

Social Representations Faculty: E-learning and Classroom Education

Representações Sociais Docentes: EaD e Educação Presencial

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Abstract

E-learning has grown in recent years and today it is part of the Brazilian educational system. In this context, it forms diverse professionals, including teachers. This article aims to identify the social representations of teachers in the Pedagogy of Education and the face-to-face education about the differences between the modalities. The theme is justified, because it allows analyzing how the teachers' actions of the modalities are oriented, as well as their behavior. The methodology used was interviews with open-ended questions with twelve teachers, six of the E-learning and six of the face-to-face modality. The results point to the idea that face-to-face education is considered to be more efficient than E-learning by teachers of both modalities.

Keywords: E-learning , Representations, Pedagogy.



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Resumo

A Educação a Distância cresceu nos últimos anos e hoje é parte do sistema educacional brasileiro. Nesse contexto, ela forma diversos profissionais, inclusive professores. Este artigo tem como objetivo identificar as representações sociais de docentes do curso de Pedagogia da EaD e da educação presencial sobre as diferenças entre as modalidades. O tema se justifica, pois permite analisar como se orienta a ação dos docentes das modalidades, assim como seu comportamento. A metodologia utilizada foi entrevistas com perguntas abertas com doze docentes, sendo seis da EaD e seis da modalidade presencial. Os resultados apontaram para a ideia de que a educação presencial é considerada mais eficiente do que a EaD por docentes das duas modalidades.

Palavras-chave: EaD, Representações, Pedagogia.

1. Introduction

E-learning (EAD), today, is an undeniable part of the Brazilian educational field. The courses offered in this modality by private or public universities allow access to people who, for various reasons, such as university absence or even with incompatible schedules, were not able to attend higher education. In recent years, there have been several advances in this sector. It is evident that, with the development of technological resources, the E-learning modality has undergone several transformations. Today, there are a variety of resources, such as videos and audios, as well as the access and speed of the connections in which those resources are used.

In this context, the relevance of E-learning in Brazilian education is growing. We can consider that the formation of professors also occurs in this modality, since, according to the 2015/2016 Census of the Brazilian Association of E-learning (BAE), in the period there were 148,222 students enrolled in degrees proper, 134,262 in mixed qualifications (undergraduate and bachelor's degree) and 410,470 in semi-general degrees. In this way, a relevant amount of professionals able to work in the educational area is being formed by the E-learning.

Among the undergraduate courses, we can highlight the Pedagogy, since it forms teachers and reflects on education, being therefore a privileged course when it comes to teacher training and in the Brazilian educational sector. The course is offered face-to-face and distance, but what do the teachers of Pedagogy's course think of the two modalities and the differences between them? The theory of social representations can contribute to identify the existence of thoughts and beliefs of the group of teachers of the two modalities.

The theory of social representations helps to understand how they identify the specificities and how they work with them. To carry out this type of identification, it is important to listen to actors in this process, the teachers of both modalities. Six open-ended teachers were interviewed, with the presence and six of the E-learning. We consider relevant to be heard teachers belonging to a university that offers the course of Pedagogy in both modalities, but with different and independent pedagogical groups. The university in question is located in the Paraíba Valley of São Paulo, in the city of Taubaté.

The purpose of this study is to identify teachers' social representations of distance and face-to-face modalities about the differences and similarities of the teaching-learning process in both modalities.

2. Methodology

This study is qualitative in nature. To accomplish this article, twelve teachers from the same university were interviewed; six of them work in distance mode and six in face-to-face mode. The interviews will be held in the interval of two months during the year 2017; were made up of open questions pre-established by the authors, formulated with the intention of allowing the interviewees the conditions to present their thoughts and ideas on the subject of the present work. For Alves (2013), the qualitative interviews approach conversations. This idea guided the process of data collection for the present study.

In order to approach the Pedagogy course, we use the Brazilian legislation on the course, its guidelines and possibilities of action and authors such as Saviani (2010) and Gatti (2014), who discuss the role of Pedagogy in the teacher training process in the Brazilian reality. In dealing with E-learning, the study uses authors such as Kenski(2013) and Slomsky (2016), who demonstrate the possibilities and specificities contained in the E-learning modality. Another source used is the legislation that guides E-learning in Brazil.

