

AN EVALUATION OF TEACHING EXPERIENCE IN DISTANCE EDUCATION

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Alenka Maria Graciela Díaz Bermúdez – webAula – alenka.bermudez@webaula.com.br

Francisca Ferreira de Araújo Junger – webAula – francisca.junger@webaula.com.br

Laryssa Garcia Melo – webAula – laryssa.melo@webaula.com.br

Lilian Nascimento Medeiros Nakao – webAula – lilian.nakao@webaula.com.br

Rafael Moreira Lima – webAula – rafael.moreira@webaula.com.br

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RESUME

This article discusses a teaching evaluation experiment done by pedagogic mentors of the Pedagogical Center – webAula, which measure the work of the tutors and the content coordinators project EaD SEBRAE from the resources developed by Learning Management System – LMS. For this purpose it developed a performance monitoring methodology of referred agents such have resulted the creation of two instruments, the Tutor Performance Index – TPI and Content Coordinator Performance Index – CCPI that enable guiding a collaborative action around the mentoring team practices and aim at the evolution of these professionals in the education context.

Key-Words: distance education; monitoring tools; teacher evaluation.

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Introduction

The present article seeks to encourage reflection on the procedures for monitoring and guidance of pedagogical working in Distance Education - DE, focused on figures of tutors and distance education SEBRAE project content coordinators. The experience of mentors' team in the context of this project enables the analysis, weighting and evaluation of interactions and mediations of these subjects. On the mentioned practice, instruments were defined that allow reconstructing the methods, in accordance with the project guidelines.

Thus, based on this experience of guidelines and measurements of agents involved in the exercise of tutoring, aims to highlight the interactional contact and their representations in teaching in this mode. Also be described in this text, the system used to evaluate the performance of the mentioned actors, as well as the difficulties and advances identified in this dynamic in the process.

1 - Practice of Evaluation in Teacher Mentoring

To promote the processes of teaching and learning are critical flexibility and creativity by the responsible team by the pedagogical development, especially by the teacher in this role as mediator. As started by Perrenoud (2000: 1666.): "work with learning involves a continuous reflection movement, a daily increase of our own processes. So we can teach our students, we need to review our own way of learning", which strengthens the purposes of this learning evaluation.

This work consists of expert tutors in technical areas, whose role is to mediate the content of the courses; Coordinators of content, in charge of planning, follow-up, the direction of the subjects under study and update the materials available for study; mentors, personnel examining and orientation of teaching and learning procedures tutors and content coordinators; and other operational

management. All professionals play different roles that complement each other in the conduct of teaching activities.

The exposed active in processes need to give new meanings to their knowledge and their practices, considering the context in which they live courses offered, the target audience and the rules of a distance education project. It is observed, then the need for a job that suits the student, allow you to learn and move forward with your goals, as the design and mission of the institution. Because, according to Cool (1996, p. 40): "just as important as what we teach and learn is how to teach and how to learn."

In this perspective, the courses require a teacher / tutor who is with the student in order to support and fulfill its functions of mediator, facilitator and researcher. In addition, to stimulate the students to problem solving from the reflective thinking, as well as complementary sources that will allow you to learn to learn, replacing the singular look to plural, expanding its knowledge.

The dynamism of the activities is expressed in adjustable communication and constructive proposal, which initiated the idealization of a gradual follow-up to elevate the qualitative and quantitative standards projects in distance education. Therefore, was created in mid-2009, the first teacher evaluation model called "Framework for Monitoring of Tutors". And later, in 2010, moved to the Pedagogical Performance Index - PPI, composed of twelve elements. After adjustments and innovations as ideals, there were changes in items as well as the need to apply them to other agents, such as coordinators content.

Currently, the instruments are recognized as Tutor Performance Index - TPI, with eight items, and Content Coordinator Performance Index - CCPI, with seven. Following are the components of IDT:

Item 1 - Welcomes the students in the forum, giving opportunities to integrate the learning community and course content.

Objective: it is expected that the tutor is present in presentation forum, receive the student enthusiastically on weekdays, wrapping it in such a way to feel safe to start and continue their studies.

Item 2 - Plays the motivational functions, mediator and investigator in the teaching process.

Objective: it is expected that the tutor meets the public interested in developing skills in the area of interest. Thus, it should promote and disseminate knowledge, using the interactions as a means to contextualize the principles and concepts covered in the course.

Item 3 - Causes dialogue in the forum, exploring and enhancing the inter-subjectivity, based on the theoretical foundations and individual and collective knowledge, combined with the practice. Clarifies the question of the student with objectivity and focus on the question.

