

Teacher Education in an Online Drug Course: Contributions to Harm Reduction and the Collaborative Learning

Formação de Professores em um Curso On-line sobre Drogas: Contribuições da Redução de Danos e da Aprendizagem Colaborativa

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Abstract

Considering the difficulties of the teachers to carry out educational actions on drugs, a 30-hours on-line course centered on Harm Reduction was built and implemented in 2017. The training was attended by 51 professionals of the education network, mainly of Rio de Janeiro. Through the dialogic approach adopted at virtual forums, the course was based on collaborative learning. The analysis of the content of the forums available during the training, revealed the potential of this form of learning in the understanding of concepts about drugs. Experiences among the participants helped to produce educational interventions. The results suggest that collaborative strategies can be used in on-line training and are suitable for the construction of spaces for dialogue and learning among teachers. In this way, they can serve as a model for other training in the area of education and / or health.

Keywords: Collaborative learning. Teacher training. Drug education. E-learning.



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Resumo

Considerando as dificuldades dos professores para realizar ações educativas sobre drogas, foi construída e implementada uma formação on-line de 30h sobre educação, drogas e saúde nas escolas, centrada na perspectiva da Redução de Danos. A formação contou com 51 profissionais da rede de ensino, principalmente do Rio de Janeiro. Por meio da abordagem dialógica e fóruns virtuais, o curso privilegiou a aprendizagem colaborativa. A análise do conteúdo dos fóruns, produzidos durante a formação, revelou o potencial dessa forma de aprendizagem na compreensão de conceitos sobre drogas e a troca de experiências entre os cursistas no desenvolvimento de atividades de intervenção sobre o tema. Depreende-se que as estratégias colaborativas podem ser utilizadas nas formações on-line e são adequadas para a construção de espaços de diálogo e aprendizagem entre professores. Desse modo, podem servir de modelo para outras formações na área do ensino e/ou saúde.

Palavras-chave: *Aprendizagem colaborativa. Formação de professores. Educação sobre drogas. Ensino on-line.*

1. Introduction

Educational investments in the field of Drug Education have been frequent in Brazil. At the end of 1990, with the publication of the PCN (National Curriculum Parameters) on health, the theme was suggested with priority to be worked in schools to prepare young people for healthier reflections and life practices (BRASIL, 1998). This perspective was reiterated by Law 11,343 (BRASIL, 2006). However, Coelho's study (2019) revealed that, at the national level, only two programs took large-scale continuous actions to prepare teachers and teaching professionals to deal with the theme: the SUPERA course and the Course on Drug Use Prevention for Public School Educators, both initiatives were distance training courses, and sponsored by the National Secretariat for Drug Policies (SENAD) of the Ministry of Justice (MJ).

The SUPERA course was offered free of charge through the partnership between the Federal University of São Paulo (UNIFESP) and other institutions, but was not intended for teaching professionals. The second course was offered in the Modality Of Distance Education (DE) by the Program of Studies and Attention to Chemical Dependencies (PRODEQUI) of the Federal University of Brasília, with a workload of 180 hours/class, being offered in different States from 2004 to 2014 (SUDBRACK et al., 2015).

Given the lack of free training that prepare teachers for discussing drug related issues and their difficulties and unpreparedness to deal with the phenomenon of the consumption of licit and illicit drugs by the students (FERREIRA et al., 2010; ADADE; MONTEIRO, 2104; MOREIRA et al., 2015; SUDBRACK et al., 2015; COELHO, 2019), in 2017, an DE training was conceived and implemented for public school teachers. The course was entitled Education, Drugs and Health in Schools (EDS). Based on a dialogical educational approach, which favored Collaborative Learning (CL) and the perspective of Harm Reduction (HR), the training aimed to stimulate the construction and development of educational activities for the discussion of drug use in schools where these professionals worked. This initiative resulted from the partnership between the Oswaldo Cruz Institute and the CECIERJ Foundation.

In the present article we first present the theoretical foundations of CL and HR, as well as the themes and pedagogical strategies of the EDS course. We then examine the interactions between the cursists and the mediator teacher in the virtual learning environment, from the content of one of the thematic forums. Through this analysis, the objective is to reflect on the potential of training via DE and on how such theoretical foundations favor the development of educational actions on drug consumption in the school context.

