

## 167 - THE EDUCATION TO THE DISTANCE IN THE UNIVERSITIES AT STUDENTS VISION FOR THE STUDENT ENTHUSIASM

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### INTRODUCTION

At present the majorities of the universities are adopting the system of education to the distance for facilitate the education in the reach of everybody. With that perceives itself a smaller performance, of which before already was not very, of the contents you will discipline important for the students. Even of that form something of innovative does not have deed in we will have of improvement of the technical support for the educational virtual one increase, getting worse like this the way of as our education should progress in the cultural scope of the Universities in Brazil (BARROS, Fernando de Moraes, 2008).

In the space delimited for sample, observes-itself fragile the contact of enrichment to the student, therefore the even, in what was obtained under aspect of research, feels injured although in the competence in that his design on-the-job training seeks to evolve to the maximum his knowledge (DOSSANTOS, Douglas Costa et al. 2008). Being like this do not we be able to leave that this slit of error of the Universities be piece of side, "Seen that the values were created in some moment and somewhere is that the possibility of creation of new values would not be able to be discarded"(BAUDRILLARD, Jean, 1997).

The education to the correct distance utilized of form promotes training, but itself nowadays as the professors we have that know to educate of sharp form, or be, of playful way and that awake interest in the student, like something formulated incorrect can increase important values for individuals in his solitary study? Second Foucault, what distinguishes the language of everybody the others signs and is going to perform him in the representation a decisive paper is following a lineal order, or be, must be created something for obey and respect their conduct in the which we will enlarge for orthodox approaches. If there is criticism to the work developed is that I set right is him for come (DOSSANTOS, Douglas Costa et al. 2009).

In the calculations will analyze itself, by statistical means, as the faculty promotes dispersion, misunderstanding, amalgamation of impertinent information for the professional life, aversion to the discipline, among others problems for the students. However it should be said, about the students also, that a big majority is interested for nothing, which injures also the work of the professionals of the universities. It leads itself in count the regard of the student that is going to extend his more and more knowledge, not the that they blur the content of the University (GIUSTA, 2003).

The problem it to be supplied, this is, observed, of as the virtual world is going to reflect about the students for the improvement of the same in the disciplines studied, is brought by a statistical hypothesis that is going to show the dissatisfaction for the student enthusiasm in the virtual scope of the education to the distance. Objective itself, after such research, the improvement of the EAD in the university, therefore always outside a pertinent criticism of united students since the beginning of the on-line matters. By motive of to student suggestion, valued itself the split for the part of education to the distance and normal classes, for the public that requer the EAD and, professors, classroom, for the public that desires the trivial one(GIUSTA, 2003).

The madness where the on this side student one can propose, do not be rites Dionisiacs for the turns of the education to the distance, the which Dionísio always would clear for have and offer the most greatest of the bequests of him be a human (BORGES, 1996).

### Theoretical Reference

In The line of argument of the article the succinct references go I charge itself of give paradigms to the object of the research, as Levasseur describes the situation and the surface of the country, his borders, with the succinct exam of the questions concernentes to them. From that will observe itself before of the statistical calculations obtained the reason of the relevance and cared for about the matter of the education to the distance for the student enthusiasm(GIUSTA, 2003).

Certain time a professor, in the university, in class, not formal, commented that: "The on-line matter, by a side is good, therefore obliges the student it read, it study. ..." Well, relating that already we live in a democracy the fact of "oblige" the student it read, study, already is not more an argument that should apply us days of today. Even so, the on-line matter instead of provide somewhat unusual, of the: classroom, libraries and too, offers to same thing, however with less effort of part interested which alone the use of internet is done necessary. For such motive the entertainment, interaction, by virtual means, if does worthy of the part of the EAD (GIUSTA, 2003).

