53 - DISTANCE: EASY EDUCATION OF MYTH AND EFFECTIVE

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INTRODUCTION

Considering the constant evolution of the educational process, the distance learning mode of education (EAD) presents himself as spokesman for a new era of communication and human development. By fostering such significance we should consider the fact that the courses of this type of education are presented as the main alternative access to education for a large portion of the population.

Consolidated as the great innovation of education, this type of education requires the subject that develops a profile facing the organization, discipline and autonomy to achieve quality in their process of learning/self-learning. It is also important to note that educational institutions that offer distance education need in their administrative, logistical and pedagogical context an organizational structure that meets all requirements and procedures that guide the development of this type of education. These requirements and questions are regulated and checked by the Ministry of Education - MEC and all responsibility for the authorization of legal proceedings and recognition of courses of that type of education.

Forward the fact that a natural resistance to present itself as an innovation and require particular procedures, sometimes even unknown to the community, the EAD is wrongly labeled by a strong popular myth to be considered an "easy and ineffective education", a fact that provides a feeling of insecurity by students, which consequently opt for denial of this type of education. Considering such questions and considerations, it questions what is the real vision that high school graduates and students school students have regarding the effectiveness of distance education mode and the level of significance that the popular myth ends up influencing the denial of the option choose an institution that oferte this type of education.

This research seeks to achieve its objectives as taking action based on the methodological process of investigative research, by collecting data and its respective interpretation, tabulation and contextualization statistics.

Totaling a sample of 200 students target audience research, the number of 100 students preppy and 100 students graduating from high school in the city of Curitiba, this research has the following specific objectives:

- Identify and recognize the myths that guide the mode of distance education and the degree of influence of the same relation to the denial of the option of choosing this type of education.
- Demystifying all popular influence that labels the teaching of EAD as easy and ineffective education, and seek to elucidate through instructional information to dynamic and innovative procedures in this type of education.
- Promoting knowledge of the EAD, as well as its procedures and peculiarities, thus presenting an attractive alternative for students to respect their personal and professional growth.

Aims with this research contribute to the elucidation of some issues regarding the actual view that the category of graduating high school students and Curitiba city school students have with respect to dynamic and effective teaching of DE, and how through this process collection of statistical data to clarify the veracity and legitimacy of procedures and innovative dynamics of this type of education.

2. The DISTANCE EDUCATION AND peculiarities

The distance learning (ODL) as a teaching and learning method had its genesis in the 90s, his booming demonstrates why the same is considered a form of democratization of the educational process, as well as providing a complete and quality education, is a flexible system the situation in time and space of the subject that develops and propose the use and development of new information technologies and communication.

We can safely consider that the Law of Directives and Bases of Brazilian Education - LDB can be considered the great starting point for the regulation of the formal distance education mode in Brazil. The EAD was regulated in Brazil when came into force the LDB n 9394 on 20 December 1996. In its Art. 80, the Act provides distance education as an ally the other proposals of the educational project of the country. (VIEIRA, 2007, p.09).

According to Sanches (2008), by 2007, more than 2.5 million Brazilian students studied in distance mode, this study was evidenced by the survey conducted by the Brazilian Statistical Yearbook of Open and Distance Learning (ODL Open). This same survey confirms and analyzes the significant increase of institutions offering this type of education.

According to Litto (2009, p. 9):

> There are historical records that place Brazil among the top in the world in the development of distance education, especially up to year 70. Since then, other nations have advanced, and Brazil stagnated, showing a fall in the international ranking. Only at the end of the millennium is that the positive actions they returned to happen and we have seen new growth, generating new phase of prosperity and development.

We can consider that the rise of distance learning modality is strategically a very important socioeconomic factor in our country, because by providing educational democratization, it contributes to the cultural and economic growth of the citizen, essences assumptions for the growth of a society.

The distance teaching methods are a growing phenomenon in the Brazilian corporate education, and the figures show that investment, though mostly in person, the education projects of officials, employees and service providers open up more space for distance education. (SANCHES, 2008, p. 99).

