TÉCNICO EM FORMAÇÃO DE TUTORES EAD NO ENSINO MÉDIO INTEGRADO PROFISSIONALIZANTE

TECHNICAL COURSE IN TRAINING OF DE TUTORS IN THE INTEGRATED VOCATIONAL SECONDARY SCHOOL

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RESUMO

Hoje a educação a distância e os ambientes virtuais de aprendizagem se apresentam com um futuro promissor para educar comunidades remotas e promover a inclusão de grupos tradicionalmente menos favorecidos como aqueles pertencentes as áreas rurais, aos grupos indígenas, aos portadores de deficiências entre outros. Diante da emergência da educação a distância no contexto educacional, este artigo apresenta o curso de formação de tutores como proposta para o catálogo dos cursos técnicos da educação básica de ensino médio integrado profissionalizante. Dessa forma, analisamos como o público do ensino médio, representado pela Geração Z, apresenta o perfil ideal de um profissional da educação e do ensino que hoje se forja a partir das redes digitais.

Palavras-chave: Educação a Distância. Ensino Médio Integrado. Formação de Tutores.

ABSTRACT

Today, distance education and virtual learning environments present a promising future for educating remote communities and promoting the inclusion of traditionally less favored groups such as those belonging to rural areas, indigenous groups, people with disabilities, among others. Given the emergence of distance education in the educational context, this paper presents the training course for tutors as a proposal for the catalog of technical courses in basic education of integrated vocational secondary education. Thus, we analyze how the high school audience, represented by Generation Z, presents the ideal profile of education and teaching professional whom today is forged from digital networks.

Key words: Distance Education. Integrated Vocational Secondary Education. Training of Tutors.

1. INTRODUCTION

Basic education is divided into pre-school, elementary, and high school. High school is the last stage of basic education and the one that allows technical courses through professional education [1].

Figure 1 depicts the regular high school audience that, today, corresponds to the so-called "Generation Z" (digital natives), those who were born in the mid-90s until the 2000s, who tend to *Zap[1]* and consume only content that is objective to their interests through dynamic readings [2].

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[1] Suddenly changing content in order to find something interesting using a remote control, for example [3].
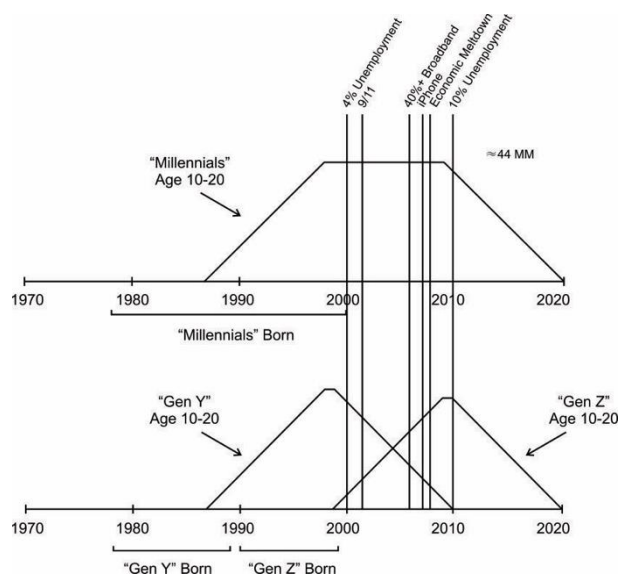
Figure 1. About Generation Z [2].

Generation Z has in their favor the strong characteristic of being familiar with the computer network and always connected through the constant use of social networks and file sharing, whether at home or in schools. Finally, according to [2], some fundamental training trends shape this generation:

1) **Social media is the future:** The information technology revolution is complete. They have never known a world where you cannot talk to anyone anywhere at any time, and they will shock you with their ability to leverage that connectivity. Managing Generation Z requires mastery of social media tools, but it is the bosses who must take control;

2) **Human connections are more important than ever:** The highly engaged parental approach, teaching, and counseling for young people has accelerated dramatically from Generation Y to Z. This generation is less likely to resist authoritative relationships than those of that generation, but they will only grow professionally when they are involved in intense work relationships;

3) **Skill gaps:** This generation, more than any other, will suffer from the widening gap between the highly qualified and the unskilled. The technical skills gap is huge, but the non-technical skills gap is even bigger;

4) **Infinite diversity:** The emerging Generation Z reflects a whole new way of thinking about difference. They are less likely to fall into established categories and much more likely to combine the various identity components and points of view that attract them.

