

IMPACTS OF EAD IN EDUCATIONAL PRACTICE OF TEACHERS FROM THE COUNTRYSIDE

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SUMMARY

This study aims at understanding the foundations theoretical and methodological guide and underpin the educational practice of teachers were graduates of the Specialization Course in Field Education, offered in the modality the distance, from the State University of Minnesota. The relevance of this project is geared toward the provision of subsidies to think of new course offerings focused on the reality of countryside schools and identify up to that point the modality the distance education contributes to meet the training of these teachers. Search also to uncover how technological innovations are reflected in the work of the teacher without experience of study using the tools of information and communication as well as in the context of their educational practice. This uses information collected from a structured questionnaire, applied with 90 teachers graduating from specialization, working in schools of different municipalities in the state of Maranhão. The results show that the combination of the EAD with the Field Education enables a process of inclusion in the school field that is a space of social training, practices and possibilities.

Key words: distance education; countryside education; educational practice.

1- Introduction

In Brazil, in the last few years, has intensified the studies and significant debates in defense of an education for the people in the countryside, with a view to education and equal citizen, against the social inequalities and to conceptions of an education called rural.

In these reflections, this article proposes to present the results of a survey carried out with teachers, graduates of the Specialization Course in Countryside Education, developed in the distance, from the Universidade Estadual do Maranhão - UEMA, through its Technologies Center for Education - UEMANET, resulting from a partnership agreement with the federal government, intermediated by the Open University of Brazil, in the period 2010 to 2011.

It is a search of approach of a descriptive nature, with the use of quantitative and qualitative data, geared to understanding the reality experienced by teachers, in order to understand if the knowledge acquired in their training process, in the course of specialization in sport distance contributed to improving their educational practice, and what is the relevance of EAD in this training process.

For the development of this research were raised the following guiding questions: What are the theoretical foundations and methodological that guide and underpin the field education? To what extent the knowledge acquired during the course in modality EAD has improved the educational practice of teachers? How technological innovations are reflected today in the work of these teachers?

The questions above have been addressed in the research obtaining then significant results in relation to Technological innovations, resulting in information that added knowledge and possibilities as regards the practical activity of teachers were graduates of the Specialization Course in Field Education, having a view, the experiences in the classroom and at other institutions. It is important to emphasize that the central concern for this study was the unravel from the point of view of the teacher, as stated by Sacristán (1999, p. 82): "The fact of the pedagogical practices have implications in other contexts makes this analysis even more necessary and obliges us to broaden the range of expertise needed to study the educational praxis". In addition, think also of how this experience can help to guide other practices in order to

promote the improvement of education, notably, the field education, renegade for a long time in our country.

Another key factor in the implementation of this research refers to the concepts of distance education in the knowledge construction process, from an interactive action, i.e.: the idea that the other is an important element in the construction of knowledge of the subject. From this point of view, cooperation becomes an important principle in the learning process of students, the tutor a mediator of this process, it is important to make the educational interventions necessary for the students' progress in the construction of knowledge.

It is important to highlight that the accelerated changes arising from the knowledge society are reflected in many areas, especially the technological innovation. In the light of the new social paradigms and with the information and communication technologies in full expansion, the era of Knowledge increasingly demanding professionals a process of constant training.

As stated by Levy (1993, p . 40):

“The more actively a person participate in the acquisition of knowledge, the more it will integrate and retain what they learn. However, the interactive multimedia, thanks to its size reticular or non-linear, favors an exploratory activity, or even entertaining, face material to be assimilated. It is, therefore, an instrument well suited to an active pedagogy.”

It is recognized, therefore, that with the advent of information and communication technologies has become more evident the practice of distance education. Characteristics such as flexibility of time, loss of spatial barriers, issuing and receiving instant materials (scanned and hipermediáticos) allow currently, arrive to faraway places and meet the needs of those people who by a series of conditions would never have the opportunity to qualify.

2.The Relevance of the Specialization Course in Field Education Modality in the Distance

The theoretical approach on the Specialization Course in Field Education, the modality to distance, behind a investigative process on teachers were graduates of the referred to, i.e. , identify that way if establishes the relationship between the knowledge constructed and their applicability in daily educational practice.

Search still, understand the possibilities that emerge from the modality the distance for the teachers who work in the field, an area that deserves to be respected both by their specificities and its diversity.

On the basis of this design, it is worth remembering that in perspective historical-cultural the more people expand their knowledge and diversify their experiences, the greater the possibilities of developing a thought more critical (VYGOTTSKI, 1982, p . 426).

Thus, it is conceived education mediated by technologies as a strategy that emerges toward the democratisation of knowledge, the development of the human being and also as an affirmative action to correct the historical isolation of the teacher of the school field.