2. Harm Reduction and Collaborative Learning via DE: conceptual contributions

According to Ribeiro's definition (2013, p. 45), HR is based on a "set of strategies aimed at minimizing the damage caused by the use of different drugs, without necessarily requiring abstinence from their use". This approach takes into account several aspects, such as the multiplicity of the phenomenon, the diversity of substances and their uses and the social, cultural and psychological particularities of users. Thus, it allows a better weighting and individualization of the risks associated with use. Its application in the educational/preventive field aims to stimulate reflection and understanding of different factors that influence drug use, emphasizing the critical and emancipatory role of Education; in opposition to the failed policy of war on drugs.

In line with the perspective of HR, Acselrad (2017) argues that some educational activities on drugs in schools are reductionist, to the extent that they prioritize only chemical or biological aspects and do not address social aspects and critical thinking. In her words: "In science fairs in schools, as a result of banking education, young people reproduce the information disclosed restricted to the action of drugs in the central nervous system and to the legislation it condemns" (p. 213). This approach does not favor young people to know their psychic, physical and social limits and learn to be careful with psychoactive substances.

Informed by the assumptions of the HR, the EDS course had the purpose of stimulating - among the students - educational actions capable of fostering the autonomy of young people and considering their life contexts, instead of reiterating the prohibitionist discourse and war on drugs. From this perspective, it addressed historical, sociocultural, political and economic factors related to the consumption of licit and illicit drugs and stimulated the exchange of information, experiences and opinions among participants based on Collaborative Learning.

Although the idea of working together (*collaborare*, working with) is implicit in the term "Collaborative Learning" (CL), the definition of collaboration is not consensual in the literature, as Dillembourg (1999) points out. For the author, collaborating necessarily includes collective work aiming at a common goal. By characterizing the conditions underlying a collaborative situation, he argues that in CL there are the symmetries of actions (the same actions are possible for all), knowledge (no participant a priori holds more knowledge than the other) and status (absence of hierarchy). For Dillembourg (1999), symmetries are fluid throughout the collaborative process, since in the execution of specific tasks or in discussions about also specific knowledge, localized asymmetries can occur naturally, without compromising the general condition of the collaborative dimension.

The use of Information and Communication Technologies (ICTs) as mediators of collaboration and collaborative learning gave rise to the field of computer-mediated CL (CSCL). Thus, in a virtual environment characteristic of CSCL, learners do not react in isolation, but learn through their interactions, asking questions, developing joint lines of reasoning, learning and also learning to learn from their peers (STAHL; KOSCHMAN; SUTHERS, 2006). More recently, CSCL is strongly associated with the use of the Internet and with DE, although its general principles remain the same; since technologies provide support for learning that, as already said, occurs essentially through peer interactions.

From the perspective of Pimentel and Carvalho (2020), the interaction between participants of online training favors new learning scenarios, since we are crossed by different knowledge and formative processes of multiple educational networks. This principle is opposed to the individualistic learning typical of the instructionist-massive approach, often adopted in DE, in which the student interacts predominantly with the contents of the discipline. Based on the assumptions of cyberculture, the authors argue that “widespread networking” favors learning in multiple paths. This collaboration happens when the students come into connection with each other, produce synergies, circulate and distribute information that appropriates different educational contexts.

Following this line of opportunities to allow new learning scenarios, Teixeira and Almeida (2015) explore the use of DE in the development of reflective practices in teacher education. For the authors, in virtual spaces there are different exchanges, stimulating the emergence of new learning situations. In this way, Coelho and Monteiro (2017) consider the practice of DE in teacher training an excellent educational bet for its reach and availability of technological resources of virtual platforms. That is, professionals with different personal and/or pedagogical experiences can connect from a distance to learn from each other, which would be unfeasible for some in person, given the great demands of work in the area of teaching.

Câmara e Silva (2019) have broadened the debate about the potential of the exchange of knowledge via collaboration as something promising of the DE. Health formations or related fields, capable of integrating daily and professional experiences and sharing up-to-date knowledge of science, constitute a democratization of knowledge. This can make training more attractive and help reduce evasion. Especially in the case of drugs, the EDS course sought to contemplate the sociocultural, economic, political and network culture (cyberculture) aspects in the lives of participating teachers. Thus, taboos and controversies were questioned from the CL with the purpose of promoting debates on the HR.

