USE OF A VIRTUAL LEARNING ENVIRONMENT AS PEDAGOGICAL RESOURCE IN THE LEARNING PROCESS IN HIGHER EDUCATION

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SUMMARY

Education is processed by means of communication, by means of symbols, gestures or human interaction. The use of virtual environments such as pedagogical tools used in classroom teaching aims mainly to overcome barriers of time and space, a challenge to improve the practices of interaction between the participants. The experiences in the context of virtual activities motivated the authors to describe the process of using technological tools in classroom Course of Veterinary Medicine at UNIVASF, where the technological approach of teaching and learning the emergence of new aspects of the courses, but without the limitations experienced in classroom. The methodology used in the disciplines is wide, focusing on the generation, production. organization. transmission and dissemination of professor and students' knowledge were accumulated over the course, making each student an element that composes the collective memory of the group. The main purpose of this search for a new educational paradigm is to provide a full and integral formation of students to make them professionals critical and aware through contact with new technologies, using educational practices situated and mediated, for democratizing knowledge.

Keywords : Moodle; Learning; Teaching.

1. Introduction

Education is processed by means of communication, whether oral, written, by means of symbols, gestures or human interaction. In the technical sense, education is a continual process of development of the physical, intellectual and moral faculties of the human being, in order to better integrate into society or in their own group. In the formal sense, it is the ongoing process of training and teachinglearning that is part of the curriculum of formalized education establishments , be they public or private.

The learning associated with the traditional model of knowledge transmission are based mainly in storage and in the training of routine procedures. This happen, because the teachers, in their majority, were not involved in the construction of their own knowledge during the previously lived experiences lived previously in the academy, especially when graduated in courses of Bachelor's Degree. However, the "traditional" classroom has significant limitations, particularly in relation to effective learning, there is a view that most of the time, the student will not have the opportunity to build the knowledge, because it is only a "receiver" of the information provided by the teacher and hardly able to deepen their knowledge of the content, because it allows only "watch" classes and studying only and exclusively when it is submitted to specific evaluation processes, such as the evidence.

Despite the change in the form of enhancing the teaching that uses new technologies of information and communication (TICs) is still in process, as a result of a series of inadequate methodologies and pedagogical problems found in higher education level in Brazil, many institutions have adopted virtual learning environments (AVA) as pedagogical tool for teaching-learning for complementation and number of courses offered on-site, because its correct use allows better interaction between students and teachers; may be created real-world scenarios of contexts for simulation of everyday situations of employment; they are adopted and encouraged various forms of contact and interaction and, consequently, is allowed the construction of knowledge (SILVA et al, 2013).

The use of AVAs and other ICs as pedagogical tools used in classroom aim mainly to overcome barriers of time and space, a challenge to improve the practices

of interaction between the participants. That being said, the experiences in the context of virtual activities motivated the authors of this article to report the experience of innovative process for the use of these technological tools in disciplines of the Undergraduate Course in Veterinary Medicine of UNIVASF, which is offered in presential.

2. Teaching-learning environments and virtual meetings

The education as social practice encourages reflection between the subject of educational action on the various contexts in which they are participating and where interact, leading them to face the challenges that the evolution of technology imposes, through new forms of ownership of knowledge, given a new context to the teaching practice in the information society (LIMA, 2010).

The learning process should be understood as a didactics situation that socialize different identities as social exchanges sizing the construction of knowledge in a more collaborative, making the learner able to construct their own meanings and share them with other apprentices, promoting the formation of a collective intelligence. Masetto (2003) compares the teacher as facilitator of student learning to a crane that drives and helps the student to reach the objectives of their learning. According to Freire (2005), the content of teaching is built from _present and real_ situations, considering the aspirations of the people involved. Involves the choice of real problems that will defy the students, and give them questions, resulting in the search for answers. The educational process is precisely the awareness that each person has of its incomplete STATE: this search is education.

The teacher, as an educator, should dominate and apply the technologies that assist in the implementation of activities in the classroom face-to-face and at AVA, providing students autonomy to learn and socialize the knowledge, through the motivation and incentive to participatory learning and collaborative. For this reason it is imperative that the teacher has the power to select and present the necessary content to reach the objectives and didactic teaching established by the educational institution ; potentiate the means of communication available online for an independent learning of the student and create and implement strategies for the use of technological tools and follow-up of the student. In higher education, in many

courses of Bachelor great part - if not all - of the teachers has scientific knowledge of the disciplines, however they often do not meet the educational needs of the system inwhich they are inserted, adopting didactic methods in their teaching practice that don't allow the student be motivated to build and apply knowledge.

The new educational paradigms lead to educational practice to elect the communication, dialog and collaboration as key aspects of teaching strategies to develop teaching/learning. However, it is *Mister* highlight that pedagogical mediation involves the technological dimensions, didactic-pedagogical and human, by the experience of interactive procedures that enable a collaborative learning and by an academic guidance that incites the protagonism of the subjects involved in ORIENTOR/STUDENT/KNOWLEDGE. The exchange of knowledge, questions and experiences developed in an AVA, with mediation of a professor, generates a climate of socialization, in favor of revitalization and maintenance of a learning that values the bonds signed in shared space. The internet is a global system of interconnected computer networks that use a set of standard protocols and allows users to various activities, including educational nature, such as distance learning courses (ALVES; ZAMBALDE; FIQUEIREDO, 2004).

It is quite common to hear of people who have never had an experience of lessons in EaD some fear that the quality is lower than the conventional system, however many of the "conventional" systems education classroom have various problems, which must be assessed not the modality, but teaching and learning strategies of any course. As a result of this reality, it is necessary to evaluate how the use of a virtual learning environment (AVA) can assist in the process of teaching/learning courses, through the investigation of the construction of knowledge by students. The use of technological tools such as complementary pedagogical resource to live activities provides opportunities for students receive training to integrate TICs in their work, because these technologies are increasingly present in the daily life and, consequently, must be guaranteed in the teaching-learning process (Correa MAGALHAES, 2003).