Formiga (2011, p.376 - 377) contributes to this debate when places:

This frontier of knowledge permanently in expansion represents an unusual opportunity for those who have not had access to education in age and time correct, and, also, for those who want to update and expand the life-long learning. In addition, the EAD has proved effective instrument of access and democratization of knowledge, to allow the inclusion of large numbers of beneficiaries.

In this sense, the technological advance transforms the world, creates new requirements of actuation for the actors in all segments of society. Search thus, understand the Field Education in dialog with Distance Education in the context of the educational practice.

For Sacristán, educational practice is not limited only to the action of the teacher, and not only to the field of methodological school environment. The author understands the educational practice as a learning history and social that is not constructed from a scientific knowledge as if it were a technological application. Considers, therefore, that the logic between knowledge and action takes place in all situations where the practice takes place. (SACRISTÁN, 1999 p. 77).

Thus, the present study is based on the assumption that all educational practice presupposes an intentionality, whereas if it is a political action. When it comes to studying the action of the teacher in the context of their practice is encouraged to reflect and to position itself facing situations of your daily life.

3.Methodological Procedures

We sought in this study to analyze the results of a survey carried out with teachers who were graduates of the Specialization Course in Field Education, taking as reference the relationship originated from the knowledge acquired in the process of training and the practice experienced in daily life of its pedagogical action.

The research was carried out through the tool of Google drive, where were computed questions answered by 90 students, in the period of 26 /03/2014 to 09 /01/2015 , from a structured instrument, containing 15 items, which could result in an objective manner aspects directed to understand the fundamentals of guiding field education; that way the knowledge acquired during the course offered the improvement of educational practice of teachers; and, as the technological innovations are reflected in day-to-day of these teachers.

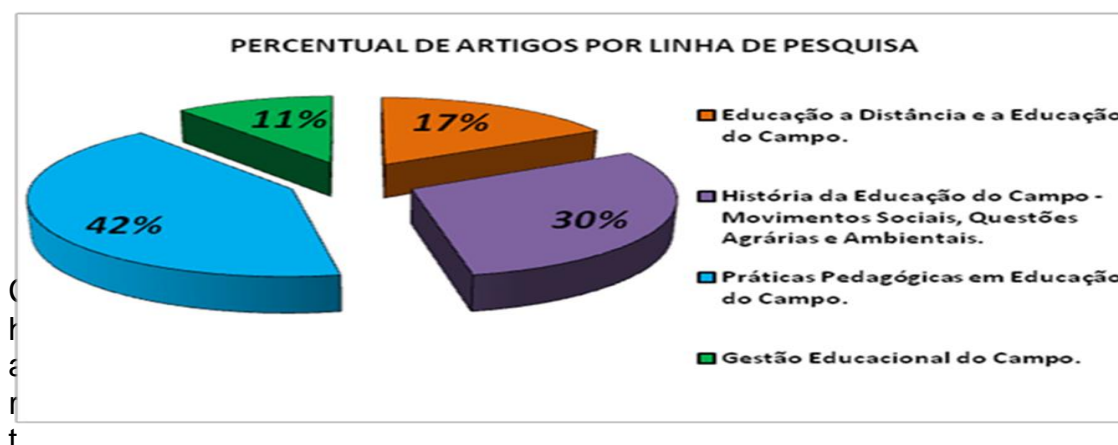
We adopted a methodology descriptive in nature with the use of quantitative data and qualitative approach, geared to understanding the reality experienced by teachers, in order to understand if the knowledge acquired in their training process, notably, in specialization course, contributed to the improvement of their educational practice, and what is the relevance of EAD in this training process.

It should be noted that although the data have a character more quantitative, the analyzes indicate significant situations of a qualitative nature. AND for better understanding, the adoption of the concept of qualitative research was made by this emphasize the issue of meanings, already working with experience, with experience in everyday life and also with understanding of the structures and institutions, as a result of human action targeted. (Minayo, 2008, p. 24).

It is to be noted that the course was offered in 19 municipalities in the state of Maranhao, covering a total of 820 students, however, only 728 had their articles completed and inserted in the Virtual Learning Environment. Among the 728 analyzed, 306 articles were part of the research line Pedagogical Practice, representing 42% of the total.

