

Textual Analysis of Academic Production on Guardianship Processes Within the Scope of Distance Education

Análise Textual da Produção Acadêmica sobre Processos de Tutoria no Âmbito da EaD

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Cristiano da Cruz Fraga ^{1*}
Cecilia Decarli ¹
Cíntia Inês Boll ¹

¹ Universidade Federal do Rio Grande do Sul- Rua Ramiro Barcelos, 2600-Prédio Anexo - Santa Cecília, Porto Alegre – RS/ Brasil.
*dacruzfraga@yahoo.com.br

Abstract

The tutor is one of the main mediation agents for teaching and learning in distance education due to the proximity he has with the student. Analyzing studies related to tutor / tutoring allows us to verify what has been approached as relevant themes for this theme. The objective of this work is to analyze 90 articles (6.55% of the total production) published in annals of CIET/ENPED- International Congress of Education and Technologies / Meeting of Researchers in Distance Education in the editions from 2012 to 2018. Through qualitative analyzes processed in the IRAMUTEQ software, we developed different graphic analyzes based on a textual corpus generated by these articles, which allowed us to verify what an expressive portion of Brazilian and foreign academic works on tutor / tutoring address in the annals of the selected event and their relationship with Technologies. The study compiles data and becomes an interesting search tool for the construction of academic works, as well as documents that guide the tutoring theme in distance education.

Keywords: Tutor. IRAMUTEQ. Textual analysis.



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Resumo

O tutor é um dos principais agentes de mediação de ensino-aprendizagem na EaD pela proximidade que tem com o estudante. Analisar estudos referentes ao tutor/tutoria nos permite verificar o que vem sendo abordado como temas relevantes para esta temática. Este trabalho tem por objetivo analisar textualmente 90 artigos (6,55% da produção total) publicados em anais do CIET/ENPED- Congresso Internacional de Educação e Tecnologias / Encontro de Pesquisadores em Educação a Distância nas edições de 2012 a 2018. Por meio de análises qualitativas processadas no software IRAMUTEQ, elaboramos diferentes análises gráficas a partir de um corpus textual gerado por estes artigos, que nos permitiram verificar o que abordam uma expressiva parcela dos trabalhos acadêmicos brasileiros e estrangeiros sobre tutor/tutoria nos anais do evento selecionado e sua relação com as Tecnologias. O estudo compila dados e torna-se um instrumento de busca interessante para construção de trabalhos acadêmicos, bem como de documentos que norteiam o tema tutoria na EaD.

Palavras-chave: Tutor. IRAMUTEQ. Análise textual.

1. Introduction

The modality of Distance Education - DE - has been collaborating and expanding the democratization of teaching, as well as contributing to different forms of knowledge acquisition through technologies. The transposition of obstacles that this type of teaching offers is what makes it constantly expanding and reaching more and more students (ALVES, 2011).

DE has several actors involved in the teaching-learning process, among them, we highlight the face-to-face tutors and distance as closer to the student. These actors together with teachers and DICT - Digital Information and Communication Technologies use pedagogical strategies that make the student gain access to teaching by synchronous and asynchronous means. According to Litto (2012), the tutor carries out several activities inherent to the function, such as sending and receiving e-mails, responding to students in the virtual learning environment (VLE), using forums and online chats, publishing and making available complementary material, correcting activities, publishing information on the VLE notice wall, among other demands.

The roles of the tutors may vary depending on the organization of each institution and the course to which they are part. According to references of the Ministry of Education, in the role of tutor we have two models: the online tutor and the face-to-face tutor (BRASIL, 2007).

The online tutor, also called a distance tutor, mediates the pedagogical process with the students by the institution itself, which takes place through the VLE. This professional is responsible for promoting collective spaces for the exchange of knowledge, selecting and providing complementary and support materials for the theoretical contents of the course, participating in the teaching-learning evaluative processes in partnership with the teachers, that is, the online tutor. does tutoring in the disciplines, mediating between content and students (PRETI, 2003).

