

EAD and the Role of Tutor in Mediation Process

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Abstract

Geographical barriers, lack of time available for dedication to study in the form and face, often financial difficulties are factors that drive people to pursue their education through courses, ie in distance education environments. The spread of online courses has highlighted the assumption of a distinct role that historically conceived. In this context, the teacher, in theory, receive the assistance of the tutor in order to guarantee the mediation between the student and knowledge. And then, there are problems that hinder the teaching-learning process, since the roles of teacher and tutor were not well defined. Rather, the roles are confused, neither the teacher nor the tutor knows with certainty that exercise functions, which causes, including problems that undermine communication with students. Furthermore, both teacher and tutor did not receive academic training to deal with this type of education, which leads them to be applied in distance learning activities and strategies hitherto used in conventional classroom teaching. Therefore, there is a pressing need to establish well-defined responsibilities of the role of teacher and tutor in distance education. In this sense, this work aims, from the researchers' experience as both teacher and tutor at the State University of Montes Claros - MG, to report and analyze the difficulties faced in the mediation of knowledge with students in the Open University of Brazil / Unimontes. Therefore, our starting point is constituted mainly of the following questions: What is the role of the tutor in Distance Learning? What the tutor teaches? How important is the tutor in an online course within the Distance Learning? Finally, this work is based on theoretical concepts and ideas postulated by authors working in this area of research, such as: BELLONI (2003), KENSKI (2003), GUTIERREZ & PIETRO (1994), ALVES & NOVA (2003).