

CONTEXTUALIZATION OF THE DEPLOYMENT OF THE IDIOMAS SEM FRONTEIRAS PROGRAM OF REDE E-TEC BRASIL IN THE INSTITUTO FEDERAL DE SANTA CATARINA.

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ABSTRACT

This article deals of the diomas sem Fronteiras/Rede e-Tec Brasil conception,pointing the necessary joints do make it;exposes the involved entities and their participation in the implementation and deployment of the offer in the Instituto Federal de Santa Catarina- IFSC and the results in the conception of the students at the moment before the first offer that is still ongoing. The methodology used was a case study, conducted through a survey instrument applied in VTLE (virtual teaching learning environment). The target population is represented by a sample of 150 students,of a universe of 690 participants from the first offer of 1 Module has not yet ended. This corresponds to 21.73% of all enrolled in the program. Highlights of the result s, from the perspective of the students, the teaching material and teaching mediation reflect assertively learning and course evaluation, at the moment, is very positive.

Keywords: *distance education;language instruction; student.*

1 Introduction

In Brazil, the Distance Education has taken greater relevance in the past decade and the Ministry of education promotes several programs for its implementation and institutionalization. This study proposes to contextualize the deployment process of the Idiomas sem Fronteiras program of Rede e-Tec Brasil(Training in English, Spanish and Portuguese for foreigners) in the IFSC. Address the following issues: the design of the programme from the Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (CONIF); the promotion articulation; the production and reproduction of materials; the offer of training for English and Spanish languages; and the results from the perspective of the students who entered and remain in their courses (Module 1, 2014).

The Distance Learning is a contemporary phenomenon, its growth in Latin America took place simultaneously to the United States in the 60 (LITWIN,2001). In Brazil only in 1996, through the Law 9.394- Lei de Diretrizes e Bases da educação (LDB) in chapter 80, is that we have the first legislation that deals with the distance education mode (ALVES,2009). The rules of this article happens in 2005 by Decree 5.622.

The evolution of education for the distance education is a phenomenon of post-modernity, as Giddens(2002). The use of Information and Communication Technology (ICT) in the distance education is one of the precets of the Castells network society (1999).

To meet its objectives, the distance education uses of ICT and pedagogical synchronous and asynchronous activities supported mediation in order to create a collaborative environment, where students tutors and teachers exchange information, knowledge and experiences.

Moore e Kearsley (2007) proposed a system of generations for distance education, considering: 1st generation- study by correspondence; 2nd generation- transmission by radio and television; 3rd generation- systemic approach of the Open University ; 4th generation- teleconference; 5th generation- internet-based virtual classes. Many of these experiements focus on education as the transmission of knowledge and the learning materials operating as a means for the information to reach a wider audience of people. On the one hand, we see the democratized access to education and on the other, raise student isolation due to underinvestment in the

area with regard to specific legislation and the precariousness of interaction accessible resources.

The question that guides this brief research is: How set up the deployment process of the Idiomas sem Fronteiras program – Rede e-Tec Brasil at the Instituto Federal de Educação de Santa Catarina?

To obtain the perspective of the students was made available online questionnaire to a sample of 150 students from a universe of 690 participants from the first offer of Module 1, wich is not yet finalized.

2 Distance Education

One of the characteristics that define the distance education is that is consists of a set of systems that assume that students are separated from the professor in spatial terms and often or most of the time, This distance is not only geographical, but goes beyond, by setting in a transational distance, to be managed by pedagogical faculty, students,monitors/tutors. Thus,the role of ICT is contributing to decrease this distance, ensuring pedagogical forms of communication and interaction between the actors involved in the process of construction of knowledge by distance education.(BEHAR, 2009,p.23)

Marcos Tarciso Masetto (2013) considers that the concept of learning is connected to a subject (which is the apprentice) who, by their actions involving himself, the other fellow and professor, search and acquires information, gives meaning to the knowledge, manufactures reflections and knowledge, reserach, dialogue, debate, develops skills, ethical, political attitudes,change behaviors,transfer learning. In a word, the apprentice grows and develops. And the teacher is where in this process? Disappears? Absolutely. Here he has the opportunity to realize his true role: that of mediator between the student and their learning. In short: it will develop the pedagogical role of mediator.

3 The Rede e-Tec Brasil and the Idiomas sem fronteiras Program

Launched in 2007, the Rede e-Tec Brasil system aimsto offer professional and technological education in the distance and is intended to expand and democratize access to mid-level tecnical courses, free and public , in collaborative

arrangements between the Union, States, Federal District and cities. The courses will be taught by public institutions.