The Theory of Social Representations is an essential part of the analysis of the data collected in this study. The basis of the theory is discussed here with Moscovici (2007) and Guareschi and Roso (2016), which call into question the ability of theory to identify common-sense beliefs and ideas among specific groups - in our case, teachers of Pedagogy .

3. Results and Discussion

3.1 The Pedagogy course

The course of Pedagogy in Brazil underwent a series of transformations since its foundation in 1939. At that time, the course had a technical bias based on the bachelor degree. In the following decades, it took another kind of proportion and more complete characteristics, which included working in classrooms. Saviani (2010) understands Pedagogy as the science of Education when considering its trajectory as a course. From the 1990s, with the approval of LDB - Law No. 9,394, in 1996 the Pedagogy course took the forms it has currently. By means of the law the requirement for a higher education course for Basic Education teachers was initiated. Therefore, undergraduate courses are even more relevant in the educational context.

Resolution CNE / CP No. 1, of May 15, 2006, establishes the national curricular guidelines for Pedagogy courses. This resolution confirms the trends pointed out in the opinions with emphasis on the recognition of differences, democratic management and the need for research in education. The functions of the pedagogue are not restricted to classrooms and are also involved in other assignments of the school and non-school workplace, which demonstrates the growth of the attributions and possibilities within the Pedagogy course.

Even with the increase in demand after LDB's approval, the courses currently suffer problems related to the devaluation of the teaching function. For Gatti (2014),

it is already known that the teaching career has not attracted enough attention to young high school graduates, especially to work with specific disciplinary areas such as mathematics, physics, chemistry,

and etc. Surveys attested to this fact, showing that enrollment in these courses has been declining over the years and that enrollment is not very high, estimated at around 70%.

The decrease in the number of enrollments in the courses does not coincide with the data of modality E-learning. The 2015/2016 BAE Census shows that enrollment in fully regulated courses was 148,222, while the 2013 Census of the same institution shows a total of 89,429.

3.2 E-learning in Brazil

In Brazil, the creation of recognized courses began in 2005, through Federal Decree No. 5,622, which regulated the modality, already mentioned in the Law of Guidelines and Bases of 1996.

Art. 80. The Public Power shall encourage the development and delivery of E-learning programs at all levels and modalities of teaching and continuing education.

§ 1 E-learning, organized with special opening and arrangements, will be offered by institutions specifically accredited by the Union.

Paragraph 2. The Union shall regulate the requirements for the performance of examinations and registration of diplomas related to E-learning courses (Brazil, 2005).

Another important point in the development of E-learning was in 2016, with Resolution N^o. 1 of the National Council of Education, of March 11, which recognizes the tutors as educational professionals active participants in the pedagogical process. Therefore, we can consider the tutors as teachers in the courses in E-learning and mainly as relevant actors of the process.

The discussion about E-learning in Brazil still raises a series of controversies, such as the view of in-person courses as superiors, in some way. For Kenski (2015),

E-learning is still not well accepted among leaders and educators. They consider it feasible only as a supplementary form of teaching for students who can not travel to in-person higher education institutions. Among the students in face-to-face courses there are also prejudiced attitudes towards E-learning (p.145).

So, even with regulation and its operation and evaluation in public and private universities, there is no unanimity about the quality and efficiency of the E-learning . However, the possibilities presented by the modality are ample. Slomski (2016) states that information and communication technologies (ICTs) can go beyond technique and serve as mediators of knowledge, becoming feeling, and develop relationships with objects and people within the learning context.

3.3 Social Representations

The Theory of Social Representations is inserted in the area of Social Psychology. For Guareshi and Roso (2014), Social Psychology was stuck to rationality and scientific in order to treat the human being and society with the correctness that treated nature and natural phenomena. Moscovici (2007) says that social life produces meanings and meanings and that the analysis of all representation made in this society must consider the process of socialization that took place. In this way, it seeks to find symbols, beliefs, ideals and visions of a certain group, which it calls social representations, even if it considers this concept in

constant construction. We understand the social representations as guiding the action of the participants of the group and determinants in their behaviors.