Objective: it is expected that the characteristic diversity of the audience to be considered at the time to link the experiences and ideas recorded by the students and the tutor provokes the interaction among the group.

Item 4 - Interacts and responds to questions and contributions from students within 24 hours on weekdays.

Objective: it is expected that all interactions and interventions are carried out in good time, as the project conceptions.

Item 5 - Uses dialogue, courteous and affective language in communication with the students.

Objective: it is expected that the language used is an integrative proposal that brings the different realities, printing emphatically, affection, warmth, respect and professionalism.

Item 6 - Represents the project in mentoring procedures.

Objective: it is expected that the guardian take care of your image to the public and to finalize the responses in communication environments, sign following the model set by the institution.

Item 7 - Share based experience and knowledge in accordance with the proposal of continuing education.

Objective: it is expected that the tutor participate in the moments of studies, contributing to the expansion of individual and collective knowledge.

Item 8 - Keeps permanent and collaborative dialogue with the Educational Guidance, with specific responses on evaluations and recommendations received, sharing approaches, questions, suggestions and limitations in the process.

Objective: it is expected the exchange of different perspectives and viewpoints incentives to work and the performance of the actors involved in the teaching process as well as a timely return of the recorded assessments.

Continuing, are exposed items of CCPI:

Item 1 - Skillfully leads the communication with the team of tutors.

Objective: it is expected that the Coordinator guide suggestions and collaborative actions for the group's growth.

Item 2 - Exerts a proactive management to plan, to monitor and guide the team of tutors, considering the qualitative and quantitative aspects of the project.

Objective: it is expected that the coordinator administer the shares of mentoring, allowing the dynamics, the improvement of methodological and strategic actions of the contents.

Item 3 - Shares based experience and knowledge in accordance with the proposal of continuing education.

Objective: it is expected that the coordinator participate in the directed studies, collaborating with the expansion of knowledge and encourage tutors to the importance of continuing teacher education.

Item 4 - Promotes by the staff and theoretical advances updates for the purposes and the mediation of the course content, encouraging the relationship between the objects of study and practice.

Objective: it is expected that the coordinator promotes studies in the specific area of the course, aimed at promoting knowledge and development of tutors.

Item 5 - Guides the individual tutors team and collectively for the mentoring exercise.

Objective: it is expected that the coordinator add tips, suggestions and ideas that favor the group, as well as either a continuous incentive seeking quality service to students.

Item 6 - Manages the process of own conflicts, providing a constant increase of staff in favor of the project.

Objective: it is expected that the coordinator is positioned facing conflict situations in order to offer solutions.

Item 7 - Shares with the Pedagogical Guidance of the difficulties encountered in the performance of tutors in order to study them, providing opportunities for joint solutions for the benefit of the project.

Objective: it is expected to return for assessments between coordinator and advisor with inferences and suggestions to improve the qualitative and quantitative indices of the courses.

2 - On the Measurement of Criteria and the Guidelines Registry

According to the performance of each actor, the items of TPI and CCPI may be scored in three ways: yes, when the statement regarding actions are carried out completely; in part, to be partially executed; and, no, if the proposed action is not taken. Closed valuations, have consolidated the results as a percentage. The score is performed by mentors via Learning Management System - LMS.

The evaluation is implemented subsequent to sending educational guidelines, which record assertive and relevant events in each period of the courses. Signal is the improvement points and / or significant adjustments that allow viewing and analysis of forward actions to the student. In addition, it is shared tips, suggestions and new ways to apply the expertise in mediation.

These communications occur regularly in the LMS, a so-called Pedagogical Guidance tool that favors the sending individual directions and teams that make up each course. Through this system, it is permitted a history of dialogues and measurements generated by the TPI and the CCPI, for future reference and performance analyzes of the characters involved in the process of teaching and learning.

3 - The Pedagogical Monitoring Results

Because the measurements, the coordinators and tutors that record consecutive good results are evaluated for a possible career advancement. But those who keep the percentage below the average bounded by the institution, are followed more closely and suggested the return of studies that compete to reviewing procedures through continuing education courses offered by the project, providing a new opportunity to grow agents in the course of tutoring. According to Libâneo (2004, p. 227), "continuing education is a prerequisite for lifelong learning and for personal, cultural and professional development of teachers and experts."

In this approach, the assessment of the pedagogical work of the tutors and content coordinators is emerging as a practice in which the paradigms on evaluating, training, build and transform are configured in a challenging and daring dynamics. With such characteristics, the methodology used to monitor the functions of the agents in tutoring, develops procedurally against a backdrop of rebuilding and development.