The Ministry of Education is responsible for financial assistance in the preparation of courses. To the States, Federal Districts and cities fit provide structure, equipment, human resources, maintenance activities and other items needed for the establishment of the courses (MEC,2015).

From the Decree 7.642,12/13/2011, approved by the President of the Republic, was established: Art. 1 [...] the Ciência sem Fronteiras program, aiming to provide the education and training of people with high qualification in universities, professional and technical education institutions, and foreign research centers of excellence, as well to attracting to Brazil young talents and foreign researchers of high qualification, knowledge areas defined as priorities (PRESIDENCY OF THE REPUBLIC,2015).

On the internationalization processes of federal institutions of scientific and technological education and the requirement of knowledge of a foreign language and the need of additional service to Ciências sem Fronteiras programme,the Conselho Nacional das Instituições da Rede Federal de Educação Profissional e Tecnológica – CONIF recognizes and establishing a policy to respond to the need to look só intently on teaching foreign languages (CONIF,2015).

The International Advisors Forum – FORINTER of CONIF proposed to Secretaria de Educação Profissional e Tecnológica – SETEC to consent and support for the development of three language courses to be deployed across the Rede e-Tec : courses in English, Spanish and Portuguese for foreigners. After approval by the SETEC to the development of the project, three federal institutes (IFRN, IFSUL and IFCE) formed teams and drafted the pedagogical planning of the courses.

Given the experience in the production of didactic materials the Instituto Federal Rio Grandense-IFSUL was invited and to produce materials for the program, using the expertise of the Núcleo de Produção e Tecnologia Educacional- NPTE ,created in 2012 for this institution. These would be developed by other institutions indicated by SETEC.

4 Of the offer and the didactic model of Idiomas sem Fronteiras program

The creation and completion of the courses of the Idiomas sem Fronteiras

program – Rede e-Tec (English and Spanish) were under the responsibility of IFSUL and for this purpose was created a multidisciplinary WG (Work Group) consisting of scholars and serves (in the area of languages, educators,instructional designers, layout designers, video producers,hypermedia, information technology professionals and reviewers.

The courses are presented in three modules (A1,A2,B1) according to the common European framework of reference for languages (QCE). The lessons are anchored through different storytellings for each language, numbered in sequence, addressing different cultural universes. thus the narrative into chapters is presented in animation videos interactively being followed by activities that are performed by the narratives of the animations, but also expressions and words in their correct pronunciations related to chapter who is studying.

The learning environment used is Moodle, where the student can interact in synchronous or asynchronous activities with the tutors, where calls for support to address questions and may contribute to the course at any time. Besides all the activities are included in the virtual environment, students still receive the printed material (three books for each module) and a DVD with the contents of the books.The courses are designed for students to develop skills to hear and understand , speak, read and write in a foreign language.

Intermediaries (teachers and tutors face-to-face and distance) provides the support necessary for the student to be accompanied and can progress through activities entered in the virtual environment. There are digital resources available so that the student can assess their own evolution.

The meetings occur in two instances: in the inaugural class, where are presented: the mediators, the coordination of the course, the virtual learning environment, this time in which students receive teaching materials. The other time attendance is given at the end of each module for final assessment, the purpose of the course is to be auto-instruction training.

The Idiomas Sem Fronteiras program of Rede e-Tec Brasil, arises from internationalization processes of Federal Institutions of Scientific and Technological Education and in particular the need for compliance with “ Ciências sem Fronteiras” federal program, being a demand proposed by CONIF and articulated for SETEC and Rede e-Tec Brasil.

The encouragement for this project comes from the trinity Rede e-Tec Brasil-

FNDE³/MEC/SETEC. This promotion are paid the mentoring team, teachers, trainers, coordinators of the courses and the reproduction and distribution of educational materials.

The IFSC created the Commission on implementation of the e-Tec Idiomas sem Fronteiras Program, whose members attended three courses in IFSUL, according to their areas of expertise. The Centro de Referência em Formação e EaD-CERFEaD of IFSC formalized an annual work plan (AWP) for the implementation of this programme, which was approved by Rede e-Tec.

After consulting with the Centers of Distance Education (NeaD) of The IFSC, ten of them have opted to receive offers from campus Chapecó(English) and Araranguá (Spanish). The offer of Idiomas sem Fronteiras- Rede e-Tec Portuguese for foreigners course is scheduled for the spring of 2016.

The development of teaching material of the Idiomas sem Fronteiras program to the English and Spanish languages offer came under the responsibility of the reproduction and distribution and IFSUL students occurred on account of CERFEaD in partnership with the NeaD the campus involved.