3. Online course on drugs

The EDS online course was held entirely online, lasting 30 hours, over 12 uninterrupted weeks, through the MOODLE (Modular Object-Oriented Dynamic Learning Environment) platform; following the format of the continuing training program for teachers of the CECIERJ Foundation.

Based on the works of Monteiro et al. (2008) and Sudbrack et al. (2015), the course aimed to offer new perspectives and deconstructions of myths about the drug theme. It also aimed to guide and equip teachers with strategies on the subject, stimulating the construction of preventive-educational actions in their schools, being organized in 10 thematic forums, as presented in Chart 1.

Table 1: Pedagogical issues and objectives in each week of the EDS course

Subject	Description of activities
Week 1 Presentation of the cursists	Presentation of the students in the forum. The students should comment on three aspects: (1) their initial training, (2) subjects that are taught in school and (3) motivations and expectations in relation to the EDS course.
Week 2 What do you think about drugs?	Beginning of the exchange of experiences on the subject of drugs, in order to make the students comfortable to talk openly about the subject and recover their impressions. The forum had two questions: (1) cite examples of drugs (licit and illicit) that you know and are present in your daily life and in the lives of your students and co-workers at school; (2) What is the difference between the use of ABUSIVE and RECREATIONAL drugs?

<p>Week 3 Drugs have been with us for a long time!</p>	<p>Offer of a text on the historical use of drugs. After reading, the courseist was invited to participate in the forum of the third week, being encouraged to research about a type of drug and later publish: 1) illustration about the chosen drug; 2) brief summary on WHO uses the drug, WHERE and HOW it is consumed and WHAT the consequences of use for the user and society; 3) source of information. Every courseie should choose a drug without repeating it. When repeated, the courseist was notified to elect a new substance.</p>
<p>Week 4 Prohibit or reduce health damage? You decide!</p>	<p>Debate on Harm Reduction (HR) as opposed to the prohibitionist approach. It was offered supporting text and the animation entitled "Guerra ao Drugo" (free access on youtube) to subsidize the debates in the forum of week 4. In the forum, the courseist should answer: (1) what message the video gave him; (2) what are the implications of differentiating bid and illicit drugs.</p>
<p>Week 5 More or less DAMAGE?</p>	<p>(Continuation of the discussion about HR). A problem situation was offered, in that a family used different chemicals (legal and illegal). The Based on this scenario, the forum issued two questions to course participants: 1) from of the knowledge obtained in this training, would you say that all members of the family use drugs? Why do think this way? 2) comment on the reasons and consequences of the use for the life of each users.</p>
<p>Week 6 Drugs and cinema: possibilities for intervention</p>	<p>It was suggested the movie "Bicho de sete cabeças" (free access on youtube) and brought a problem situation, developed by a imaginary teacher, called Claudia. The purpose was to stimulate the analysis of the film as a pedagogical resource and to understand the main utilities and anuses with the use of the film in class. The forum brought the following questions: 1) comment on whether Professor Claudia's proposal contributes to a preventive approach on drugs. Why?; 2) What other film do you suggest to promote a drug debate with students? Comment on the choice of this film, from the pedagogical point of view.</p>
<p>Week 7 Music and image as educational tools</p>	<p>It was suggested the music video "Cachimbo da paz" by Gabriel the thinker (free access on youtube). The song was contextualized in a problem situation in which Professor Roberto used it with elementary school students to talk about the theme of drug legalization. After watching the clip, the students should participate in the forum of week 7, answering the questions: 1) do you think roberto's pedagogical proposal is suitable for the audience of students? Comment on your thinking; 2) what suggestion of image, illustration, meme, cartoon or comic would you suggest to Roberto to work with this class to complement the debate next to the lyrics of the song? How could this image contribute to a preventive discussion about drug use with these students?</p>
<p>Week 8 Organizing Hands on: a preventive activity at my school</p>	<p>Proposal to build intervention actions that took advantage of other experiences already carried out or possible to carry out, followed by their submission on the platform. In addition to appropriating the ideas of the classmates, the mediating teacher raised questions about the proposals, especially the real and practical possibilities of the intervention centered on the premises of the HR. The spaces of exchange and joint learning were greatly highlighted throughout week 8, and the student was frequently questioned about the possibility of his intervention becoming a continuous action (viability and continuity) in his school and the emergence of intra- and interinstitutional partnerships, a point rescued throughout the formation.</p>
<p>Weeks 9 e 10 Hands on: Implementing a pedagogical action to prevent drugs</p>	<p>In this fortnight of the course, the thematic forum encouraged colleagues to comment on the results of the actions in the previous week. They should comment on the EASIES and DIFFICULTIES of implementation, whether it occurred as planned or took different directions. The intention was to dialogue about the planning of activities and the adaptation of interventions, encouraging them to be monitored and to manifest themselves on the development of their proposals; although they didn't go as planned, given that ideas about HR were recent for most cursists.</p>