The face-to-face tutor assists students in the face-to-face support centers, through the indication of materials, orientation of activities, encouraging research, clarifying doubts regarding classes, the administrative processes of the course and the technologies used. This tutor must know how to use the DICT, especially the VLE of the course and, also, needs to be present in face-to-face moments, such as assessments, classes, meetings and others. This actor is a mediator between the course (hub management, academic departments, course coordination, teachers) and the student (PRETI, 2003).

The skills required for tutoring will vary according to your model. According to Gonzalez (2005), the role of the tutor in distance education runs through the renowned ones, since the tutor is a professional who is directly linked to the student and is responsible for linking the extremes of the system between institution and student. Among other duties and competencies, the tutor needs to understand the different pace of each student, have technological knowledge and the material available in the course, have common sense, be active, organized and with a spirit of leadership. The competence of this professional is not linked only to his profile and dedication related to his personal skills, but to actions that are geared to the course project.

The tutor contributes to the student's permanence in the distance learning modality. According to data from the Brazilian Distance Education Association (ABED), students enrolled in fully distance learning courses accounted for 519,839 against 476,484 for semi-distance learning (EAD.BR 2015). According to the same institution, the rate of dropout students in online courses reaches 50%, and in the semi-presential modality, 25%. From this data, we infer the importance of the face-to-face tutor, as well as the use of his skills in the context of distance education. According to data from the last EaD.br Census released by ABED (2016), the main reasons for evasion raised by students were: lack of time, accumulation of activities, lack of adaptation to the methodology (difficulties in using VLE and technologies), unemployment, travel, costs and work impediments.

Understanding tutoring practices and studies is essential for enhancing and recognizing the distance learning modality. We start from the question: what do academic papers address on the tutoring processes and what is their relationship with Technologies?

This study aims to analyze the textual content of the articles sent to CIET / ENPED (International Congress of Education and Technologies / Researchers Meeting in Distance Education) from 2012 to 2018, in order to verify which are the themes addressed in relation to tutor / tutoring in distance education and list textual classes that allow defining the proximity of the themes and their relationship with technologies and the teaching-learning process.

2. Material and methods

The present work, regarding the nature of its methodology, is classified as a content analysis (BARDIN, 1977), which is characterized by a qualitative method that occurs through quantitative analyzes that require the interpretation of the researchers involved from selected material. This section is divided into bibliographic search and data processing and analysis.

2.1 Bibliographic search

We verified review studies related to the tutor and tutoring theme. We list some that have in common to verify academic productions from different sources: Nunes (2013) analyzes, through a state of the art, national and international productions in journals and verifies the themes addressed; Bernal (2011) presents a state of the art on tutoring regarding practices and programs at national and international level; Preti (2003) makes a bibliographic survey referring to publications on tutoring in different languages, in

which he draws a comparison about the tutoring processes in mega universities in the world and in Brazilian universities.

The bibliographic search for this study occurred in the articles sent to the biannual international event called CIET / ENPED - International Education and Technology Congress / Researchers Meeting in Distance Education, which has been taking place since 2012, and as of the 2018 edition, it is no longer a Symposium and it becomes Congress. This event was chosen for publishing successive and current publications within the scope of Distance Education, as well as for the quality of articles it receives in relation to the theme of Technologies and for its circulation and exchange among the productions that foster the reality of researchers in the area in the last decade. international level. The event is a space for the dissemination and discussion of the results of research, practices and Brazilian and foreign experiences in this area of knowledge (CIET-ENPED, 2020). We emphasize that the option of this specific event, to the detriment of other journals in the area, occurred among other factors due to the fact that CIET / ENPED stipulates the presentation of similar texts in number of characters - which allows us greater significance in textual analyzes generated by chosen software.

The event's target audience is researchers, university professors and the public network of basic education, technical-administrative and graduate and undergraduate students, and aims to integrate and share actions that researchers and institutions carry out to promote improvement. in teaching-learning in distance or face-to-face, through the incorporation of DICT - digital information and communication technologies (CIET-ENPED, 2020).

