

METHODOLOGY FOR **DISTANCE EDUCATION** DIDATIC MATERIAL PRODUCTION: FROM THE TEACHING PLAN TO THE TUTORIAL SCRIPT

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RESUMO

This article describes the idea of a methodology for the production of distance education didactic materials, which initiates with a plan of systemized education, goes through the production of printed and audiovisual didactic medias, and ends with the tutorial script. It is important to point out that for the methodology to exerts its function, the teaching plans of the disciplines involved in a distance graduation course must be thought and organized with attention, considering the characteristics of the distance learning students profile, the

objective of the Pedagogical Project, the peculiarities of the didactic medias and the approved instructional model.

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Key Words: distance education; methodology; planning; didactic material.

Introduction

The discussion about the production of the didactic material for the distance learning is focused on several researches in the field of the education. As it states [4], “among the different problems found during the distance learning courses programs development, one of the most important regards to the didactic material”.

This discussion is due to the fragility of these materials, which goes from simple tutorials and reading suggestions, to lists of exercises aiming to reach the learning targets.

[3], still shows us that “the classes” at the distance learning course are organized within a pedagogical environment called “didactic material”.

And, at this moment, according to [4], one of the major challenges of the distance education is established: how to produce a didactic material capable to create and to guarantee the necessary interactivity of the teaching-learning process?

The beginning of the way proposed here for this article entitled: **METHODOLOGY FOR DISTANCE EDUCATION DIDATIC MATERIAL PRODUCTION**, regards to the planning of contents, that is, the systematization

of relevant and “vital” information for the elaboration of a discipline, throughout an Education Plan. This method starts from this plan, and **all** didactic material of a distance graduation course is developed and presented through audiovisual and printed didactic medias, and by the classes’ scripts for tutors.

Development

When thinking about a methodology for production of didactic materials, the first step is to discuss some pedagogical questions. The contents to be studied and the knowledge that will be incorporated to the students are intrinsically connected to the pedagogical purpose of the course. The responsibility under this content, in relation to its social responsibility, is primordial, once this acknowledgement will lead to the discovery and comprehension of skills which the acknowledgement area of the chosen future profession holds.

From a deriving summary of the Pedagogical Project, the planning is systemized under the responsibility of being the base that defines how the subjects and proposals will contemplate the specific subjects outlined through the units of content.

[7], introduces three necessary steps for planning on distance graduate discipline: to define objectives and results; to choose adequate reading material; and to establish a script for the discipline.

Moreover, the authors state that the main question to be asked, when conceiving an education plan is: **What I wish my students to learn?**

The Education Plan is the responsible for organizing the disciplines of a distance graduation course. This plan will be the theory basis, the reference for the course’s didactic material development. This relation is intrinsic and direct. Therefore we can say that if an education plan is not in accordance with the conceptions of the pedagogical project of a course, and it does not have the adequate and directed information for reaching the learning targets, this didactic material will not be proper for the course.

[1], in its analysis on the printed didactic material's role, (MDI, initials of the term in Portuguese), states that:

“ “The MDI reflects a world vision and its conception must take into consideration this bedding. Thus, no didactic material is neutral. It will always be related to a vision of society and to a pedagogical conception.

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[9] considers the following:

The MDI brings within itself a vision of world. Inside it, beyond the formal contents, we can evaluate the ideas that guide its conception. As well as the school we built reflects our thought on the world, the MDI concretes the school's underlying ideas, and express its way of seeing and acting on the reality.

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Thus, the plan of education suggested for this article is composed for the following items:

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a. General Information: Course's Data; Discipline's Data; Number of Hours; Contents Professor's Data; Modality; basic and complementary Bibliography.

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b. Pedagogical Project Information: Summary; Profile of Students leaving the course; Profile of Students starting the discipline's semester; Desired Profile at the end of the discipline's semester; Interdisciplinary.

c. Detailed information on the Planning of Education: Units of Study, Heading of General Objective of the Unit, Learning Targets, Programmatic Contents, Weekly Schedule, Activities Suggestions, Indication of Specific Materials for the Unit.

- d. Detailed description of the Units for the Elaboration of the Instructional Material;
- e. Bibliographical references for Research by Education Unit;
- f. Proposals of Subjects for the Elaboration of Video-Lesson of the Education Units.