<p>Weeks 11 e 12 Sharing actions and knowledge about drugs</p>	<p>This fortnight presented 5 final forums rather than a single forum. Each forum presented a representative student (mediator) in order to facilitate the debate between intervention actions. Together with the mediator teacher, this mediator of the class talked with the members of the group, encouraging each one to present their perceptions about: (1) the POTENTIALities and main DIFFICULTIES in the implementation of their Hands in the mass in their school; (2) what they would CHANGE and what they would KEEP in their Hands of Mass so that it would become a continuous action; (3) what each student thought of the proposal of at least one coursecolleague in his or her group.</p>
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Source: Adapted from Coelho (2019).

All thematic forums of the EDS course stimulated the reading of colleagues' posts and dialogue between the students. Additional questions have been added to the forums, specifically for some students or directed to all participants. The evaluation criteria (income) in the forums were thus scored: 1) attendance to the questions of the statement; 2) comment on the answers of at least 1 student and the questions of the mediator teacher (at least 1 question). These criteria favored a closer reading of the participants and reflections on complementary issues, which corroborated the collaborative practices intended in online training.

Another point, especially in weeks 6, 7 and 8, was the possibility for the cursists to dialogue about different pedagogical resources they knew (movies, memes, cartoons, songs, etc.) or had used them. Especially in these weeks, the proposal of collaborative learning could be better evidenced, given that practical experiences of teachers emerged and served as support to think about new pedagogical proposals, centered on less repressive approaches and more focused on welcoming and exchanging knowledge.

In this article, we chose to highlight excerpts of the exchanges in the forum, which occurred in week 8, focused on the elaboration of the intervention on drugs, the "hands on", to be implemented in the teaching units of each student. Through these descriptions, we intend to highlight situations that illustrate collaborative learning.

Week 8 Forum: Preparing Hands on, a prevention activity at my school

Teachers, in this forum we will bring and read the ideas of colleagues to start building our Hands on in our school. You can submit your material at any time, but we suggest you send it by the end of the week after you have exchanged ideas with the teacher mediator and course colleagues and be sure of the proposal you want to make. The mediating teacher will help you in any way you need and the guidelines will be opened exactly so that everyone can follow and be able to give an opinion on the work of other colleagues. So, openly the orientation will be as a team! The mediator teacher will provide guidance only. The choice and decision are always yours, teachers.

Let's start getting ready! CREATIVITY and VIABILITY within the proposed period. NOTE: Dear teachers, READ the posts of colleagues. Some tips can suit you! Try to dialogue with our humanizing and more dialogical proposal and escape from the traditional, informative and not always the most enlightening way. Stimulate new looks and broad discussions

As established in the statement, the dynamics of this forum consisted of each cursist reading the proposals of the others and questioning them about their viability, giving suggestions for possible actions that could be added. Even part of the formative evaluation was composed of the contributions of each courseist to the project of at least one of the colleagues.

The use of collaborative virtual environments as continuing teacher training resources has been the subject of recent studies in Brazil. In the field of Biology, El Hani and Greca (2011, 2013) highlighted the remarkable preference of teachers for discussions held in forums linked to virtual learning environments, especially asynchronous spaces. The EDS proposal was designed with the objective of allowing the collaboration of ideas to occur when participants could have access to MOODLE, following a line in which the mediator proposed questions that would start from the concrete experiences of the cursists. We also considered a learning scenario in which a more experienced student could guide a colleague with less experience, taking into account that they would have only 15 days to develop the actions.