The criterion for selecting articles from the proceedings of the event was to have the words: tutor / tutor / tutors / tutoring in their title, in order to list only articles that were addressed as the central theme of the study the tutor and their derivations. In a total of 1374 academic articles submitted in the four editions, 90 articles refer to tutor and their derivations, which represented 6.55% of the works sent to the event in total (figure 1). The other themes of the articles were related to subjects such as technologies, media, teaching and management and DE policy.

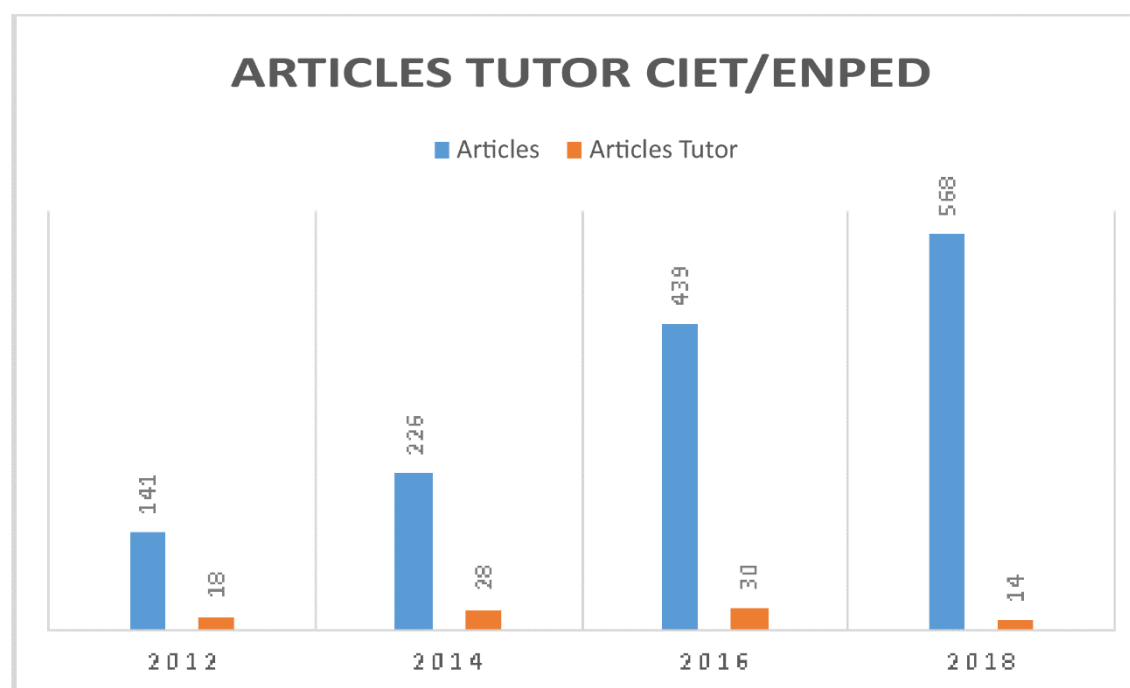


Figure 1: Graph indicating the number of articles referring to tutor and tutoring in CIET / ENPED editions.

Source: Prepared by the authors (2020).

After selecting the articles that contained the search term, we made a unique text corpus, containing as variables 90 texts containing the title, abstract and keywords of each article.

2.2 Data processing and analysis

The textual corpus generated was used to generate statistical and AFC analyzes using the IRAMUTEQ software. The analysis of textual data aims to overcome the dichotomy between quantitative and qualitative methodologies, since it allows the use of statistical calculations in essentially qualitative variables, in this case the texts used (CAMARGO; JUSTO, 2013). This type of qualitative methodology has evolved a lot over the years and has become specialized in the area (COPE, 2014).

IRAMUTEQ (Interface for R pour les Multidimensionnelles de Textes et de Questionnaires), is a free and open source software, developed under the logic of open source, licensed by GNU GPL (v2), uses the python language (www.python.org). This software was created by the French researcher Pierre Ratinaud who uses the same algorithm as ALCESTE for statistical analysis of texts (CAMARGO; JUSTO, 2013), therefore, the chosen method allows easy replication of methodology in similar studies, making it a useful reference to other researchers in the field of education.