It baste teaching methodology, entertainment, interaction, motivational aspects, to the student, is the minimum that the on-line matters should offer, this is, to the student that need by need is done of a professor that teaches him, that directs him. What the University shows for that worry is insipid. Even in this way perceives itself the difficulties of the students that are going to suppress to any price that deficit that the matter gives planning ways of get around the absence of knowledge, with: the glues for tests, works made by third (paid), makeup of exercises by colleagues, and other so much tricks developed for mock the system. It is clear that that always will have, however we be able to a little change that our chart doing paper as the professor. They would be necessary classes, until for the valorization of the professor, that went optional for the students will watch, promoting then parallel motivations to the student body and in this way the on-line discipline would deteriorate for the virtual world. According to GIUSTA, interactivity, motivation and entertainment are fundamental for the participation of the students in the on-line classes, therefore is there that the virtual professor goes "converse" with his student privately, giving a significant content for the life of him in a holistic context.

If will not have these three concepts; interactivity, entertainment and motivation, the education the distance never is going to evolve in the universities, therefore the directives of the matters go to clash always of the compromise of the student one with the learning of the even. And itself we will be able to compare, we will arrive to point of, as in the times pre-socratics, where the philosophers of the monism and mobilism had a crash and paradoxes began it take office of a huge argument in the which until today some intellectuals are asked. Like this until in the Statistical one Applied (as on-line matter) we be able to bring a

comparison about the very bad, virtual theory, say-itself of passage, and the practical theory in the everyday life (MARCONDES, Danilo, 2006).

We be able to have like significant mathematical example for what in the tappet the on-line matter at present, one of the paradoxes of Zenon, that broadly were discussed and analyzed in all Antiquity, in the paradox of the motionless arrow says that an arrow shot in direction to an aim put to a certain distance will never reach this aim, in therefore each, motionless fact remaining point in that is found should traverse a distance like her Length; however, if the space is composed of indivisible elements, the arrow should remain motionless, since in that case cannot have movement. In the epoch the critics accused-no of go against the common sense, since is obvious, from the experience of everybody we, that the arrow achieves the aim. However the arguments of Zenon are of theoretical nature and conceitual, or be, the difficulty is in explain what our common experience establishes. In this way we obtain to compare the as much as one a matter can achieve, in we will have of philosophical verifications among others, and what should be interpreted itself the professor will have bases with addressing from a common environment to the more complex (MARCONDES, Danilo, 2006).

By such explanations the content of the education the distance should be the more enthusiastically, scholarly, understandable and changeable for the student, because itself bad interpreted a discipline will go, worse for the knowledge of the student. Efforts are valid, logical, the student body must itself amuse for more difficult than being the content, however the support always should be clear for homogeneous comprehension of the student. Of that form is able to the virtual education arrive nearby than includes a professor (GIUSTA, 2003).

According to Sigmund Freud, in the dreams the images figure the impressions that think that cause; do not we feel horror because opresses us a sphinx, is then which gives the horror of the on-line discipline of the universities nowadays, the absence of utilization of the capacity of the students interested scatters-itself by winds of numbers and meaningless reflections. Nothing compares a good professor, but do not want to say that the education to the distance cannot be a success (GIUSTA, 2003).

The education it to be applied should find approaches for utilization of the prominent students the institution, however you were monitor, interposed without know in the EAD what should be passed to stamp of availability of the matter. Then all the system loses the force of gravity, he own is not more than a gigantic imitation – not unreal, but imitation, or be, never again subject to to be changed by real, but changing in itself even, in an uninterrupted circuit whose references and circumference are not found nowhere (BAUDRILLARD, Jean, 1997).

In century XXI we must to speak by parables for do not injure the thought than evaluate such amalgamation of facts by perceive itself the size of the involution that can cause an education to the elaborate bad distance and with advisory board limited (FONTES, Martins, 2006).

#### **Materials and Methods**

For achievement of the present I study were attended the lawful demands adapt what arrange the Resolutions 196/96 and 251/97 of the National Advice of Health, where the subject I study, after properly informed, signed a Term of Free Consent and Cleared. That research characterized itself as descriptive, of the kind of case study and the participants were selected of random way by university voluntary service established by SEVERINO and SIMÃO, 2000 and 2005 respectively.