With the receipt of these offers in the Distance Education Centers, thirteen classrooms were closed each with 30 slots totaling 690 students, being 300 Spanish students and 390 students of English. The classes were divided with the following percentages: 40% IFSC students, 35% and 25% of the IFSC servers vacancies for students of State and municipal education, as SETEC(2014).

The process of selection and admission of students was structured in partnership with the Department of the IFSC-DEING. Already the selection of coordinators, teachers and tutors was held by public notice in a partnership of Cerfead and the campus in the IFSC (providers and recipients of this training).

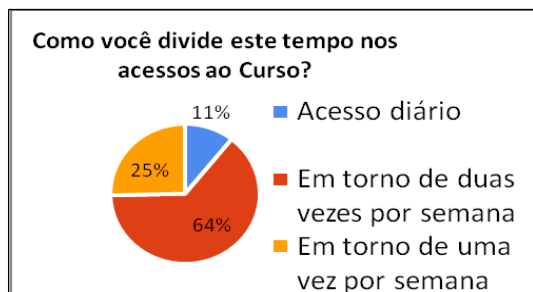
The selected attended a previously prepared to offer training in virtual teaching and learning environment Moodle. The course provides students with the attendance for face-to-face teaching mediation and distance (using synchronous and asynchronous tools)

The results perceived in interviews to students would not be possible if there was no involvement of teams and the articulation of the Cerfead to the success achieved so far.

5 Results from the perspective of students

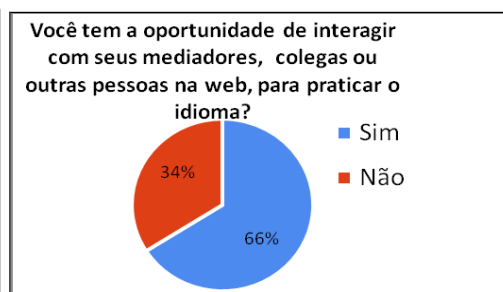
The research model used was designed and kindly provided by IFSUL – and applied by the IFSC along to students enrolled in courses in English and Spanish, with a total of 150 respondents in a universe of 690 students.

Chart 1: access time to chart course



Source: primary data, 2015

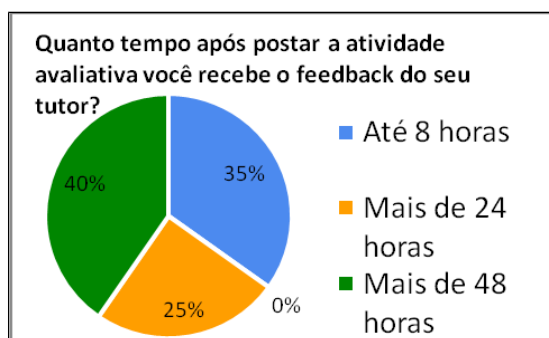
Chart 2: interaction and practice



Source: primary data, 2015

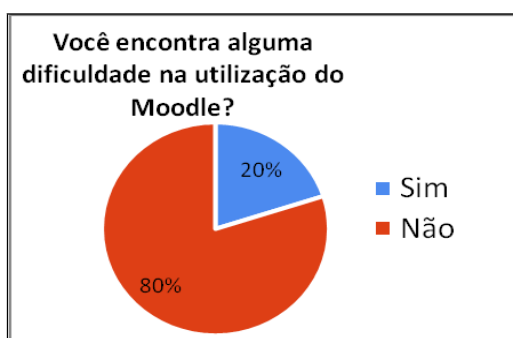
Observing the first graph, 64% of respondents access the course on average twice a week. Chart 2, already expressed that 66% can interact with others to practice the knowledge acquired.

Chart 3: time to chart feedback



Source: primary data, 2015

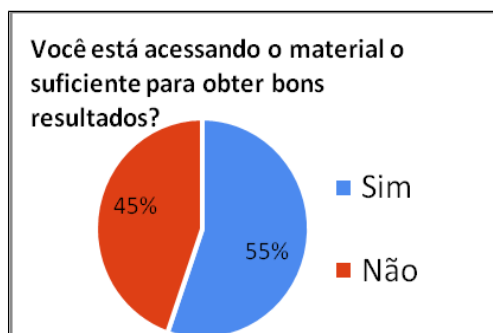
Chart 4: difficulty in using Moodle



Source: primary data, 2015

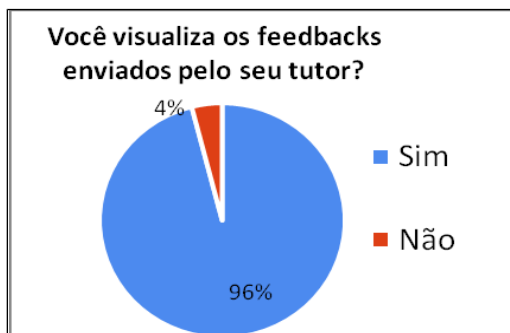
Chart 3 presents a point of warning: only 35% of respondents received feedback on the same day. The graph 4 signals that in relation to the Moodle environment, 80% of the students did not show difficulties in the use and navigation.

