

THE TUTOR IN THE CONTEXT OF THE LDE: REFLECTION TENSION BETWEEN HIS EDUCATIVE COMPETENCE AND HIS BOND OF WORK

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SUMMARY

Driven not only by regulations, which took place from 1996, the kind LDE has notable growth from the dissemination of the Internet of wide band and resources resulted from this expansion like: virtual environments of apprenticeship (VEA), media resources and interactive besides features for synchronous communication and asynchronous. The success of the apprenticeship is not more limited to the cycle of the transmission of information: of the knowledge and skill of the teacher, who teaches, for the pupil that receives it; but, especially in the interaction of the pupil with the object of study, composed by material educational dialogical and media resources available in VEA, in this form the paper of the teacher changes substantially. The teacher has to moderate the process mediates, to promote the interaction, to produce motivation, to manage the distance of the pupil. From the characterization of these new papers and of the expansion of the LDE, especially in the superior teaching, the function of the guardian stands out. Who is the tutor? What is his function in the apprenticeship process in the LDE? The presented article makes a reflection about the paper of the tutor not only regarding his acting and competence, but regarding his professional profile and converges for the necessity of the regulations of the profession.

KEY WORDS: distance education; tutor; tutorship model

The present article has the aim to reflect about the profile of the tutor while professional in the context of the LDE considering his educative competence and his bond of work.

The inquiry points to the necessity of the regulations of a profession that solidifies to each year in the country and looks to discuss: Who are the tutors while regularized professionals of the education? What is his importance in the process of teaching and apprenticeship in the LDE? What is his formation to act with the pupils' different profiles?

LDE in Brazil

In the historical distance of the LDE in Brazil, we see especially that to that one it is not a recent kind in the country. Faria and Salvadori (2010) point out that one appears in the middle of 1904, with the teaching for correspondence turned for vocational courses. Radio Society of the Rio de Janeiro (decade of 20) with announcements of technical courses the distance, Institute Monitor and Brazilian Universal Institute (decades of 30 and 40), as well as the creation of the Bottom of Financing of the Educative Television (BFET) in the decade of 80 there are important landmarks of the initiatives of the kind, though only it has had real impulse in the decade of 90 from the insertion of the Law of Directives and Bases (Law LDB 9.394/1996).

The legislation of the Distance Education in Brazil starts to do body in 1996. In the article 80 is outstanding the possibility of the organic use of the kind of distance education, valid and equivalent, in all the levels and kinds of teaching.

Regularized by the Decree 5.622 in 2005 the quality guarantee politics starts to be established under aspects connected with the kind of distance education like: institutional accreditation, supervision, attendance and evaluation, harmonized with quality standards expressed by the Ministry of Education.

This is an important landmark for the LDE since it equates it with the present teaching, when the existent prejudice is breaking with the kind to distance. It is worth mentioning that, at present, the LDE pupil has countless

skills and competences, like discipline, technological power, autonomy, for activity and that many people already have distinction recognized in contests.

Regarding the paper of the tutor the Decree 5.622/2005 secures that the tutors' body must fulfill paper of basic importance in the education degree courses process to distance and characterizes two professionals: the tutor to distance and the present tutor and for both there is the responsibility of contributing to the development of the processes of teaching and of apprenticeship and in the attendance and evaluation of the pedagogic project.

It still highlights the expansion of the LDE the Entrance hall 4.059 (2004) that gave to the Institutions of Superior Teaching (IST) the liberality of they offered up to 20 % of the workload of the present courses in the semi attendance kind, important landmark that makes possible a hybrid model between the kinds.

Tutor and his importance in the LDE

The word tutor, in accordance with the dictionary Houaiss (2001), comes from the Latin “**tutor, óris**” what means policeman, protector, defender, guardian, he who supports, protects, defends and protects

According to Silva (2008) “tutor legally designates the person, to whom there are attached the responsibilities of the protection imposed on the not emancipated person younger than 18 years, who lacks the parents. The tutor invested in the position of a legal delegate of the protected juvenile, receives the powers of directing the person of the juvenile and of administering his goods, taking care of his education and presence, as the father himself had gone away, to whom it substitutes. ”

We can infer that, however varied is the definition of the word “tutor”, the central idea remains, in other words, the tutor seriates that one or what supports something or someone.

Already, in the context of the teaching and apprenticeship the paper of the tutor, in agreement with Sá (1998), appears in the century XV with direction of religious character and, subsequently, in the century XX with the function of accompanying and orientating academic works.

In the vision of the Ministry of Education (Brazil, 2007) the tutor to middle distance the pedagogic process separated physically of the pupil, and it interacts promoting spaces of construction of knowledge.

The present tutor acts already in the Poles, participate of compulsory present moments and it attends the pupils helping them in the development of his activities, promoting the inquiry and autonomy of the pupil.