It ascertain the context in standards is a kind of advancement for the academic study, that is done necessary in which respect about development is said of the man. In this way the on-line study is the progress of the individual, which brings the education to the distance as the evolution for the people less sanctioned, the which continue being, however making use now of the knowledge of more a spring that becomes common to each decade. However a reflection is done important "THE humanity does not represent an evolution to somewhat better, or more strong, or more elevated, as today is believed. The 'progress' is merely a modern idea, want to say, a false idea" (NIETZSCHE, Friedrich, 2005).

Participated of the study 50 students of Universities, being answered a questionnaire, for collection, with five objective questions, the which try the matter about the EAD. Beyond the objective questions find itself facts about age and course, the which are subdivided in: Mathematical, Physical education and Others Courses. The objective answers were ascertained with five distinct answers; very bad, bad, regular, good and excellent. Also it was deed of addition interviews significant with opinions and important observations of some students and technicians of data processing. The group was composed for 18 students of Physical Education, 16 of Mathematics and 16 of Others Courses, however for have a statistical handling in order to guarantee possible error margin minor was delimited analysis of the answers without characterize for courses, therefore then has an aspect developed for comprehensiveness of the on-line discipline as a whole one, because the important one is the observation of the result in which does a summary of Answers for the Education to the Distance in its fullness. The questionnaire was second deed standards established by SEVERINO and SIMÃO, 2000 and 2005 respectively.

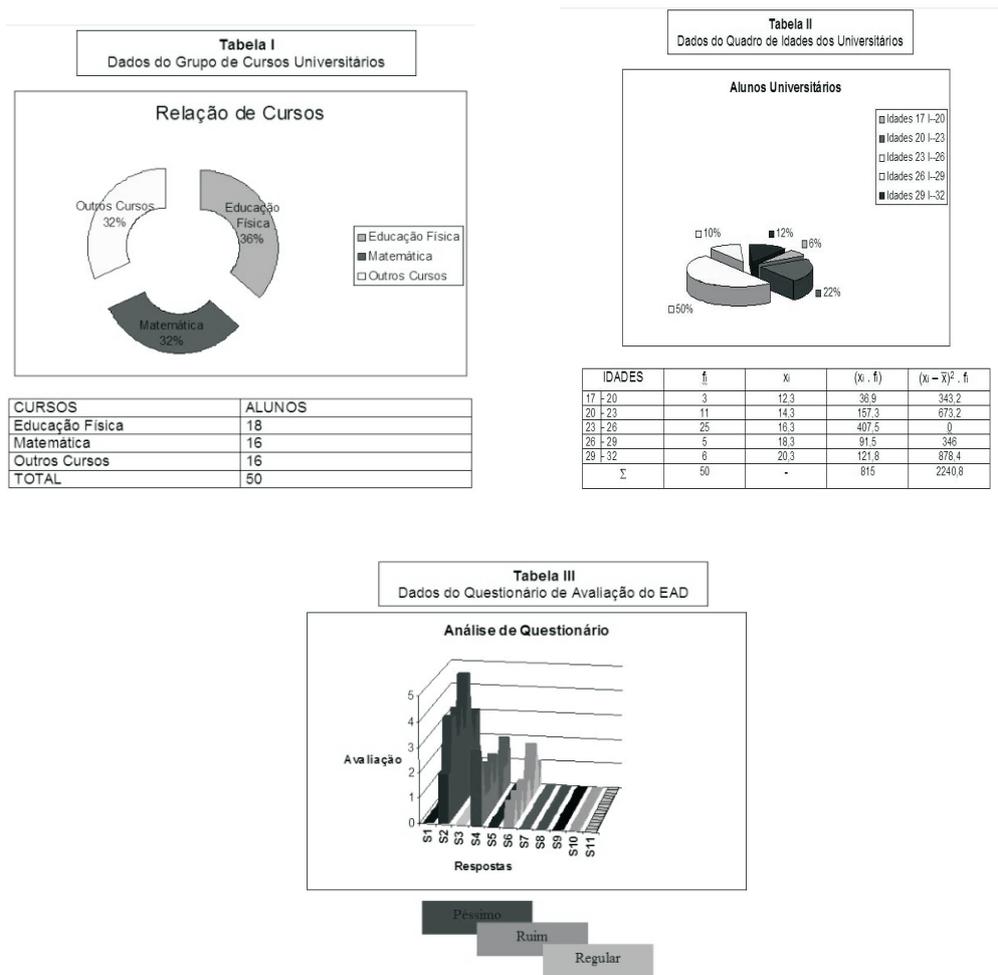
The Instrument was utilized a questionnaire that presents a rank of classical objectivity, about five aspects of quality, healthy these: A) I Teach to the Distance of the University; B) Professor of Duty of the Education to the Distance; C) Coordination of the Education to the Distance; D) Educational virtual; AND) Performance in the content. The answers classified itself in: very bad, bad, regular, good and excellent. The others two articles obtained of the questionnaire, subconjuntos of age and course, were studied barely a - the age, because of the motive spoken in sample. However it was observed in percentage the participation of the courses for the relation of the matters focadas with the purpose of investigate the reflection, of distinct graduations, for the EAD. However it is an inquiry that will stay for a future article to be analyzed with more depth.