This software allows the researcher to make several analyzes, from very simple, such as the basic lexicography that calculates the frequency of words, to the multivariate analyzes that classify the words in classes; for example, the software organizes the distribution of vocabulary, making it understandable and easy to view (word cloud) (CAMARGO; JUSTO, 2013).

Initially, we generated a word cloud, in order to verify which terms appeared the most in the articles selected for this study. The words were grouped and organized graphically according to their frequency, which allowed their identification with ease (CAMARGO; JUSTO, 2013). Afterwards, we generated a multivariate analysis called Descending Hierarchical Classification (DHC) which, in addition to allowing a lexical analysis of the textual material, offers lexical classes, characterized by a specific vocabulary and by segments of texts that share that vocabulary (CAMARGO, 2005), which allows to obtain classes of Elementary Context Units - ECU at the same time that they present vocabulary similar to each other, and vocabulary different from the ECU of the other classes (CAMARGO; JUSTO, 2013).

According to Camargo and Justo (2013), we list the main data generated in the analysis: Textual segments - IRAMUTEQ divides the textual corpus into text segments, considering the environment of the words and they are classified according to the vocabulary and frequency of the forms; forms - refer to the distribution of vocabulary according to textual segments; active and supplementary forms - the researcher chooses which forms he wants to keep active (main) and supplementary (secondary) during the analysis; mottos - determined by the process of changing words by software, in which verbs are converted to the infinitive, the nouns to the singular and the adjectives to the singular masculine.

After processing the data, we performed a detailed and careful analysis of the data obtained, since the use of the software is not a method of data analysis, but a tool to process it; thus, it does not allow an outcome with the analysis, since the interpretation is essential and the responsibility of the researchers who use it (LAHLOU, 2012).

From the data generated by the software in the Descending Hierarchical Classification (DHC) analysis, and word retrieval in the original corpus of the text segments associated with each class, we obtained the context of the significant words in the analysis and named the classes according to the set of data they represented. Finally, the correspondence factorial analysis made from the DHC represented on a Cartesian plane the different words and variables associated with each of the classes generated in the DHC and graphically demonstrated the proximity of the classes generated.