2. THEORETICAL FOUNDATION

Generation Z will present profound challenges for leaders, managers, supervisors, and educators in all workforce sectors. It will be increasingly important to understand where they come from and the main strategies to bring out the best in this new young emerging workforce [2].

By adding Generation Z's innate ability to use Information and Communication Technologies (ICTs) with the Distance Education (DE) modality, which uses those technologies as a platform to promote teaching, it becomes viable, at first glance, the proposal to apply in basic education of vocational secondary education the training for tutoring.

In the words of [4], tutors are professionals who actively participate in pedagogical practice, whether virtual or in-person, contributing to the teaching and learning process through their specific knowledge of the content, media, and fundamentals of distance education. Also, according to the author, the tutor should be someone with a dynamic profile, with a critical and global view, that stimulates the student's search for knowledge and has technological knowledge.

The objective of the tutor training course is to provide the development of the skills associated with the tutoring function, such as familiarity with technological tools, motivation skills, asynchronous[2] work development, monitoring of distance learners, and supervision of the work development [5, 6].

Thus, it is necessary to form a body of professionals with their own DE skills to act as tutors, thus contributing to the educational, social, and political development of these future professionals, who will work with quality in the DE modalities [6].

DE modalities are characterized by using ICTs in the teaching-learning process where, through these, it allows teachers and students to be geographically distant to meet in a virtual room [8].

Finally, distance learning can be done at any level of education, whether in elementary, secondary, or higher education. It is more suitable for adult students because discipline, organization, and responsibility are some of the characteristics that students who choose it must have. Sanyal & Martin (2006, *apud* [4]) divides the public of DE into six categories, as follows:

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[2] A form of communication that does not happen at the same time, that is, communication happens in irregular times, such as when people exchange e-mails or participate in forums [7].

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1) Students from basic/secondary education, with average age, observed for entry into classroom courses and who usually finish the academic course regularly;

2) Older students enrolled in part-time programs related to a profession or just for the pleasure of studying (workers, homemakers, retirees, among others);

3) Students who already have a higher education diploma and are looking for more specialized professional opportunities at an advanced level;

4) Students who intend to diversify their professional activities (in areas such as IT and Management) and to have access to the professional sectors;

5) Students who wish to join the world level of the labor market and study abroad (the forecast is that in 2025 the number of students who will study abroad has quadrupled);

6) Students who want to combine study and work (the number of students grows sharply).

CONCLUSIONS

Children cannot do without physical contact, interaction because of their needs for development and socialization. However, in high school and higher education, distance learning will probably surpass face-to-face education. Therefore, soon, schools will have to undergo a significant reorganization in their administrative and pedagogical structures, such as constructing smaller buildings, fewer classrooms, and more ambient rooms, research rooms, meeting rooms, among others [8].

Moreover, in the DE, it is the tutor who answers the doubts presented by the students about the content of the offered discipline, mediates the participation of the students in synchronous[3] and asynchronous activities, and assesses the participation of each one [4].

Consequently, for Lemgruber (2008, *apud* [4]): "your mediation is a teaching function, both in the specific tutoring of a discipline, and in tutoring, in general, in person, as a study advisor."

Therefore, it is in this sense that, finally, the proposal for a technical course for the training of distance learning tutors in basic education of integrated vocational secondary education has contributed to the fight for a quality distance education, believing in the teaching

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[3] A form of communication that takes place at the same time, as in a chat where people can type in real time [9].

qualification of tutors since the beginning of their professional lives, which starts in the technical course [10].

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