Procedure for effect of the fact-gathering were deeds interviews with some of the students and technicians of data processing, that are found in enclosed, for show itself united the access to a motivational, interactive education and of entertainment proposed nowadays, having in mind the objective of evaluate the effects of learning acquired of a certain participatory group of the University. The answers were developed in the paper of the own questionnaire for the students and in a sheet it breaks for the not-students, that showed his experience in the context established to the ones.

#### **RESULTS**

Observed Itself in the I table the participation from 36% of the course of Physical Education, 32% of Mathematics and 32% of Others Courses, the which generates a good chart of comparison with university students of distinct graduations. In the table II already were evaluated on average arithmetic, fashion, average and detour standard, what checked the factor age as value of experience and comprehension in the research about the EAD, in which we perceive the value modal of 24.2 in the ages committed for collection. Evaluates-itself in that context the definition of complacency with the virtual world (internet), or be, that are individuals of the century of the data processing one that think about the Education to the Distance of the universities. The answers of the evaluation were you qualify like addressing for very bad, being analyzed: medium arithmetic (80,3), average (58) fashion (91.5) and detour standard (8.9) for argument about the relation how much your student/internet learning in the on-line

matters. Which defined a horrible Education to the Distance, with no question answered, excellent and good requirements. This is, the problem analyzed can have to "solution" between some problems itself will have more: interaction, entertainment and motivation, as Giusta (2003) propose for the EAD.



**DISCUSSION**

The results verified in the analysis were good nothing for the Universities, therefore showed that by more interested that the students be for the matter are absorbing very little the content. The design of supply the duties fails for the virtual education imply in do be dismembered to old allusion of the institutions will not hear his components, therefore nowadays for the private universities is not observed more the student as a simple beginner of knowledge, the directive interposed in the road becomes the his students clients, and not satisfied go to leave of the faculty and change for the another one, committing like this the goal of those institutions.

What drives the progressive loss of students for other institutions, fault of professional bad in the market, smaller knowledge acquired, absence of content interposed for future matters and too, are by cause than a bad on-line matter elaborates that can injure in the paper in that a University is going to watch his students.

From better activities developed, applicability of new knowledge of broad way, is that is destined the action of the student enthusiasm. The approach proposed for perform the matter restricting the errors of the past is somewhat pertinent for the improvement of the education in a changeable future, therefore as opposed to that we are going to detach the violence, bad professionals, theories capitalists, and too factors that modify the world for an abyss. It is such intolerance that does the people will attack itself of certain indications for a worse society because of a most minimum motive. The insanities made, the games of be able to and intrigues, if does less followers to the study, the following generations, where understood the useless one know discredited and without piety delivered to the inclemencies of the sun and of the winters.

Nothing compares to the professor, upon being a human that transforms all matter to her side, but is necessary-itself of activities where go to agglutinate results for the individual, being analyzed pedagogicamente for govern her boom in the profession in a promising future. The man done not itself define by the rationality, and that his lie is not characterized barely by the conscience, but to the contrary, our behavior is strongly determined by impulses of that do not we have conscience and that we repress.

