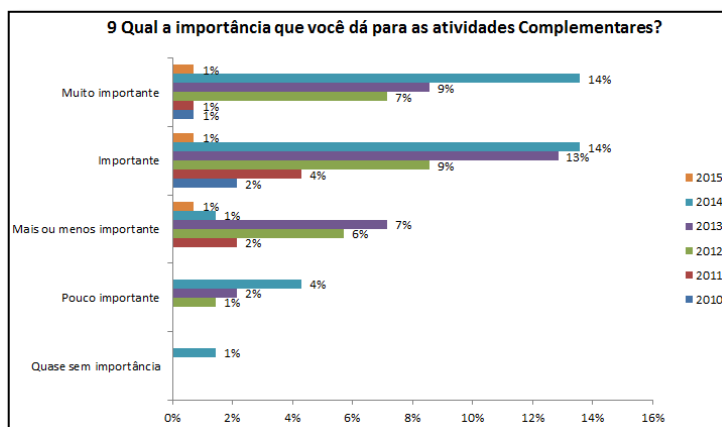


Figure 6: What is the importance you give to the complementary activities?

Regarding the item "How have you been performed your hours of complementary activities", 31% of surveyed students answered they have already completed all or more than the half of the AACCs, and 7.4% had concluded all of them, and from this part 6% are students who entered in the years 2011 and 2012. From the students who entered in the years 2010, 2011 and 2012, only 7% had performed few hours or had performed nothing at all. This number increases to 37% when we verify the students who entered in the years 2013, 2014 and 2015.

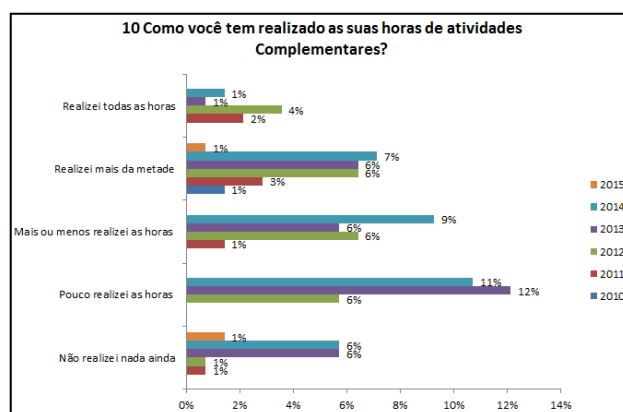


Figure 7: As How have you been performed your hours of complementary activities?

Question number 11 was about the four existing categories of complementary activities. Most of the performed activities fits in educational categories (34.5%) and cultural activities (36.5%), noting that the student was allowed to select more than one option.

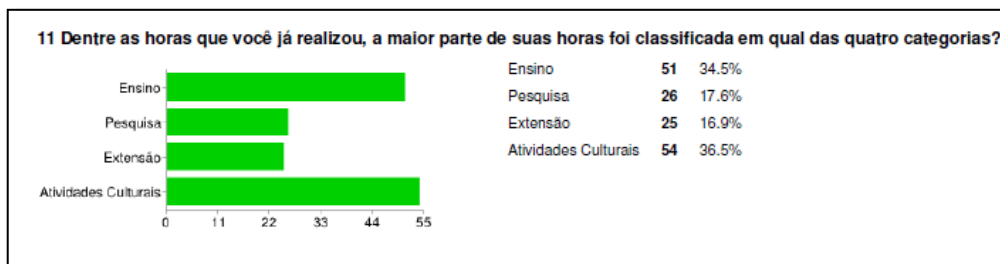


Figure 8: Among the hours that you have performed, in which of the four categories the most of your time was classified into?

When the question is whether the discipline contributes to stimulate the practice of independent studies, transversal and interdisciplinary in their professional formation, it was found that 70.9% of students opined that it contributes or contributes much, of which 21.6% responded that the discipline contributes a lot.

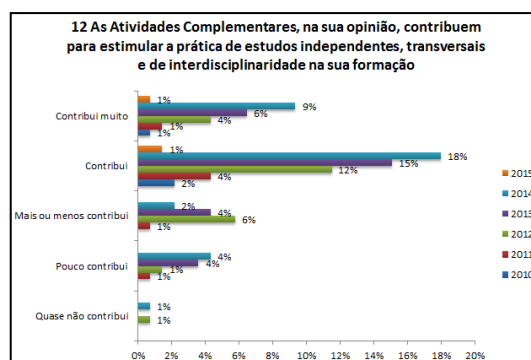


Figura 9: Complementary activities, in your opinion, contribute to stimulate the practice of independent, cross-sectional studies and interdisciplinarity in your professional formation?

Still observing the previous chart, it is possible to realize that among the 10.9% of students who understand that discipline hardly contributes or has a little contribution to stimulate the practice of independent, transversal studies and interdisciplinary in their professional formation, only 3% are students who entered college in the years 2010, 2011 or 2012.

Conclusions

The survey presented that 70.9% of surveyed students believe that the discipline of complementary activities is important or very important. This number is very significant considering that 65.6% of surveyed students also consider that participation in these activities contributed or contribute a lot to enrich their teaching and learning process.

It is important to highlight that older students are the ones who more value the discipline. Only 7% of students who participated in the survey and are students who entered the courses in 2010, 2011 or 2012 believe that discipline hardly contributes has a little contribution to enrich the teaching and learning process against 13% of students who entered in 2013 , 2014 and 2015.

Only 8.8% of the students have the opinion that the discipline is not very important or unimportant being 7% (of these 8.8%) students who entered in the years 2014 and 2013.

In face of the results presented, it possible to conclude that most students realize the importance of complementary activities for the expansion and enrichment of its formation and development of its skills and competencies. The survey also showed that AACC provides transdisciplinary in the curriculum when the multiple categories are worked- teaching, research, extension and cultural.

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