For the demonstration of the objectives established at the beginning of this article, we display the data collected in the LMS for the analysis of results.

PERFORMANCE INDEX OF TUTORS TPI				
TPI Grades	2012	2013	2014	2015
Between 90 - 100	78%	63%	73%	73%
Between 70 - 89	21%	36%	25%	26%
Between – 69	1%	1%	2%	1%
Below 59	0%	1%	1%	0%

Table 1 - TPI EAD Project - SEBRAE
Source: LMS Database SEBRAE / webAula

PERFORMANCE INDEX CONTENT OF COORDINATORS CCPI		
CCPI Grades	2014	2015
Between 90 - 100	71%	73%
Between 70 - 89	18%	27%
Between 60 - 69	0%	0%
Below 59	12%	0%

Table 2 - CCPI EAD Project - SEBRAE
Source: LMS Database SEBRAE / webAula

As the exposed information, most tutors and content coordinators showed a percentage of upward performance and favorable in relation to educational quality indicators defined by the project, even if the CCPI has been implemented in

2014. Pepper (2002) comments that the transformation of teaching practices only becomes effective as the teacher increases awareness of the practice itself.

The references cited in the tables indicate the agents whose performance rates below the median range, since they have specific difficulties of compliance with some items of TPI and CCPI reflecting the results. It is shown also a fall in the rates of 2012 compared to 2013. It is therefore appropriate to highlight that several factors contributed to this, for example, the period of adjustment to the new monitoring methodology.

It is considered, however, that the role of the tutor and the coordinator has driven the construction of knowledge work, as well as its practice. Hence the importance of the supply of continuing education. It is understood that the participation of those in the study and reflection activities makes a difference in the performance thereof.

In this set of issues relating to continuing education and evaluation, the tutor, the content coordinator and educational advisor, they are subject to agreements and disagreements, understandings and rejections, for each subject observed the event with its own dimension. Among the submitted valuations, it is pointed out:

We know our infinite capacity for deceiving ourselves, to give us reason, we do not see the flaws that a slightly more experienced observer realize at first look. There is, therefore, automatic self-regulation. We are quite adept to "arrange" a reality so that it is acceptable. In all professions, so there is competent and conscious professionals to be so, others who underestimate or over-evaluate, and still others who know their limits but, even so, have the strength, pride and courage to mobilize. (PERRENUAD, 1998, p. 228)

The process of pedagogical orientation is not free from tensions, oppositions and hesitations because, from it, it creates complex circumstances that originate expressly unique ways on interpretations and perceptions to read, understand, feel, accept, disagree, act, react. Because individuals are products of their culture understood as a set of behaviors, principles, beliefs and habits, the tutor, the content coordinator and educational advisor circulate between resistance and adjustments, giving way to construction of new meanings, new projections. In

this way, not chronological, not always there is a concrete approach the intended goals.

For an inclusive, participatory and flexible evaluation, open paths where is admitted to go, return, restore, there will be an equally wide communication to prevent obstructions where the cognitive, social, emotional and cultural aspects relate for growth, respect and harmony. This accessibility to dialogue should offer the affinity between communication, evaluation and training, breaking down the secular standards and urging new conciliatory proposals, in which the feedback processes are dominant.

Final Considerations

When talking about the educational evaluation, we consider the TPI and the CCPI as an innovative model in distance education, as it enables the versatile monitoring, training and evaluation of the characters in compliance with their teaching duties in this type of education. The items of the actors' performance indices were set according to the distance-education SEBRAE project, however, may apply or moldable to other projects in accordance with the particularities of teaching platform, contractual relations professionals, the communication tools with the students, among others, in order to enable the objectives are achieved.

Taking into consideration that learning cannot be measured only by a realization of task or completion of an evaluation, it is essential that the tutor, content coordinator and educational advisor work together to relate the theories and practices towards the same end: to collaborate with the knowledge of the teacher and with the construction of the learner. In light of Freire (2002, p.25), "who teaches learns to teach and who learn teach while learning", so these subjects go teaching and learning from each other.

In short, it is understood primordial meet commitments to guide the construction of an evaluative practice marked by the encounter and reciprocity in terms of purposes, such as: support perspectives and driving methodologies of new meanings, as to guide pedagogically and evaluate / measure processes and

outcomes in educational situations using the various technologies as mediators resources. The changes taking place in the fields of education and of which we are partakers, arguments are advantageous to advance the reviews on teacher evaluation in virtual learning environments.

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