Chart 5: use of didactic material



Source: primary data, 2015

Chart 6: viewing tutor feedback



Source: primary data, 2015

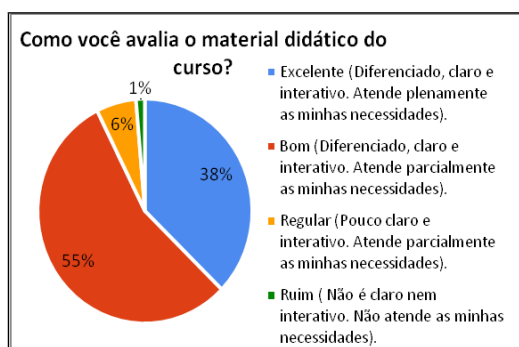
As Chart 5 more than half of respondents access regularly and gets good results, while the Chart 6 expresses that 96% view the feedbacks sent by the guardian regularly.

Chart 7: student expectations



Source: primary data, 2015

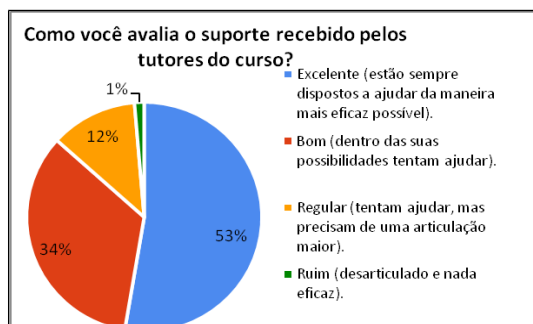
Chart 8: teaching material



Source: primary data, 2015

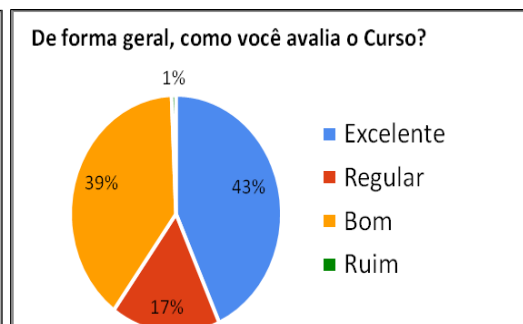
According to the graph 7, between 85% respondents evolved in language learning with this method. Chart 8 already expressed that the course material was evaluated as good and/or excellent for 94% of the respondents.

Chart 9: support received



Source: primary data, 2015

Chart 10: General evaluation of the course



Source: primary data, 2015

As Graph 9, evaluation of the support received from the mediators (attendance and return) 86% of respondents assess positively (excellent or good),

while the 10 chart signals that 80% of respondents assess the course as good or excellent.

6 Final Considerations

The international projection of Brazil in the most diverse areas of knowledge and the “Ciência sem Fronteiras” Program deployment boosted an action of training in languages that originated on the proposition Idiomas sem Fronteiras Program, run by the Rede e-Tec Brasil and deployment on the network of the Federal Institutes of Education.

Sought to present in this paper an overview of contextualization of the deployment and provision of Idiomas sem Fronteiras Program in the IFSC, focusing on joints, in the production and reproduction of educational materials, in the selection of students, tutors and teachers and also a presentation of the results from the perspective of the students who joined in the module 1(2014), still ongoing. The results from the perspective of students, evaluation is very positive. The teaching material and teaching mediation reflect the learning outcomes assertively, according to students. Considering the particularities of the EaD, the methodology and procedure applied for the provision of this program and the research conducted with students, we can say that despite the challenge, the results and the acceptance by the community has validated the efforts of the IFSC and its partners for this offer.

It is suggested to extend research on the Idiomas sem Fronteiras Program in Federal Institutes Network, using other search objects, such as: production of educational materials, methodology and teaching mediation, as well as in institutional and results from the perspective of the students after the first completed training (completion of module 3). This article is not intended to exhaust the subject, but rather promote reflections and the production of other works of knowledge management, in particular distance education.

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³FNDE (National Education Development Fund)

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