Based on the techniques of data processing and interpretation called Content Analysis (FRANCO, 2012), initially all posts of the online forum of week 8 were read for identification and selection of semantic content associated with the theme of collaborative learning. Isolated expressions, verbs and nouns constituted Units of context (UC), important for the rescue of the ideas contained in the thematic forums, rescuing speeches and expressions that signaled the dimension of collaboration among the cursists.

4. Results and Discussion

Of the 49 students who participated in the EDS course, 38 were women (77.5%) and 11 men (22.5%). Among the cursists, the age group of 30 - 49 years prevails, as recorded in Chart 2.

Table 2: Profile of the 49 students

Profile of the students		
Gender	Female	38 (77,5%)
	Male	11 (22,5%)
Average age		40,1 anos
Average teaching time		6,5 anos
Training (higher level completed)	Graduation	6 (11,77%)
	Lato sensu	35 (68,62%)
	Master's	9 (17,64%)
	PhD	1 (1,97%)
Job	Teacher	45 (91,84%)
	Pedagogic	2 (4,08%)
	Counselor	1 (2,04%)
	Principal	1 (2,04%)
Network of operations	Public	40 (81,64%)
	Private	8 (16,32%)

Source: Coelho (2019).

The course included professionals living in 18 of the 92 municipalities of the State of Rio de Janeiro (19.6% of the cities in the state). There was also a cursista from Guarapava (Paraná) and another from Lauro de Freitas (Bahia), indicating the potential for national reach of the cecierj foundation courses.

Of the 49 assiduous training students, 36 participated in the debates of the 8th week forum. The posts took place in asynchronous episodes. Therefore, the students took from a few hours to days to

make their comments. This high permanence of course participants (72%) stands out, since the dropout in teacher training courses in Brazil - even those with asynchronous activities and on varied topics - is admittedly early and high (LUZ et al., 2018). The intrinsically collaborative methodology may have contributed to the permanence in the distance course (FAVERO; FRANCO, 2006). This approach, added to the participation of professionals with diverse backgrounds and experiences, allowed us to approach the different knowledge based on the assumptions of the HD (COELHO, 2019).

The transcriptions present below are examples of two interactions of interest. The name of the student is fictitious and the final letters of the pseudonyms refer to the discipline taught by the teacher (MAT: mathematics, LET: letters, SOC: sociology, EDF: Physical education).

Situation 1: dialog among the students MARTAMAT, ADRIANALET e MARCOSOC:

Good afternoon! Reading the guidance of the mediator teacher and the colleague, and also reflecting on the time available, came other ideas. The colleague suggested assigning a grade in the fourth bimester. I thought it was valid. I will choose a class to develop the work and even help in the grade, because in the third bimester I obtained only 4 approvals in one of my classes, even with all the support. (...) The matter to be handled, I'll leave on their research. I will point out the theme: "Drugs and Violence in schools". And one of the classes I'll take a video to help you think about the work that will be done in the next lesson. We'll talk about what they thought about doing, give suggestions and the culmination will be at the school event on November 22. I'll only work with one class. And let's think about the best way to take this subject in a practical and pleasurable way. Cheers. (MARTAMAT)

Then the student ADRIANALET responded to the colleague's post with the comments:

I feel that for a first moment (even more that we will be in the application phase of PROVA BRASIL this week), the work should be done more timidly, involving one or two classes at most, the most problematic. I think of one seventh-grade class and an eighth grade class. The activity (for it to be carried out) must count point for the fourth bimester (nothing more motivating, is not it true?). (...) If I were a math teacher, I think the questionnaire would consist of them choosing - from a wide list of options - which they can't pass without. E.g. Food / clothes / travel / tours / home / car / parties ... would leave other spaces blank for them to complete with items that they cannot be without (i would then check if they are part of the reality of the inclusion of alcohol, cigarettes, etc.). It would assign a value to each item and stipulate a value that they were supposed to receive per month. At the end of the questionnaire, they would do the calculation and then the question would come in: - can you pay for everything you need with the money you receive per month? What IS INDISPENSABLE and what IS NOT INDISPENSABLE in your lives? In fact, this questionnaire would serve as a thermometer to identify the reality of the students and, next year, continue the research. REINFORCING: perhaps this idea is fruitless. I have to think about it better. Time is pressing and we are in the last semester of classes, students begin to miss and the head of each one already thinks about the holidays. To take something from them only at the base of the exchange: THE ACTIVITY IS WORTH POINT. Awaiting the considerations of colleagues and our dear teacher-mediator. (ADRIANALET)