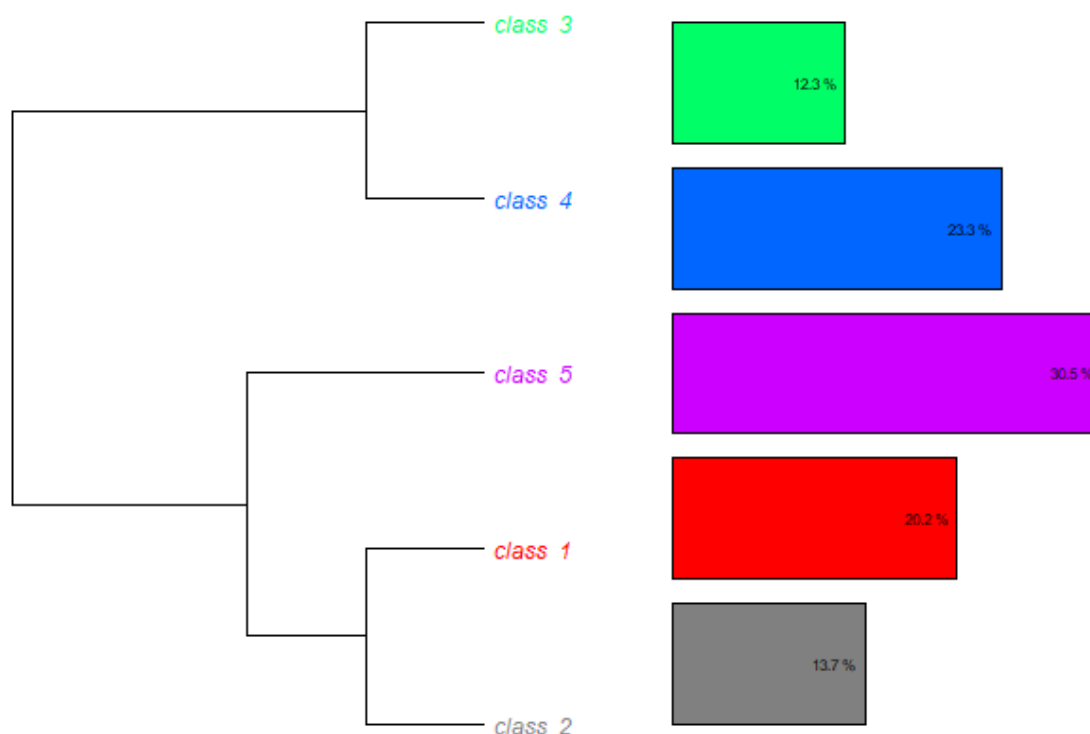


Figure 3: Descending Hierarchical Classification (CHD).

Source: Elaborated by the authors in the software IRAMUTEQ (2020).

The dendrogram (groupings with hierarchical ordering of classes) shows the corpus divided into two large sub-corpus, separating classes 1 (20.2%) and 2 (13.7%), which is related to class 5 (30.5%), representing more than 60% of the textual analysis, and in classes 3 (12.3%) and 4 (23.3%). All classes being related to each other. From the verification of the data, we analyzed the results and the original corpus to verify what each class approached in relation to the tutor / tutoring theme and, therefore, to name them by main subjects. The classes were named:

Class 1 = INTERACTION WITH THE STUDENT- The words listed in this class represent the works that address the student's monitoring processes by the tutor, related to VLE, learning, motivation and, less frequently, we have the issue of personal relationships and the link between the tutor and student. We highlight here data obtained in the word cloud that are relevant to this class: the term reflective appears 10 times, humanization appears 8 times and affection is mentioned 5 times, not being highlighted in the class.

Class 2 = TDIC- The words listed in the class represent the works that address the mediation processes of TDIC by the tutor, highlighting the words technology and educational, followed by other important ones in this analysis, such as: digital, pedagogical, social, evasion and some related to the previous class: human, dialogue, interaction and mediation.

Class 3 = THEORETICAL RESEARCHES- The words listed in the class represent the works that address research related to tutoring and its methodologies, the majority being of a qualitative nature, highlighting the word questionnaire, which shows to be the most common methodology in research of this type, followed by: approach, theoretician, interview, exploratory, documentary, bibliographic and other research.

Class 4 = INSTITUTION / COURSE - The words listed in the class represent the works that address research related to courses and institutions. Its main words are: university and federal, followed by UAB, training, pedagogy, Brazil, open, undergraduate and others that show that tutoring / tutoring research is carried out in the public sphere.

Class 5 = TEACHING- TEACHING AND LEARNING- The words listed in the class represent the works that address distance and face-to-face education, in articles related to teaching, life, incentive, career processes and, in general aspects, to the strengthening and enhancement of distance education. .

The factor analysis graph (figure 4) shows the proximity of the subjects in the articles that, for the most part, are interrelated, visually presenting the words listed in the multivariate analysis shown above. Class 1- Interaction with the student appears closely related to class 2-TDIC, also involved, but more distant from class 5- Teaching - Teaching and Learning. This makes us reflect on the involvement of formal tutoring relationships with the human bond and the activities that arouse motivation for distance education students related to the technologies used in this teaching modality.

We infer that the pedagogical interactions in DE, DICT and teaching related to the tutoring processes are closely related and have been proving to be a major challenge for the DE modality to maintain the student's permanence. According to Berti and Vermaas (2012), dropout is a problem to be faced in distance education, considering the growth and increase of enrollment in this type of teaching, and they list the presence of the tutor and their skills as a necessary strategy for reducing dropout and for processes of motivation.

Strategies that use affectivity in the teaching processes in distance education are also suggested as a way to reduce dropout. In this sense, we quote Wallon, who has his studies of affectivity closely related to distance education. Carvalho and Lima (2015), supported by the Wallonian conception for affectivity, suggest that it is important to create bonds in distance education, as this generates a sense of belonging to students, resulting in motivation in the teaching-learning process. For Wallon (2015), the environment is a primary requirement for learning, whether face-to-face or at a distance, it is not possible to explain a person's conduct when he isolates himself in relation to the environment in which he develops; therefore, affectivity is a fundamental requirement for the act of appropriating the environment to which the student is inserted. According to Mendes and Sá (2008), it is noted that in virtual courses, in which students were motivated by their tutors, they are the ones who have more student permanence, despite the adversities found in the trajectory.