This growing trend has strong evidence and statistics is reinforced by important socioeconomic factors of modernity, according to Vieira (2007, p.12):

> (...) Many are the forces of change that intend educational changes today. The impacts of globalization, the growing importance of information and communication technologies, increasing the value given to knowledge and demographic pressure of unmet demand for education are aspects that converge on education, intending to changes in systems, methodologies adopted by teachers and institutions even in the same space-time concept of teaching and learning.

The type of education to distance itself as the great innovation of teaching and requires the student to develop a profile on the dedication and grounded mainly on specific skills such as autonomy, organization and discipline to the process of self-learning. Distance learning relies heavily on student participation, discipline demand, autonomy and learning, not only in the activities proposed by the teacher. (VIEIRA, 2007, p.27).

> Finally, as the student and the focus of the educational process and often the methodology of distance education is a novelty, it is important that the course of the education program provides, when necessary, an introductory module that takes the domain of knowledge and basic skills, referring to the technology used and / or programmatic content of the course, providing student welcome activities, ensuring everyone a common starting point. (MEC - Quality Benchmarks for Distance Education, 2007, p.10).

Contrary to the veracity of the issues surrounding the EAD, there is a strong influence of popular myth that labels this type of education as easy and ineffective education, which ends up generating by students mistrust and denial of ticket option to higher education institutions that offer the modality of distance education.

Lack of technical information that spells correctly and consistently the type of education the distance is divided into practical aspects, such as flexible schedules, costs and duration of the courses, contributes significantly to the construction of popular myth the idea of it is an "easy education" or "ineffective education" which does not require students the same commitment that is believed to be present in the modalities of classroom education. The significant influence of this myth concerning this type of education provides a resistance option of admission to institutions offering distance education in the city of Curitiba. Vieira (2007, p.12) strengthens significantly the degree of influence of belief in these popular myths:

> (...) The belief in the myths and prejudices that are still part of popular imagination regarding the EAD and harmful in many ways. Those who join as students in a distance course, believing that it presented low levels of demand and academic rigor or even that there is no need for time to carry out the tasks can end up increasing the dropout statistics and denial of sport.

According to Vieira (2007, p.10), exists as certainly among the various misunderstandings or differences between the vision conveyed by the media and the subjects that are part of EAD, this type of education has been serving a lot of people, and the disclosure of ideas that present it as a teaching minor validity (or quality) contributes to the marginalization of an alternative access to knowledge, much needed in our country.

We can safely say that distance education is no longer just an alternative compared to the classroom teaching proposal, but a bold new proposal for innovation of the Brazilian educational system, which in its procedures and peculiar characteristics provide a significant social and educational progress for the community at large .

3. RESEARCH METHODOLOGY

All research has as main objective the production and dissemination of new knowledge, both technical and scientific nature, as of social context in the pursuit of improving the lives of man and the environment in which it operates. "The research, both scientific effect as a professional, involves the opening of horizons and the presentation of basic guidelines that can contribute to the development of knowledge." (Oliveira, 2002, p.62).

The procedure of research is grounded in systematic criteria and procedures that require a discipline profile to investigative process, especially when it comes to your goals that can be characterized as scientific publications. This scientific methodology criteria must be quite planned and developed methodically and even systematic, as stated Oliveira (2002, p.65):

> (...) For the proper development of the scientific study, it needs careful planning and research in accordance with the norms of scientific methodology, both those related to the way the related content.

The results obtained in this study and presented in this article is based on the methodological process of investigative research through data collection, interpretation, tabulation and later its respective analytical reading and contextualization of statistics them.

As Gil (1999) developed this research can be technically classified as:

- Type: Basic.
- Issue approach: quantitative.
- Objectives: exploratory.
- Technical procedures: production of statistical data.

The methodological action used to carry out the collection of statistical data was through the application of investigative questionnaire, and later, contextualization and tab them. The investigative questionnaire was strategically prepared with closed questions seeking to elicit information from the respondents on the distance, its procedures and quirks. Investigative questionnaires were properly applied in public and private high schools, as well as the main preparatory educational institutions vestibular contests of the city of Curitiba.