In order to identify the representations, we use the insights pointed out by Abric (1994, apud Chamon, 2014), in which representations serve four main functions: the function of knowledge, the identity function, the function of orientation and the function of justification. The first function refers to how the individual transforms a given object into part of its reality, as common sense. As identity function we can understand it like a form with which the individual is present in the social environment, creating an identity that allows you to place in society. As a guiding function, it is understood that the representations of individuals guide their attitudes and behaviors. The justification function demonstrates that individuals use their representations to justify attitudes taken in certain contexts.

3.4 Social Representations of Teachers

The teachers interviewed form a group, since they are teachers of the same university and of the same course. In addition, they form two subgroups: that of the face-to-face teachers and the E-learning teachers. After analyzing the interviews, we identified that all of them, regardless of the modality in which they teach, had basic and initial training in the face-to-face modality.

The speeches presented demonstrate a greater appreciation of the efficiency of face-to-face teaching; this notion appears when the differences between modalities are questioned. The idea that in-class education is effective as the teacher and student meet face-to-face more frequently appears. Other elements, such as the idea of academic space and the interaction between classmates, appear in speeches. Some teachers demonstrate a notion that the student would be unassisted in the E-learning, having rare and sporadic contacts with the teacher, which would not occur in face-to-face education.

The teachers interviewed consider that face-to-face contact improves the quality of teaching. This view is present in the statements of the teachers of the two modalities, as described below:

I know enough to give a more effective pedagogical support, and then it seems to me that even when it is not in the distance modality, and it seems that there is a omission in the operability of distance learning, which does not occur in the face-to-face mode.

We do not see an accompaniment, of course, of the student. So I see a lot of problems when it comes to E-learning. [...] I think that this monitoring more closely, right, knowing how the student is progressing, what are really the problems that he is experiencing in the classroom, I think this is much more noticeable when You're with him. I think E-learning ends up hiding a lot that you do not notice (teacher present).

The mentioned speeches demonstrate the appreciation of the physical presence as a more efficient way of accompanying the student's knowledge. The statements of the teachers of the E-learning also took this form.

In face-to-face pedagogy the student becomes more dependent on the teacher, the teacher is there all the time. In the distance course, this process requires a greater effort on the part of the student, the student has to really be in order to do the college and if he does nothing,

otherwise it will not be worth. Everything depends *strictly* on his will (teacher in E-learning, prominence of him).

Even if there is interaction, it is not the same thing, so the teaching-learning process, when moved with activity, is easier to happen has the touch, being together, the eye in the eye, the teacher's smell, voice volume, all this personal interaction makes a difference in learning; now, the student when doing E-learning looks at the cool screen that will not help, is not with an affective look (teacher E-learning).

The collected discourses allow to identify an object of social representation between the teaching group participating in the research: the idea that face-to-face education is better than the distance modality, since the physical presence of the teacher allows the identification of problems and the follow-up of student.

We consider for this identification the four Abric insights already mentioned in this article. Interviewees see mediation as part of their professional daily life and have a common sense about the concept (function of knowing); from that sense justify their participation in the educational process (identity function), create interventions with students (orientation function) and direct these interventions with the representation of the efficient mediation needs your physical presence (justification function).

It is striking that E-learning teachers also have this representation even though it is not directly linked to their daily practice. These same teachers of E-learning ignore the advances of ICTs as a way of expanding interativity and that provide innumerable forms of mediation and intervention in the teaching-learning process, as said by Slomski (2016).

This idea agrees with what Bates (2016) says when he says that most teachers believe that E-learning is inferior to face-to-face teaching and that there is no scientific basis to support this superiority. In addition, we should recall the idea of Kenski (2015) when he states that the E-learning is not yet accepted by educators. We believe that this view contradicts the legislation on the subject, which legitimizes and regulates the modality considering its quality and its validity in the educational field.

4. Conclusion / Final Considerations

The teachers interviewed believe in the differences between the modalities. Elements such as student organization and behavior appeared as determinants in the quality of the teaching-learning process. The idea of superiority of face-to-face education appears implicitly; therefore, Bates's (2016) statement is confirmed with the data collected by this study.

We also consider that there is an objectivation of the idea of teacher-student relationship in E-learning; that the social representation of teachers is that face-to-face education is more efficient in this relationship than E-learning; that the preschool student has a more complete structure for their learning. We must consider, in this sense, the very formation of these teachers, which took place in person, being their main and first experience in the educational area.

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