According to Gonzales (2005), tutorial practice in distance education needs to be bold, in order to experience all the successful methods already proven and used by other agents in this modality, breaking the fear of strengthening ties with students, since the journey makes it easier and less strenuous when there is an interpersonal interaction between the subjects involved in the teaching-learning process.

Berti and Vermaas (2012) argue that, in distance courses, the physical contact between the teacher / tutor and student becomes more physically restricted, and ends up being conducted, in most cases, by technological resources and that it is also an attribution of the tutor to establish devices to reduce the distance in the personal relationship with his students.

Class 3- Theoretical research and class 4- Institutions and courses appear in the factor analysis as adjacent to the others, in which class 3 is more related to other classes and class 4 with class 5- Teaching - Teaching and Learning, which has a higher percentage in relation to the other classes, inferring that bibliographic research and with a qualitative approach mostly occur in universities linked to the UAB teaching system, valuing public, open and quality distance education, emphasizing the training of teachers and thus also the relationship of teachers and tutors to teaching processes.

Public universities, linked to the UAB, have resources coming from the National Fund for the Development of Education - FNDE since 2009. Thus, all tutors have similar attributions in the public system, which may receive small variations from institution to institution. Professionals are generally linked to Postgraduate Programs at universities promoting the courses and these professionals are paid through research grants, currently established in the amount of R \$ 765.00 per month (UAB-CAPES, 2020), equaling in all

Brazilian territory, showing a certain devaluation of the function in terms of remuneration. Private institutions do their hiring and assignments. Thus, the UAB system is easily accessible to students and researchers in the area of DE, which places the public system as the driver of research related to tutor / tutoring.