The present target audience research totaled 100 students school students and 100 students graduating from high school in the city of Curitiba, totaling a sample of 200 students, which in turn include the numerical value required for reading and statistical interpretation of the data according to the methodology below.

Based on Labes (1998), the methodological process of the realization of this research followed the following schedule of activities:

1. Determination and alignment of research objectives.
2. Preparation of investigative questionnaire.
3. Pre-test.
4. Distribution and application of investigative questionnaire.
5. Gather the investigative questionnaire.
6. Analysis and interpretation of data collected.
7. Tab and building graphics.
8. Development of the completion and closing remarks.

The methodological and fidelity in effecting compliance with the schedule of activities of this initial planning stage to its period of application, interpretation and completion of data was of fundamental importance for the successful development of this research and preparation of this article.

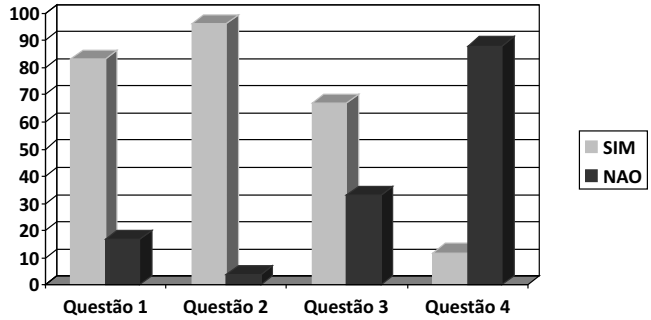
4. ANALYSIS OF THE RESULTS

Considering the legitimacy in achieving the methodological procedures that proceed to the steps of the research, we can consider the following interpretation and contextualization of the collected static data from investigative questionnaire, which are properly presented in graphical representations.

While not considering a particular relevance to the case of goals aligned in the research, it was asked respondents students: Do you have full definition of the choice of college you want? (Question 1 - Chart 1). Regarding this question was also previously found that 70% of respondents are students under 18. This fact could point out that when it is a target audience with this age group, we could consider the situation of uncertainty when it comes to vocational aspirations and their future choices, but research shows that only 17% of students surveyed do not have definition of its course and claim area, noting that the age factor and vocational guidance is not significant in the interpretation and contextualization of the results obtained in the research.

As previously expected with respect to the question: Have you had any experience with the modality of distance education? (Question 2 - Figure 1) revealed that 96% of surveyed students had never experience with distance education mode and do not have any knowledge about the procedures and peculiarities of this type of education. Considering the data obtained with the question: Do you know anyone studying in the form of distance education? (Question 3 - Chart 1) revealed that 67% of surveyed students know someone who develops this type of education, this fact can not be ascertained considered significant to state that they have knowledge of the EAD.

Chart 1 - Statistical Results of Investigative Questions



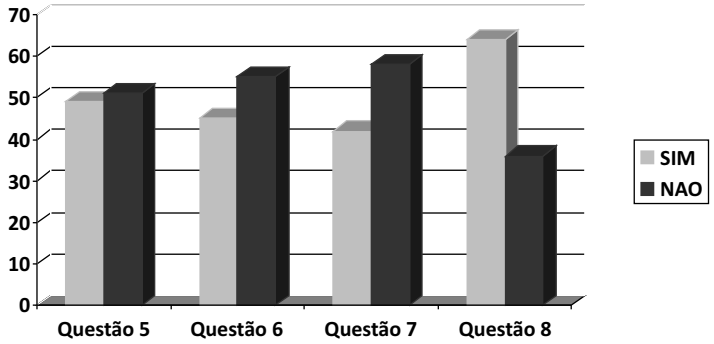
It is interesting to note that 59% of surveyed students have no knowledge of the existence of educational institutions that offer distance education in your town, given that obtained in the responses to the question: Do you know in your city higher education institutions offering the modality of distance education ? (Question 4 - Chart 1). In this same criterion of questioning, 14% of students surveyed had no opinion, and this way found that 73% of surveyed students have no knowledge of any institution that oferte this type of education. In a general context, considering these statistics, we find that 88% of surveyed students do not know or do not know whether some distance the educational institution provides its intended course. We can attribute this to the pioneering phase of teaching distance mode and strategies of marketing outreach, as well as its scope and developed communication attractive.