Analyzing the interaction between the cursists, it is noted, already in the first sentence, that the contributions of the other cursists and tutor guided the reflection of MARTMAT. It is also possible to indot that MARTAMAT's suggestion to assign a note to Hands in mass seems to have been appreciated by ADRIANALET. Thus, a dialogue was established in which ADRIANALET expanded the scope of the discussion, suggesting the strategy of mapping the reality of the students (knowledge of vulnerabilities) so that the mathematics teacher (who recognized the limitation of the time for the interventions) could continue with the proposal in the following year. That is, it is noted that ADRIANALET proposes to the teacher of another discipline a task of interdisciplinary character more appropriate to the short time that the colleague had. Complementing the discussion comes the contribution of the courseenist MARCOSOC:

ADRIANALET and colleagues, today we have a serious problem, which is to motivate the student to do something. Assigning punctuation is a feature we use for sure. I'll do that in my activity, too. Think of some way to insert the theme of this course into your discipline. It could even take a questionnaire, but leading students to think about the government resources that are currently spent without drugs no longer being a problem. You don't see an educational campaign, but millions designed to arrest and kill people who are part of a social problem, but they're not the cause of it. State governments spend a lot of money on the war on trafficking, but do not have an educational drug discussion program. I teach sociology and this subject is not addressed at any time. This is misuse of the public budget. (MARCOSOC)

MARCOSOC recognizes the difficulty of motivating of students reported by colleagues and considers Hands in the mass as an evaluative proposal to be used with students. Thus, it complements ADRIANALET's idea of the construction of a student evaluation questionnaire. As a professor of sociology, MARCOSOC considers it important to raise questions about the economic influence on drug policies. This interaction evidences the dialogical and collaborative dimension that emerges in the debate, the incorporation of HD in the criticism of monetary waste in the campaigns of War on Drugs and the valorization of more participatory debates in schools. After other interactions, student ADRIANALET returns with another comment:

The conversation is good! I'm going to take it out, I'm going to do the job with one class. The seventh grade, where there are more students with low grades. Most live in community and witness all kinds of violence, including due to drug trafficking. I will inform them TOMORROW afternoon (two times with the noise class) the proposal to improve the score (3 points additional to the note of the fourth bimester). I will take some material that will introduce the subject; I will schedule the film to be projected on another Monday 30.10. During the week they will have the task of searching for images of different types of drugs and bringing to paste on a panel that will be fixed in the classroom or in the hallway of the floor. I imagine writing the following sentence as a title in the work with images - DRUGS: THE CHOICE IS YOURS. Do you agree, class? Teacher mediator? The panel will be assembled by the class during the week (before watching the film. On 30.10 will be the presentation of the film. (...) Now, I ask for the help of the class: please indicate to me a film that is not too long! I'm counting on you! (ARIANALET)

After the short-term debate, ADRIANALET itself reviews its initial position of working with two classes. In addition, she chooses to develop the intervention only with the seventh-grade class, effecting martamat's evaluative proposal. At the same time, ADRIANALET establishes an exchange when making suggestions for

MARTAMAT. Betting on the audiovisual resource to also touch on the subject of drug trafficking, calls for the indication of other students about a strategy (a short film) to be the triggering tool for such debates.

Situation 2: interaction between ADRIANALET e LUCASEDF that reveals the collaborative potential in the forum from week 8

Good afternoon! I'm a physical education teacher and I'm thinking of presenting a video and then a debate with my first-year high school students about drugs in sports. The themes would be; the use of dopantes by athletes and their harm to health and foul play to obtain the results and sports practice as an educational tool to combat the use of drugs by young people. I would like the opinion of Francisco and colleagues of the course with some suggestions! (LUCASEDF)

Although the learners recognizes the importance of exchanging experiences – which emphasizes collaboration – he still reproduces the idea of “combating” drug use. This has been noted in other posts throughout the course. The cursista ADRIANALET commented:

The topic of doping in “Dirty Game” is interesting, LUCASEDF, During the Olympics this became transparent. The number of “asthmatics” seems to be too large among sportsmen, especially among swimmers. <https://super.abril.com.br/sociedade/17-medalhistas-olimpicos-do-rio-us-aram-algum-tipo-de-doping-indicam-documentos-obtidos-por-hackers/> (ADRIANALET)

In addition to recognizing the importance of talking about doping from a biological and social point of view, ADRIANALET sensitizes LUCASEDF to the importance of discussions on ethical practices in sport. The student offers the professor an article of the magazine superinteresting that addresses the case of swimmers and other sportsmen who benefited from asthma firecrackers, since they contained steroid substances that increased the performance of athletes in the Olympic Games. Specifically in this situation 2 is the teacher of letters who offers a complementary material to the teacher of Physical Education. This interaction reveals the interdisciplinary and transversal potential of collaborative action, such as the sharing of scientific and public health knowledge.

Although the course presented multiple educational technologies (animations, music lyrics, supporting texts, etc.), the core was the thematic forums. These proved to be widely interactive so that communication between the students could take place. Thus, the format of the DE course was broken in which the student interacts only with the didactic tools of the course, failing to take advantage of the daily and pedagogical experiences that emerge in the debates. This knowledge, as referenced by Pimentel and Costa (2020), becomes important to be talked about, rethought and questioned, enabling new looks and thoughts on the themes.

The two interaction situations in the week 8 forum illustrate the learning process from the collaboration between the cursists. The careful reading of the post of another, in order to contribute their own experiences, reveals the concern to analyze and respond to the colleague (most often unknown) constructively. In this context, based on the records presented of the cursista-cursista interaction, we seek to highlight an exercise of intellectual solidarity, human values of coexistence and the humility of recognizing the knowledge of the other teacher as something that can favor one's own practice (COELHO, 2019). With extensive experience in DE, Sudbrack et al. (2015) highlighted the importance of building bonds and sharing different pedagogical experiences. A challenge (and a differential) of the EDS course was precisely to

seek the construction of such bonds, given that the course took place totally online. These findings help us to think how a course on drugs (marked by taboos and longings) can be elaborated, taking advantage of the practical and theoretical experiences of the cursists, even if there is no face-to-face contact. Whether in the reflection on an educational tool of the course or the report of a successful teaching experience, the debates in the forums promoted discussions and productive exchanges about the teaching practice that would characterize them as communities of practice, although essentially virtual (El HANI; GRECA, 2013). A recent study by Martins et al. (2020) also walked in this direction, pointing out how the use of forums in continuing education courses allowed identifying the perceptions of teachers about their food health and their students.

In short, the results presented indicated how a entirely distance course on drugs can stimulate the exchange of ideas, tools and teaching strategies that favor different school realities. Through this approach, we sought to break with the ideal that the practices of the cursists are less important than the “contents” of the course to the extent that all knowledge offers real and viable possibilities for new educational practices, as suggested in the transcribed statements.

5. Final considerations

According to the literature, online courses are legitimate alternatives for the continued training of teaching professionals, especially on topics absent from regular training, such as drug consumption and abuse. If it is based on democratic mediations (everyone’s ideas are considered), the interaction between online cursists can foster new educational proposals. This potential assumed even more relevance from the measures of social distancing, resulting from the recent pandemic of Covid-19.

The findings reveal the potential of courses centered on CL as motivators for the continued education of teachers, exploring the life experiences and technical and pedagogical knowledge of the participating educational agents. Based on the evidence pointed out, other subjects not foreseen in the training may arise through collaboration between the cursists, stimulating dialogue between professionals from different areas of training. This diversity favors interlocutions about the phenomenon of drug use from the construction of new learning scenarios. Thus, participants can feel confident in sharing their longings and life experiences associated with the topics covered in the course.

In future investigations, it would be worth analyzing the process of implementation of “hands on” in the classroom and other collaborative learning situations observed throughout the course, but not contemplated in this article. Considering that the online course EDS continues to be offered, being in the eighth edition, additional research can also expand the analyses on its impacts on educational practice and the needs of improvement.

Considering the results described, we hope that the management model of the EDS course forums can serve as an example for other training scans that seek to stimulate the exchange of experiences among participants and sensitize educational practices on various subjects. And, since then, favor the quality of life of the cursists, centered on more collaborative debates and less repressive.

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