The tutor, in accordance with the quality Referential systems for Superior Distance Education (BRAZIL, 2007), is the distance or present, it must know the pedagogic project of the course, the educational material and the specific content of the contents under his responsibility. Debit, especially, to orientate and potentialize the action of the pupil in the process of apprenticeship and, therefore, the necessity of the energy, critical and global vision and skill with the new technologies are essential.

The action of the guardian is gaining distinction the measure that the expansion itself of the LDE is well-known. The paper of the guardian goes besides the mediation between pupil and educational material. Balbé (2003) detaches that the tutor is an important reference for the processes. For Souza, et al (2007) the tutor contributes to develop and potentialize the basic capacities of the pupils, orientating them obtaining intellectual growth and autonomy.

Cechinel (2000) detaches the tutor like facilitator, motivator, advisor, valuator and mediator of the apprenticeship. In harmony Alves and Nova (2003) they defend that the function of the tutor is not to pass content, but to orientate in the construction of the knowledge and point out that the communication is more important than the information itself.

Litwin (2001) defines tutor like guide, protector or defender of someone and in the counterpoint the definition of the teacher while someone who teaches anything.

Freitas and Tárzia (2014) point out that the tutor plays a quite active part in the driving of courses and online disciplines and this paper goes besides a simple mediation since it goes by for cognitive presence, social and of teaching. For the authors:

[.] besides dominating the specific content of the area in which it acts, promote situations of reflection and deepening (cognitive presence). Besides, the tutor must be dynamic, manage interpersonal relations and to promote the inclusion of the students in the group (social presence). The knowledge of the necessary tools, like computer and

available resources in VEA, is basic for the tutorship practice; from this knowledge, the guardian can help the student to establish connections and to optimize the available resources (presence of teaching) (FREITAS and TARCIA, 2014. p. 5)

So, the tutor has important action in the process of apprenticeship of the pupil, fulfill paper different from the teacher, characterized in the present kind, and pass when VEA is playing the part of mediator, advisor of the distance of the pupil in, optimize resources, it must promote the interaction with the pupil and between pupils, recognize and make being recognized like individual in the process creating a bond of collaboration between the participants of the course.

Discussion on the tutor while it will help of teaching

The collective convention of work of the teachers of superior teaching of the State of Sao Paulo predicts, in his first clause that, the category of the teachers includes all those who practise the teaching activity, being considered a teaching activity to function of administering classrooms.

The collective convention of the assistants of school administration of the superior teaching of the State of Sao Paulo regularizes already – in his paragraph first – that the professional category of the “Assistants of School Administration” includes all those who, under any title or denomination, practise activities not teaching in the particular establishments of superior teaching.

It is worth emphasizing that the Ministry of Education establishes that the activity of the Guardian is it of the pedagogic process mediates near geographically distant students and referenced to the decentralized poles of present support, when his main attribution is the explanation of doubts, in order to help the students in the development of his individual activities and in group, without being necessary to be speaking in administering classrooms which attribution is exclusive of the teaching function.

We still point out that, in the labor wheat field, there is a divergence on the condition of the tutor like teacher and I do not eat assistant of the education.

In harmony with the collective work standards, the function of the tutor of teaching does not equal with that of the teacher, when 317 told in rights resulted from the collective convention of work of the university teachers and

those resulted from the articles to 324 of the CLW (Consolidation of the Laws of the Work) for the tutor of the superior teaching.

So, the CLW, in its article 461, secures on the wage comparison, in other words, being identic to function, to all work of equal value (the same productivity and technical perfection), been suitable for the same employer, in the same town, equal salary will correspond, without distinction of sex, nationality or age. The 7th, incised article XXX of the Federal Constitution of Brazil prescribes already on the prohibition of difference of salaries, of exercise of functions and of criterion of admission because of sex, age, color or marital status.

Meantime, it is possible to equate the work of the tutor with the work of the teacher, it is been considered that the guardian carries out the function equated with that of the teacher, with the same productivity and technical perfection. For Martins (2014) the functions identity does not need to be full or absolute, but you punish the activities of the model and of equating they must be same, practising the same acts and operations.

So, it is necessary that the Institution of Superior Teaching has the function of the guardian clear while professional, so that it does not exceed the limits established by the Ministry of Education, by CLT and by the collective conventions of each category.

There are several discussions as to the paper of the tutor. Tutor? Teaching tutor? Teacher Tutor? Teacher Content? Responsible teacher? At last, what does the Tutor characterize? Would he has a teaching action? Would he has an educative action?

To do this reflection it has of the model adopted in each institution is taken into account. There are institutions that shape the teaching action in the tutorship, while others opt for the administrative profile.