Regarding the question: Do you consider yourself a student profile to develop the modality of distance education? (Question 5 - Chart 2). Even taking into account the data on the degree of knowledge that students have in relation to this type of education, it refers to the student's self-assessment interviewed in the same position be performing and developing distance education teaching, it was found that 49% of the students interviewed said they did not have the profile to be a student in this mode and 13% answered yes, more than 38% had no opinion on this. Even considering the large percentage of undecided students, almost half of responders does not consider itself profile to develop distance education. We can consider that this self-evaluation is closely linked to the lack of knowledge about the mode of education of EAD and its procedures as it becomes impossible to self-assess in a process which is not known.

A more one-way and strategically in relation to the research objectives, was directed to students interviewed the following question: Do you consider the teaching model of effective distance education? (Question 6 - Chart 2). It was found that 30% of interviewed students consider education the effective distance and 45% of students consider it an ineffective mode of education. Even considering the high rate of 25% of students were unable to give an opinion on this issue, we contextualize this result to the fact that 30% of students surveyed consider the EAD easier compared to traditional classroom teaching. Still, with the collected data it is possible to realize the biased and questionable view that most of the students interviewed have in connection with EAD.

The insecurity and rejection of entry distance education mode as well as the vision of EAD as a kind of easy and ineffective education shown explicitly in the survey, as 42% of surveyed students said yes, when formulated the question: Do you consider that to develop a course in distance education mode it would be a professional disqualified in relation to the acquisition of knowledge and not recognized in the market? (Question 7 - Figure 2).

Graph 2 - Results of statistical investigative questions



It is important to note that 36% of students surveyed recognize their lack of information and knowledge on the procedures of EAD, and recognize that they are categorically lay on the subject and never obtained information on the EAD. This finding was obtained with the question: Do you recognize how knowledgeable information on the various procedures that involve the development of teaching EAD? (Question 8 - Chart 2).

When asked the interviewee student what would be the major reason for the resistance not opt for distance education teaching, have as context the following results, and properly presented in Figure 3:

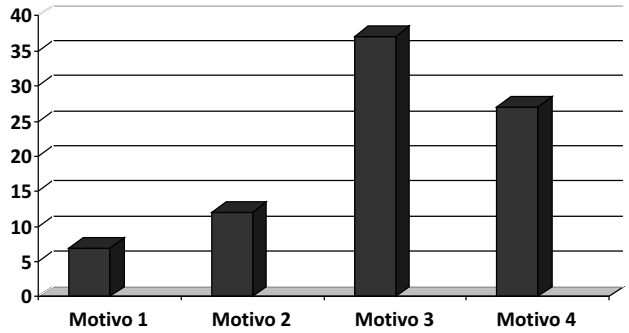
- Reason 1 (reason 1): 7% because there is no personal computer, which would hamper their performance in teaching mode.

- Reason 2 (reason 2): 12% for knowing someone who had experience with distance education and the recommendations have not been positive.

- Reason 3 (reason 3): 37% for believing in non-acceptance in the professional labor market formed in distance education because they believe that there is no regulation by the Ministry of Education (MEC) due recognition to courses and institutions that offer this type of education.

- Reason 4 (reason 4): 27% by financial issue because they believe that the courses developed in distance education are high costs.

Chart 3 - Resistance Reasons for EAD



Respondents students were instructed to present the descriptive way a positive and negative about the ODL teaching, and the following data were obtained:

- How positive was unanimous the fact that only the EAD provides a schedule flexibility to students, this factor being the main reason for 80% of the students interviewed.

- As negative perception of insecurity when it comes to mentoring procedures and the proper accompaniments of activities are configured with 80% of the students interviewed.

On the other hand we can say that the knowledge of the procedures governing the type of education the distance requires a certain period for adaptation, because as mentioned, this type of education requires a different profile of the student that develops. Considering this fact, as would the perception of a subject developing or have had some experience in teaching distance education?