The six topics presented allow a reading of the way that the responsible professor for discipline must do, so that the students reach the objectives previously determinate. It is important to stand out whenever the objectives must be coherent to the profile of the student of the described course in the Pedagogical Project. In relation to this, [8] complete with:

Despite the intentions of determined discipline clearly are defined in the project of the course, to select the contents is one of the most critical aspects ... To the drive has its criterion established for the summary of disciplines.

The planning is organized from a summary that has been originated from Pedagogical Project PP. It is the responsible professor task, that the Plan of Education evidences the objectives of the learning and the way to reach them through determinates ways, for one determined public target, that possesses or not certain abilities. The responsible professor cannot leave to consider who is its pupil and more specifically the student of learning distance.

The proper as distance education already possess differentiated student population, we have a minority of student that just graduated from high school aging between 18 and 24 years and, some above of this age band who long have graduated from high school and already have a professional life.

In the education strategies, it is necessary that the responsible professor for disciplines acknowledges that so determined strategies must provide to the student more than just setting exercises, but to stimulate the assimilation of what he was studied, in a way that the reflection and critical analysis take place.

According to [4], the role of the professor implies in acting as “orienting” of the educational process (...) assuming the role of a partner in the process of construction of the knowledge

With the plan of complete education, the didactic material is built and the developed contents are presented in the media printed and the audiovisual media.

The idea consists of structuring a multidisciplinary team responsible for the development of the content itself, guided by the responsible professor of each discipline, who knows the content and has planned it throughout the education plan. After concluding these contents, they should be submitted to professional text and pedagogical review.

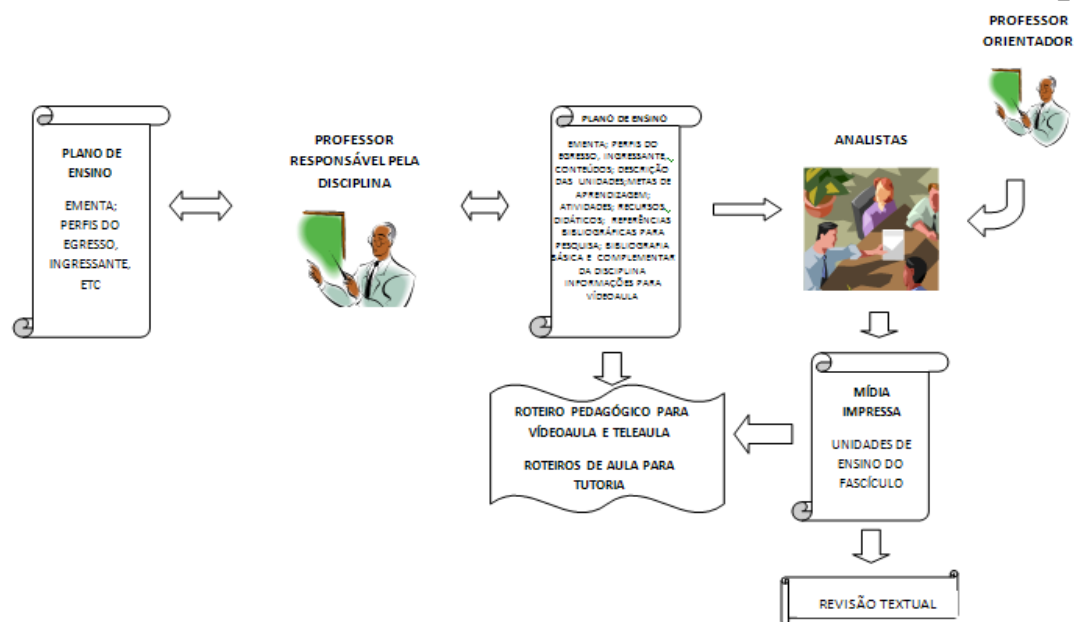


Figura 1. Processes of developing materials didactics of Plano de Ensino

The multidisciplinary team can be formed by professionals graduated in diverse areas of knowledge, such as: social sciences, business administration, pedagogy, social communication and economy. One team so diversified allows that the developed contents can be analyzed under different angles, this way the difficulties and easiness's of the areas can be worked out.