Profile of the Administrative Tutor: a model

Looking to identify an identity of the guardian like Assistant of Teaching, we investigate an IES that works, at present, with the guardian like an administrative function, not less important than the teacher, but with characteristics and different responsibilities in the productive chain of the LDE and with essential paper in the apprenticeship of the pupil through AEV.

To structure the tutorship model, what passed of the teaching guardian for the administrative guardian we will do a short historical distance of the LDE in this IES.

THE IES begins in 2006 the introduction of the semi-presence, in accordance with the Entrance hall n. 4. 059/2004, from this moment, in all the degree courses of the institution, of progressive form, online disciplines were offered, that is, disciplines when the distance was attended completely with use of AEV and present proofs. From 2009, enlarging the aim of acting of the LDE in the IES, they begin to be offered postgraduate courses *Latu-Sensu* totally the distance.

In this moment the profile of the tutor was it of teacher, who contracted to act in attendance in the IES, was completing his present weekly journey with hours of online tutorship. To this professional they were attributed hours in accordance with his formation and expertize. He was a guardian that AVA was acting in, in days and time-tables of his free option, appearing in the sector of LDE at least once in a week in present duties with the intention of bringing near this professional of the multidisciplinary team and favoring actions of formation continued in the process of tutorship, since they all were resulting from the present education.

The accreditation of the IES for the offer of LDE Graduation, as well as fusions with other institutions of the superior teaching it checked to the IES distinction in the scenery of the LDE in Brazil and to leave from that new necessities appeared to guarantee the quality in scale.

The tutor's paper was re-calculated the size for the Administrative Tutor which full text to team of the pedagogic co-ordination and his action is managed by a team of supervision (while practices, proceedings and interphrase between too many agents of the productive chain of LDE) and for the responsible teacher (while pedagogic sustenance and content).

At present the IES counts on fifty five that are contracted with present weekly journeys of 20 h, 36 h and 40 h and graduations professionals are correlates those who are you demand for the institution. In the body of investigated guardians we find a doctor, four masters, twenty eight specialists and twenty four graduated ones. Three guardians have three or more graduations, eleven have two graduations and forty one have a graduation.

Seven professionals never acted like teacher, whereas the remainder affirms to have teaching experience being that, at present, twenty eight guardians practise the teaching in another institution.

The tutor, in the model of tutorship adopted by this IES, does not prepare educational material or evaluation questions, but it supports the pupil in the interaction with the study object. Promote the discussions in forums, answer questionings for messages, suggest materials of support, it juts out for the group of pupils with a present subject recognized by the pupil and who presents social function, in other words, potencializing the stimulus of the human relations in the virtual environment.

This tutor takes as a support the figure of the Responsible Teacher, teacher specialized in the area of acting of the course, which acts straightly in the directions to the guardians, as well as in the revision of materials of the course and in the preparation of questions and evaluating activities. The responsible teacher attends to a tutor, accompanying his work near the pupil, but without interfering, straightly, in the relation of the tutor with the pupil.

Besides, it has daily attendance of the Supervision of Tutorship that contemplates actions like: attendance of the practices of the guardians in AVA, evaluation of the tutorship from the development of indicators, interphrase with too many areas of the productive chain of the LDE of the IES and notes for the program of continued formation of the tutors.

The fact of the tutors they carry out the respective journeys locally in the IES favor the quick contact with the supervision of tutorship and with the responsible teachers, which checks agility in the process, mainly when punctual actions are necessary. Besides favoring the integration of the professionals looking for a service identity privileged by IES.

Soon, according to exposed, the Tutor's function is not equated with that of the university teacher, since the tutor acts like a teaching assistant and I do not eat a teacher properly stated, in so far as it is said that the guardian does not administer classrooms, or it produces educational material, without being necessary to be speaking in the same productivity and technical perfection demanded for the teacher's function.

The tutors' contract of the investigated IES does not contemplate the teaching activity, like the production of materials, correction of evaluations or

carving of classrooms. However, for the level of the professionals contracted for tutorship, it is possible to affirm that it is competent professionals to practise such attributions.

Conclusion

Before all exposed one is possible to end that the tutor can present a teaching profile, just as an assistant's profile of teaching. This profile will depend on the context of the IES.

The guardian can act so much like an Assistant of Teaching like a Teaching Tutor, it will depend on the model of tutorship adopted in the institution.

The Brazilian Classification of Occupations (BCO) – Brazil (2002), still does not recognize the tutor like profession, as soon as these regulations are carried out by the National Congress, through law and sanctioned by the president of the Republic Meantime, even before all growth of the LDE we still have this gap in the Tutor's activity that is already a function in service.

These regulations would secure bigger transparency in the work contracts and would cure divergences between functions of the tutor and of teacher, for the proper protection of the employees and of the employers.

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