According to Vieira (2007, p.72) in his investigative research, says that the vast majority of students (73% of students surveyed) would not change the EAD for classroom teaching, given the range of potential and skills that are developed in this type of education.

The data presented in this article have based on the methodological process of investigative research through data collection, interpretation, tabulation and later its respective analytical reading and contextualization of these statistics.

5. FINAL

In Brazil, the distance learning mode is an innovation in educational historical context, it promotes the teaching of democracy and favors the access to new communication technologies, which just entering the professional market qualified individuals, and that somehow, comparing with the classroom educational process would not have this same opportunity.

Statistical data in this study show us through the investigative questionnaires to the strong influence of popular myth about distance education mode, and reigns as the lack of information on the development of procedures thereof. Not only the lack of information about the EAD, this false image causes a prejudice that increases the rate of denial to the entry of institutions that offer this type of education.

It is important to note that the EAD, even if combined with a set of advanced technologies, like any other system or type of education this passive criticism and continuous improvement in its procedures. In order to remedy possible deficiencies in its operation, the EAD is a form of education that is constantly renewing, and can not be configured as the miracle solution to the

obstacles facing education today.

Although distance education is a form of differentiated teaching by presenting many attributes, it does not have the goal to compete or replace traditional classroom teaching and the results of this research meets the purpose of promoting EAD legitimately and end the roots an easy and ineffective education, which is characterized as a prejudiced view of the EAD of the strong influence of popular myth to be labeled.

We recommend the development of new investigative research on the subject discussed in this article, which relates to the level of popular knowledge about the EAD directly with the influences and marketing strategies on the supply of this type of education, in order to disclose the EAD truthfully, far from the influence of popular myths prejudiced. The proposed new research and new studies can collaborate not only just to recognize the legitimacy and quality of the EAD, but to the growth of quality of education in Brazil.

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DISTANCE: EASY EDUCATION OF MYTH AND EFFECTIVE

ABSTRACT

This article aims to elucidate by statistical means the view that graduating high school students and school students have regarding the effectiveness of distance education modality (EAD), and the degree of significance that the popular myth wrong influence in the denial of choice the choice for this type of education in the city of Curitiba. In its theoretical foundation context and explained the relevance, procedures and scope of distance education modality in our country, it can be seen that it has reached the status of representing itself as the great teaching innovation, which requires the subject to the develops a profile on the dedication and grounded mainly on specific skills to the full success in the self-learning process. Lack of knowledge of the peculiar procedures for the EAD and the strong influence of popular myth of being an "easy and ineffective education", can provide a strong resistance for the option of admission to institutions that offer courses in this type of education. To achieve the goals aligned research, we used the methodological tool of investigative research through data collection and its respective analysis, tabulation and statistical context. It is of fundamental importance to understanding the analysis of data collected in this research because through them you can build strategies and procedures to promote distance education, which unlike the wrong labels to popular myth, it is legitimately a promising and innovative teaching model.

KEYWORDS: Education. Distance education. Popular myth.

DISTANCE: ÉDUCATION FACILE DE MYTHE ET EFFICACE

RÉSUMÉ

Cet article vise à élucider par des moyens statistiques estime que les finissants du secondaire et des étudiants de l'école ont quant à l'efficacité de l'enseignement à distance modalité (EAD), et le degré d'importance que le mythe mauvaise influence populaire dans le déni de choix le choix pour ce type d'enseignement dans la ville de Curitiba. Dans son contexte de fondement théorique et expliqué la pertinence, les procédures et la portée de l'enseignement à distance modalité dans notre pays, on peut voir qu'il a atteint le statut de représentant lui-même comme la grande innovation de l'enseignement, qui exige le sujet à la développe un profil sur le dévouement et la terre principalement sur les compétences spécifiques à la pleine réussite dans le processus d'auto-apprentissage. Le manque de connaissance des procédures particulières pour l'EAD et la forte influence du mythe populaire d'être une «éducation facile et inefficace», peut fournir une forte résistance pour l'option d'admission dans les établissements qui offrent des cours dans ce type d'enseignement. Pour atteindre les objectifs alignés recherche, nous avons utilisé l'outil de recherche méthodologique d'enquête grâce à la collecte de données et leur analyse respective, tabulation et contexte statistique. Il est d'une importance fondamentale pour la compréhension de l'analyse des données recueillies dans cette recherche, car grâce à eux, vous pouvez élaborer des stratégies et des procédures pour promouvoir l'éducation à distance, qui, contrairement aux mauvaises étiquettes à la croyance populaire, il est légitimement un modèle pédagogique prometteur et innovant.

