



International Conference  
The Future of Education



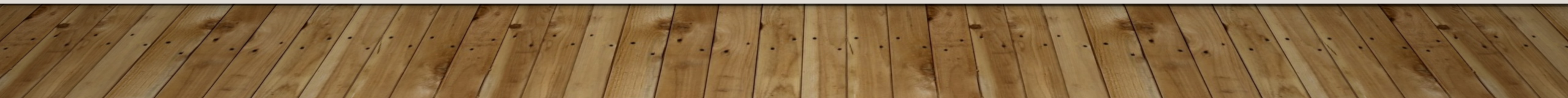
# FORMATIVE TRAJECTORY FOR DISTANCE TEACHING

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# OBJECTIVES

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- The main objective of this work was to analyze the learning trajectory of the teachers that teach distance learning modality
- How are these teachers, in Brazil, prepared for the job?

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## INDEX

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- Objectives
- Distance Education in Brasil - a brief review
- Empirical study
- Results
- Conclusion

## 4 DISTANCE EDUCATION IN BRAZIL - A BRIEF REVIEW

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- Strong legislation since 20th decade – not with the name of distance education (radio)
- Only in 1996 the name “distance education” is presented in legislation
- Last law from 2017 – graduate, postgraduate studies, K12 and vocational
- Growing more than face-to-face
- Private offer is more than public offer

## 5 OPEN UNIVERSITY OF BRAZIL

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- Is a government program (not a campus university) - use of public universities as support for 2 main objectives:
  - expand and internalize graduated courses
  - reduce inequalities in the higher education sector
- Focus on teacher training (initial and continuing)

## 6 EMPIRICAL STUDY

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- Case study at the Academic Unit of Distance Education of the State University of Bahia
- Survey by questionnaire – 113 teachers
- Semi-structured interview – 8 teachers

## 7 RESULTS

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- 21% as a doctor degree (obtained in face to face modality)
- 54% master degree (3% in a distance education modality)
- No teacher received initial training to teach at a distance
- 72,6% are prepared by the Institution where they taught

## 8 RESULTS (2)

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- 14% said that doesn't have any training
- 54% master degree (3% in a distance education modality)
- No teacher received initial training to teach at a distance
- 72,6% are prepared by the Institution where they taught



## 9 RESULTS - MOTIVATIONS

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- 14% said that doesn't have any training
- Main motivations were intrinsic, such as,
  - improvement of their skills for distance learning,
  - improvement with learning ICT and
  - development of self-confidence.

# 10 RESULTS – BARRIERS AND PERCEPTION

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- Lack of infrastructure of the HEI where they taught.
- Perception
  - Requires a good organizational structure
  - Constant update
  - Teaching in the DE improved their teaching practice and
  - The teacher should be qualified for this modality

## II CONCLUSION

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- The training of the teacher to act in the distance modality as been marginalized.
- HEIs are the main entities responsible for the training of teachers
- All the teachers did not received initial training to act in the distance education
- Absence of this curricular component in the teacher training courses in Brazil
- Although they teach at a distance, the idea of presence is something very strong

## 12 CONCLUSION

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We need to seriously think about the training of teachers to work in distance education, with the risk of neglecting the quality of teaching and distance learning.



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