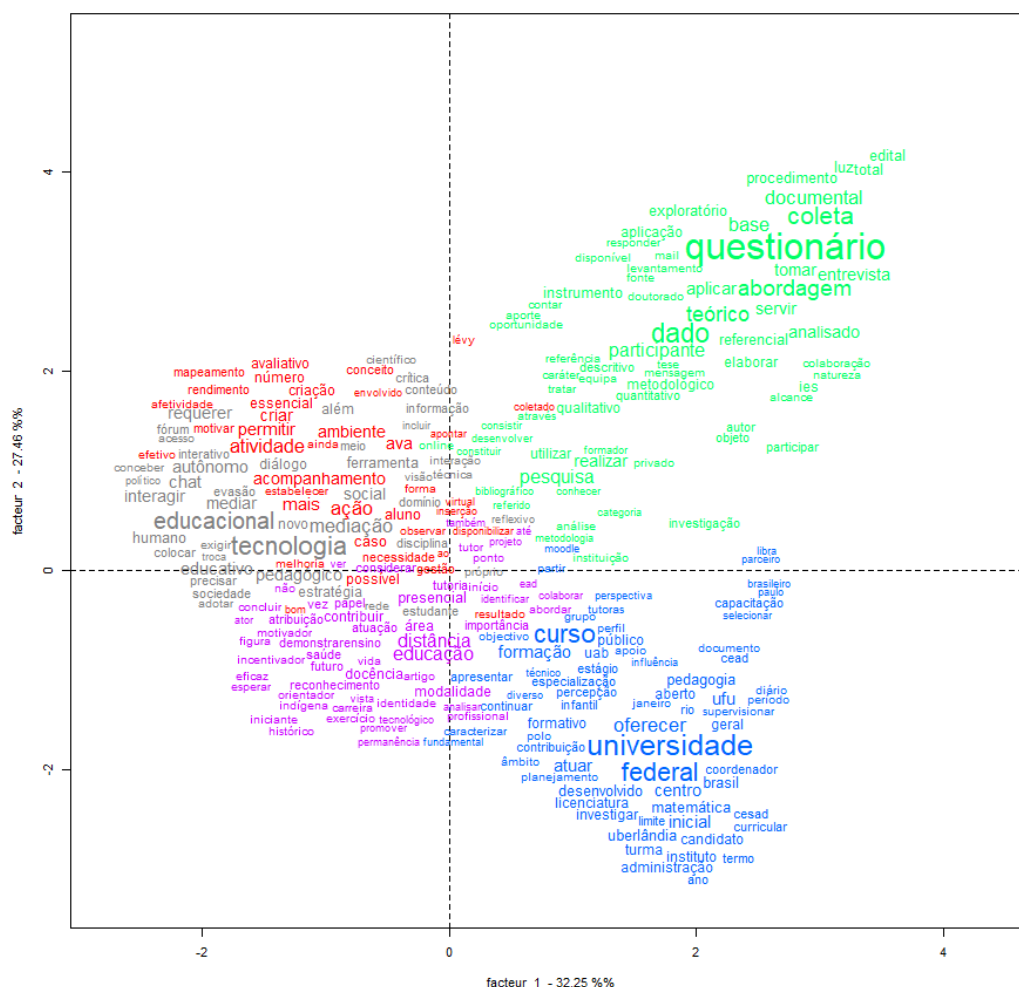


Figure 4: Graphical scheme of factorial representation.
Color legend: Class 1: red, class 2: gray, class 3: green, class 4: blue and class 5: purple.

Source: Elaborated by the authors in the software IRAMUTEQ (2020).

4. Conclusions

This article sought to verify what the academic productions published in the annals of CIET / ENPED from 2012 to 2018 address, and identified as main topics related to tutor / tutoring: interaction with the student, DICT, theoretical research, institution / course relationship and teaching / teaching-learning process, which permeated around skills and functions performed by tutors, mainly in classes 1,2 and 5. Themes used to name the CHD generated in this study.

This study provides us with a broader view regarding the production of research related to tutoring processes in CIET / ENPED editions. If we analyze that a total of 1374 academic articles were submitted in the four CIET / ENPED editions and, of these, only 6.55% of the articles presented the tutor / tutor in an International event that addresses Technologies in Distance Learning, such data can characterize that these productions represent a small portion, before an actor who has contributed, in an expressive way, in the

teaching-learning process and for the students' permanence in Higher Education linked to this modality, with the actor most approached in the productions being the teachers and technologies. The pedagogical perspective of the tutor / tutoring has, each year, been strengthened more, especially with the calls for promotion and selection of actors for this modality, requiring constant training to be able to fulfill the requirements of these selections.

The study had as its starting point the question: What do academic works deal with in tutoring processes and what is their relationship with Technologies? And, in this sense, we observe not only significant themes forming classes of words in the CHD, linked to the tutoring attributions in Brazilian and international research in the student's relationship, but also to the teaching agents themselves in the DE and their practical implications in the virtual and classroom environment. contact with students. We observed the synergy between tutor, DICT and student, in a significant relationship with the other classes: theoretical research, institution / course and teaching, demonstrating potential in relation to interdisciplinary practices, dialogue and mediation in search of motivation and incentive to students in the distance learning modality.

A relevant issue highlighted from the processing of statistical data that make up this textual analysis is related to the tutoring practices that may be linked with the student from the perspective of affectivity and humanization. We noticed that this theme appears on a small scale in the academic production related to tutor / tutoring in this study: despite being significant in the simple and multivariate analysis processed, they did not receive major prominence in any class of CHD. We consider that the importance of this aspect in relation to the factors of persistence of the student and potentiation of the EaD modality itself. Therefore, in relation to the tutor, the subject of affection still requires more academic studies in this analyzed event.

DICT and the student's teaching-learning relationship, analyzed using the IRAMUTEQ software presented in this study, are related to each other and to the other CHD classes generated in this textual analysis, demonstrating harmonization and correlation between all items previously named as names of classes that complement the tutoring processes in this research context. This study serves as a basis for future research in the area of tutoring, as well as for the promotion and expansion of studies that are related to distance education, and also for the expansion and qualification of selective tutoring processes in relation to the importance and attributions of the tutor. We also highlight the importance of continuing this study, covering the productions for the following years of the chosen event, as well as other national and international research bases.

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