MOTS-CLÉS: l'éducation. Enseignement à Distance. Mythe populaire.

DISTANCIA: EDUCACIÓN FÁCIL DE MITO Y EFICAZ

RESUMEN

Este artículo tiene como objetivo dilucidar mediante estadística la opinión de que se gradúan los estudiantes de secundaria y estudiantes de la escuela tienen sobre la eficacia de la educación a distancia modalidad (EAD), y el grado de importancia que el mito popular de mala influencia en la negación de la elección la elección de este tipo de educación en la ciudad de Curitiba. En su contexto fundamento teórico y se explica la pertinencia, procedimientos y alcances de distancia modalidad de la educación en nuestro país, se puede ver que ha llegado a la situación de la que representa a sí misma como la gran innovación docente, lo que requiere que el sujeto a la desarrolla un perfil en la dedicación y la tierra, principalmente en las

habilidades específicas para el pleno éxito en el proceso de auto-aprendizaje. La falta de conocimiento de los procedimientos peculiares de la EAD y la fuerte influencia del mito popular de ser una "educación fácil e ineficaz", puede proporcionar una fuerte resistencia a la opción de admisión a las instituciones que ofrecen cursos de este tipo de educación. Para lograr los objetivos alineados investigación, se utilizó la herramienta metodológica de la investigación de investigación a través de la recolección de datos y su respectivo análisis, tabulación y contexto estadístico. Es de importancia fundamental para comprender el análisis de los datos recogidos en esta investigación, porque a través de ellos se puede construir estrategias y procedimientos para promover la educación a distancia, que a diferencia de las etiquetas equivocadas a mito popular, es legítimamente un modelo de enseñanza prometedor e innovador.

PALABRAS CLAVE: Educación. Educación a Distancia. El mito popular.

EDUCAÇÃO A DISTÂNCIA: O MITO DA EDUCAÇÃO FÁCIL E INEFICAZ

RESUMO

O presente artigo objetiva elucidar por meios estatísticos a visão que os estudantes concluintes do ensino médio e vestibulandos possuem com relação à eficácia da modalidade de educação à distância (EAD), bem como o grau de significância que o mito popular equivocado influência na negação da opção da escolha por esta modalidade de ensino na cidade de Curitiba. Em seu contexto de fundamentação teórica e explicitado a relevância, os procedimentos e abrangência da modalidade de EAD em nosso país, é possível constatar que a mesma atingiu o status de representar-se como a grande inovação de ensino, a qual exige do sujeito que a desenvolve um perfil embasado na dedicação e principalmente em habilidades específicas para o pleno sucesso no processo da autoaprendizagem. A falta de conhecimento dos procedimentos peculiares referentes à EAD e a forte influência do mito popular de ser uma “educação fácil e ineficaz”, pode proporcionar uma forte resistência pela opção do ingresso a instituições que ofertam cursos nesta modalidade de ensino. Para atingir os objetivos alinhados a pesquisa, utilizou-se da ferramenta metodológica da pesquisa investigativa, através da coleta de dados e sua respectiva análise, tabulação e contextualização estatística. Torna-se de fundamental importância o entendimento da análise dos dados coletados nesta pesquisa, pois através deles é possível construir estratégias e procedimentos ao fomento da EAD, que ao contrário dos rótulos equivocados do mito popular, é legitimamente uma modalidade de ensino promissora e inovadora.

PALAVRAS-CHAVE: Educação. Educação a Distância. Mito Popular.