The Educational Project of the Course of bachelor of Veterinary Medicine of the Federal University of Sao Francisco Valley proposes the development of curriculum that are aimed at the construction of flexible knowledge (...), where the posture adopted is contrary to a position of retransmission of information and the faculty of Veterinary Medicine Course evaluate the following characteristics of the learner: domain of basic training content ; instrumental skills and professional; logical reasoning, critical and analytical; competence for interdisciplinary teams; interpersonal communication; resolution of problems and challenges with flexibility and adaptability; incorporation of strategies; social responsibility, ethics and social justice.

The dynamic interactions and non-linear between teachers and students, at AVA, are fundamental to enable the development of new ways of structuring of experiences in this environment and, consequently, a new kind of collective thinking and collaborative that overcomes the issues related to time and space (LEVY, 1999). In view of the use of MOODLE in the classroom, the technological approach of teaching and learning allows new aspects of courses/disciplines, however without the limits tested in classroom. Thus, since 2012 the methodology of the disciplines of the undergraduate course in Veterinary Medicine of UNIVASF, "Bioethics and Veterinary ethics" and "Pathology Veterinary Clinic" is broad, because it focuses on the generation, production, organization, transmission and dissemination of knowledge of the students and the professor, who were accumulated over the course and are in constant improvement. Thus, each student is an element that composes the collective memory of the group.

The main purpose of this search for a new educational paradigm is to provide a full and integral formation of students to make them critical professionals and aware through contact with new technologies, using educational practices situated and mediated, for democratizing knowledge.

3. Methodology

The literature searched has allowed us to investigate the mediation process conducted by TICs among the subjects who share the spaces of virtual learning, to analyze and understand how TICs can help in the process of pedagogical mediation in AVAs, so as to integrate students and teachers to build knowledge, along with the tools used in classroom.

4. Conclusions and final remarks

The use of technological tools such as complementary pedagogical resource to live activities provides opportunities for students to receive training to integrate ICT in their work, because these technologies are increasingly present in the daily life and, consequently, must be guaranteed in the teaching-learning process (Correa MAGALHAES, 2003).

At UNIVASF, we received, through the examination of the National High School (ENEM), students of various social classes, ages, and cities of Brazil, which leads us to- adapt to the many cultures and diversity, especially considering that we are in the so-called "digital age", where the habits of common citizens are intrinsically linked to the use of technology. We do not therefore consider more coherent adopt a posture of prohibition and recrimination of these, on the contrary; the incentive to the same assists the formation of technically trained professional, there is a view that not only the theoretical content is relevant to the professional profile.

The employment of AVA concomitantly with classes contributes to promote and provide the intellectual tools for the exercise of mutual respect and the collective construction of knowledge, for it underscores pedagogical dimensions as the interactivity and collaborative learning, through forums, discussion groups and chats, considered as interactionist activities, with the choice of problem situations and significant examples structured in a logical sequence, so that they are not restricted to observation and assimilation of content, but that foster the activities and research, whereas academia as an original place of formation and production of knowledge.

In the discipline of Bioethics and Veterinary ethics was observed greater participation in interactionist activities than in the discipline of Pathology Veterinary Clinic, probably due to the methodology that the teacher could adopt in the classroom-lesson; there is a view that in the first discipline in all classes discussions raged, storms of ideas, readings and interpretations of texts and different teaching resources, while in the second discipline the majority of classrooms was lecture despite the teacher request and encourage the participation of students during all classes, in several ways.

On the other hand, the programmatic content of the discipline of Bioethics allowed greater number of discussions where students have established a favorable relationship and harmony between them and with the professor. It was noticed that are being achieved, over the years using this teaching methodology in the graduate course in veterinary medicine of UNIVASF, the ideals of ethics and diversity, such as the respect for others, the understanding of the different, the solidarity and cooperation with the other, because the collaborative work highlights the need to rethink values and practice attitudes of openness, humanity, respect, acceptance, reception, sharing, complicity and commitment, essential for the formation of a citizen and ethic professional.

The technological resources help for the breaking of physical barriers, inevitable before. The use of AVAs as pedagogical tool support for the classroom also has culminated in their learning inside and outside the classroom, where the student seeks to broaden their knowledge in a variety of contexts. There are students that are better suited to teaching conventional face-to-face, others prefer the use of TICs, so there is space for coexistence of both, and the greatest benefit is the student who account with options to learn better.

In both disciplines of this innovative experience the use of MOODLE has motivated many students - especially the "timid" in the classroom lessons - feel more confident, interact better with their peers and the teacher, search on the contents of the subjects, and they can build their knowledge.

In accordance with the Educational Project of the Course, "The Veterinary Doctor formed by UNIVASF must be a professional with (..) capacity for logical reasoning, critical observation, interpretation and analysis of data and information. You should also be aware of the essential aspects of Veterinary Medicine, for identification and resolution of problems, considering its political aspects, economic, social, environmental and cultural, with ethical vision and humanistic, in answer to the demands of the_society (...) ". To use TICs as pedagogical tools to support traditional teaching (personally), both in the disciplines of Bioethics as Clinical Pathology, we have managed to increase the chances to meet the requirements of the PPC course for the profile of students, since the educational resources allow learners, to assume the responsibility to build the knowledge itself, having the teacher only as an instrument for their training, as coach - work and develop freely their skills of logical reasoning, critical, observation, interpretation, analysis of data and information.

In any case, in any type of education it is essential that the student wants to learn and is also accountable for learning, both in the sense of seeking information and build knowledge.

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