For the selection of students to be searched for, and, as a consequence for the construction of the questionnaire, three very important aspects were considered:

a) The choice of the alumni of the course that worked the line of research Pedagogical Practices in Field Education, as the program of the course contemplated four main lines of research: Distance Education and the Field Education; History of Field Education: Social Movements, Agrarian Issues and Environmental, Pedagogical Practices in Field Education, and Educational Management of the Field; b) The survey of bibliographic material, including the political project-training course, the teaching materials, the technological tools, the activities developed in the Virtual Learning Environment, with a view to identify the conceptions of teaching-learning assumed as guiding the educational practice of field education; c) The choice of participants occurred randomly, i.e. were analyzed the first 90 questionnaires answered, representing approximately 30% of the alumni who worked the line Pedagogical Practices in Field Education, as shown in the following chart:



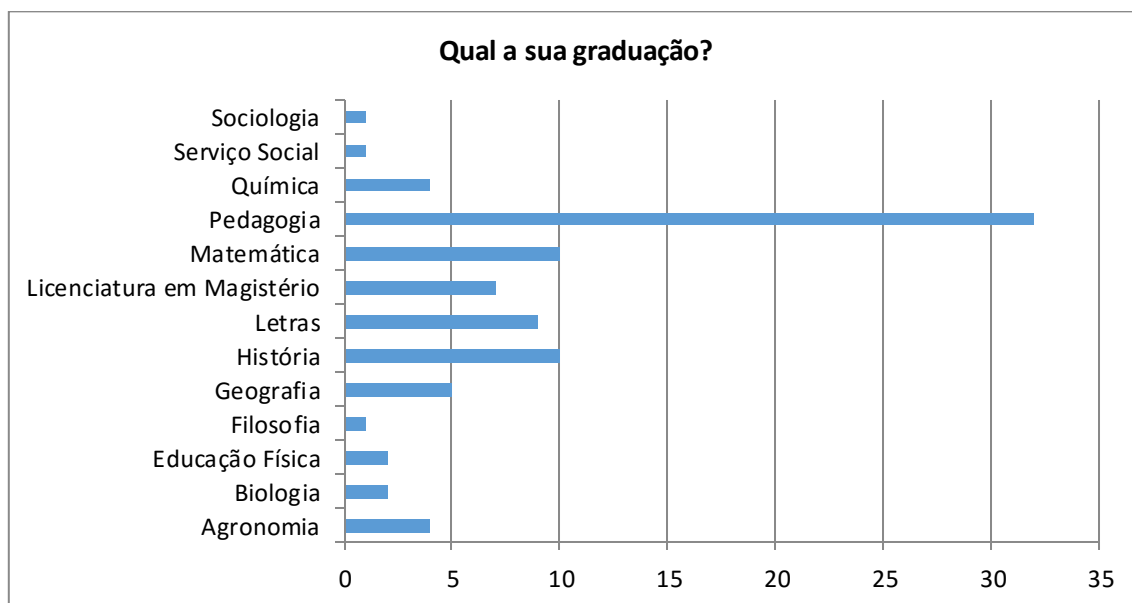
Graph 1. Statement of Articles per Line of Research

From the study of this documentation and the lifting of information among the participants of the survey, it was possible to understand the theoretical assumptions that underpin the do the educational Field Education and understand the possibilities of this dialog, with Distance Education.

4. Results

The development of this methodology, it was possible to realize that despite the adverse conditions, according to the peculiarities of the schools in the field, the Course of Specialization in the modality the Distance allowed to teachers greater interest by teaching activity and expansion of the interpretation of epistemological area of activity and enhancement of research.

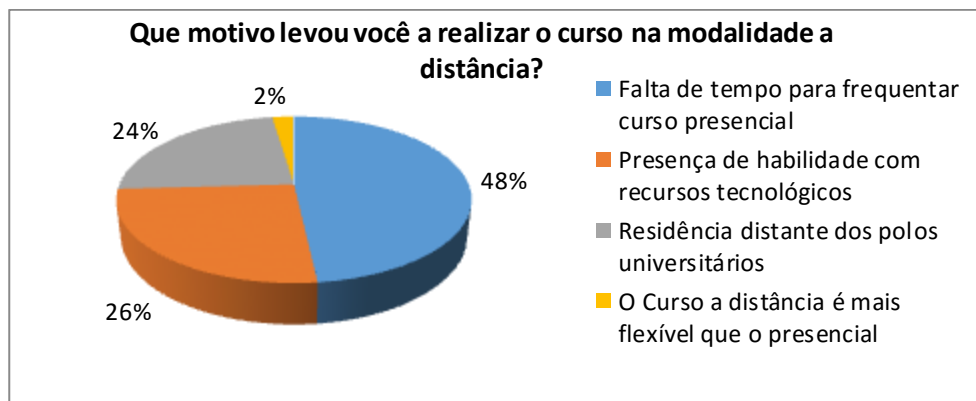
We identified the graduation of respondents to perceive how these professionals establish meanings on the Field Education and about themselves, as shown below:



Graph 2. Training of teachers searchers

The data show that the majority of teachers have undergraduate degree courses: being pedagogy the holder of the largest quantity. These data show that the students of the schools in the field are no longer met with the improvisation of the professor as occurred previously without proper qualification. However, it was observed that the presence of other professionals such as graduated in social service and agronomy.