With this methodology, the way to improve the contents of one discipline follows the following stages:

- a) The responsible professor of each discipline delivery the Education Plan to the coordinator of the course, which revises it.
- b) The education plan is sent to printed media supervisor of development and to the audiovisuals media supervisor of development,

both responsible for the organization and the follow the process of production of the didactic materials.

c) In the printed media the responsible professor of the discipline assumes a differentiated role, as a guide as per the educational plan, the team initiates a vast research, guided for suggested bibliography and, on the basis of the detailed description of the unit of study, writes a complete and extensive text.

d) The text will be sent to the professor, who analyzes it and makes its comments. This will be, the instructional model of the printed media, the main text that presents the content to the student, called text base1, and will suffer some go-and-returns for exchange ideas, by email, some talks between analysts and professors through chats. Or as substitution of as many communications tools, in this action, to institute a virtual environment of learning that allows an automatic documentation. The documentation of these dialogues is basic, therefore at a revision moment the process can be retaken easily

e) When finishing and approving the text base1 the orienting professor receives the text base2, with the activities that will allow the interaction between the students. The activities are based on the suggested activities that the professor presented in the education plan. The dialogues between analysts and orienting professor occur again.

f) The professor when finishing and approving the text base2 and its activities allows that the analysts finish the printed media with the last sections that complete this media, that are: a synthesis, activity of auto-

evaluation, word-key of the content of this unit of education and suggestions of readings, research, sites, and the indicated bibliography

g) To the general end of all learning process the responsible professor for each discipline writes an introduction of the fascicle, presenting the complete content to the student. The finished fascicle is directed to the team of text revision.

The didactic materials that this methodology considers consist of the didactic printed media, audiovisual didactic media and the scripts of lessons written to the guardianship.

The audiovisual media possess a way of specific conception, differentiated of the media described above. The printed media follows a didactic and instructional standard that originates the fascicles and the audiovisual media divides in video classes and tele classes.

The team of development of pedagogical contents analysts also is responsible for the production of the “pedagogical scripts”, focused in the production of video classes (with characteristics of educative videos). It is interesting to observe that these scripts are developed from the aiming given for the responsible professor of the discipline, in the education plan

The didactic objective of video classes is to make simulations, and give examples that facilitate the transposition of the theoretical contents to the reality of the student. Through this transposition the student learns in which practical situations the knowledge can be applied. This proposal has great didactic

value, therefore through the junction of effect as sounds, images, animations, is possible to call the attention of student for the learning.

Tele-classes have different characteristics educational witch are the synthesis of the contents presented in the units of study. It is carried through a mini-lesson (of 10 the 20 minutes long), recorded for the responsible professor of the discipline.

Tele classes is very important, therefore it presents the professor to the student who not present, and [8] brings an important quarrel to the subjects:

The recorded lessons are very criticized by restricting the use to of the resources of the audiovisual language, however in some cases, it is necessary the explanation of a professor for one determined subject and by the times, this expedient is used so that the students see at least the image of its professors. The managing team must define the intentions and the part that the video will play in the pedagogical drawing.

The objective of tele classes is to rescue the concepts presented in the printed media, gathering all the activities, with the ones presented in the video classes. At this moment the student is instigated to carry through an auto-evaluation.

As much video classes, the tele classes is made through technician scripts , developed by specialists scriptwriters in the audiovisual language, and must be approved by the responsible team as the supervisor, coordinators and professors.

In parallel all these process in the finishing of the units of education, the lesson scripts to the tutors are them developed.

Technical a guardianship script is the forecast of the contents and activities of a lesson or some lessons that compose a unit of study. It also deals with details as the presentation of works and the handy material, etc.

The guardianship script complements itself as a lesson plan. It is mandatory that the script and the plan of education are coherent: in the definition of what it going to be taught in one determined period, on the way the activities must be directed, as the quarrels must be made and it will be the evaluation.

In summary, the guardianship scripts are guidelines of as the tutor must act in the mediation of the contents, the didactic printed materials and the audiovisual didactic materials.

As [6] “the role of the tutor would be knowing humans knowledge and of knowing information (...) being communication more important than information. Its function is not to pass on content, but to guide the

Considerações Finais

This is a brief description of a methodology for the construction of a complete didactic material for distance learning courses, composition of printed media, audiovisual media and guardianship scripts. Peculiar to this methodology, it is to keep the responsible professor of each discipline next to the didactic material, rescuing in the relation in between education (teacher) and learning (student) having a base the Plan of Education, where the professor conceives and visualizes its actions in a “classroom”, through all the detailing that a planning demands.

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