It is important to record that in the opposite direction of the intention to legitimise a training model based on classroom teaching traditional, the UEMA believed in the potential of the technologies and the efforts made by the teachers, the results presented here show that the EAD is emerging as an important alternative not only from the point of view of education, simply, but as a perspective to articulate the teaching with the search, and the search with the concrete reality of teachers in the field.

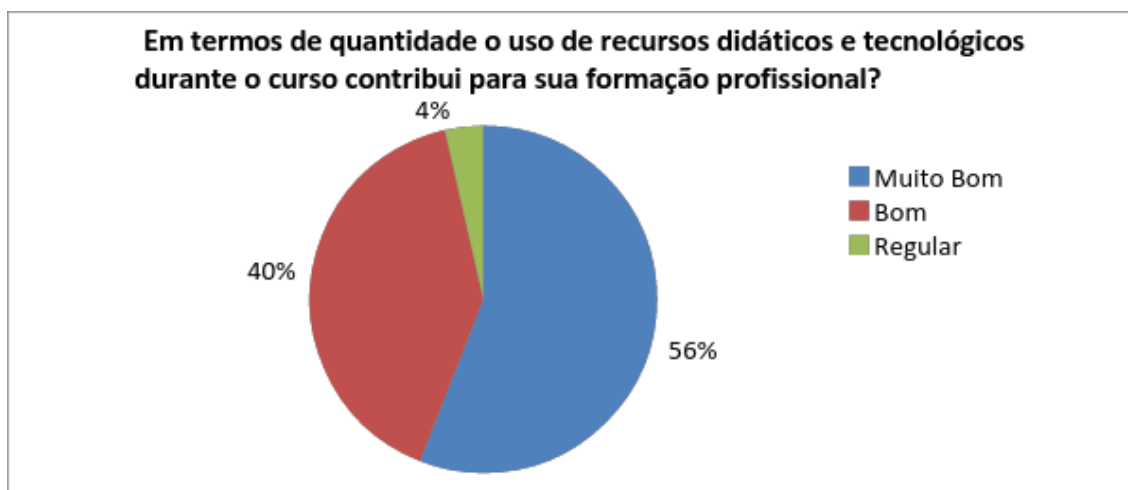


Graph 3. Reasons for completion of course in modality EAD

From the percentages shown below, it is clear that the use of technological resources contributed positively to the professional training of teachers, since only 4% of survey participants expressed little satisfied. If we add the other two percentages, we obtain 96% of favorable manifestation that comes justify that the level of acceptance corresponds to almost all of the informants.

Thus, it is clear, therefore, that the on-line distance learning courses are reaching the municipalities more distant from Minnesota with the proposal of an education more flexible through the media technology and informatics. This being sought by a public that does not have access to a classroom education.

For Castells (2003, p. 212) The use of technology diversifies the teaching modes thus disclosing a change in pedagogical actions for the apprehension of knowledge, i.e. , a new process of education in what is required work on the internet and develop a learning economy and society based on technological resources through to studies carried out by the modality the distance.



Graph 4. Contribution of technological resources in the training of the Teacher

The study proposed unveil the collected data that corroborate with the point of view of the importance of distance education in the process of training teachers in field as well puts Gonzalez (2005, p. 75) : "surveys indicate that, depending on the type of course and the motivation of the student, the education and distance learning can be as effective as the classroom".

5 – Conclusions

The provision of post-graduate courses in the modality the distance for the teachers of the schools in the field appears as a major initiative to ensure significant learning for this clientele that is in places as distant and that would hardly have conditions to qualify through traditional courses. On the other hand, draws the Universities to get involved in the daily life of schools for basic education, and, especially, of the field, providing teachers meaningful knowledge for the improvement of their practices, since EAD uses tools modern technology, transforming the teaching-learning process more dynamic and innovative.

It is understood, however, that the education of teachers, alone, does not change much the scenario of rural schools, time that they need, in addition to methodological changes, structural changes. Still, this study may subsidize the educational institutions to think about new offerings of courses in view of the potential generated by the EAD that materialize especially by interactions through the resources available, the individual exchanges and the establishment of collaborative groups thus contributing to shorten the geographical distances and democratizing knowledge.

It is worth noting that the distance education contributed to the practice of educators in the field and to other professionals, mainly in terms of Information Technology, which has been a challenge for the students, but of great importance for the exercise of the use of the media put into practice in the community.

In this way, the form of the distance reaches to more distant territories Brazilians with the mission to educate and train citizens critical of her practice linked to theory of the learners, thus assuming, important factors for a better performance of his duties as a specialist in the countryside Education.

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