One of the arguments that should direct the education the distance is part of the definition of a problem that still did not have end for lack of inquiry of the faculty as a whole one. And tappet us it think that in the thinking modern rationalism, access privileged upon being thinking to its own conscience, the evidence of him I ponder emphasized by you Descartes – becomes-itself like this highly problematic.

I concluded for observant ends that the on-line matters are going to evaluate his: virtual teaching methodologies, professors of duty, coordination, performance of the students and the technical support that watches to same really itself of something more unusual where appear the student for praise the its knowledge acquired in its University, where compares its present period of training for a faint future that can solve several faults, where the professor, as be a human wrong, and in the discipline On-line never is going to wrong.

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**THE EDUCATION TO THE DISTANCE IN THE UNIVERSITIES AT STUDENTS VISION FOR THE STUDENT ENTHUSIASM**

**ABSTRACT:**

Introduction: It investigated in a population of 50 students of Universities, qualifying the courses for research in groups of: Mathematical, Physical Education and Others Courses respectively, in the elaborate questionnaire, the rank of satisfaction of the matters of education to the distance. Materials and Methods: They were ascertained us students the comparisons of a questionnaire developed (SEVERINO, 2000) for argument about the relation how much their student/internet learning in the on-line matters. In the research also were lodgers interviews, that are in the body of the text, with opinion of students and technicians in data processing evaluating that the system need technical support must, for nonchalance of the matters with orthodox approaches in what is said to respect to what itself knows of education to the distance. Results: For analysis we have like base: medium arithmetic (16,3), average (11.4) fashion (24.2) and detour standard (6.7) for ages, and, medium arithmetic (80,3), average (58) fashion (91.5) and detour standard (8.9) for perception of quality of the EAD. Discussion: Concluded very bad results for the visibility of the EAD in the Universities. The which verify the dissatisfaction of the students how many any kinds of on-line matters, therefore entertainment, interactivity and motivation is lacking.

**KEYWORDS:** Statistical, Entertainment, interactivity.

**L'EDUCATION A LA DISTANCE DANS LES UNIVERSITES AUX ETUDIANTS VISION POUR L'ETUDIANT ENTHOUSIASME**

**RESUME :**

Introduction : Il a examiné dans une population de 50 étudiants d'Universités, qualifiant les cours pour la recherche dans les groupes de : L'Education mathématique et Physique et D'autres Courent respectivement, dans le questionnaire soigné, le rang de satisfaction des questions d'éducation à la distance. Matériels et Méthodes : Ils nous ont été vérifiés les étudiants les comparaisons d'un questionnaire développé (SEVERINO, 2000) pour l'argument de la relation combien leur érudition d'étudiant/internet dans les questions en ligne. Dans la recherche étaient aussi des entretiens de pensionnaires, qui sont dans le corps du texte, avec l'opinion d'étudiants et de techniciens dans les données qui traitent évaluer qui le besoin de système soutien technique doit, pour la nonchalance des questions avec les approches orthodoxes dans ce qu'est dit de respecter à que lui-même sait d'éducation à la distance. Résultats : Pour l'analyse que nous avons comme la base : le moyen arithmétique (16,3), moyenne (11,4) la mode (24,2) et la norme de détour (6,7) pour les âges, et, le moyen arithmétique (80,3), moyenne (58) la mode (91,5) et la norme de détour (8,9) pour la perception de qualité de l'EAD. Discussion : Les très mauvais résultats conclus pour la visibilité de l'EAD dans les Universités. Le qui vérifie le mécontentement des étudiants combien de n'importe quels types de questions en ligne, donc le divertissement, l'interactivité et la motivation manquent.

**MOTS-CLÉS :** Statistique, le Divertissement, l'interactivité.

**LA EDUCACION A LA DISTANCIA EN LAS UNIVERSIDADES EN ESTUDIANTES VISION PARA EL ESTUDIANTE ENTUSIASMO**

**RESUMEN:**

Introducción: Investigó en una población de 50 estudiantes de Universidades, calificando los cursos para la investigación en grupos de: La Educación matemática y Física y Otros Corren respectivamente, en el cuestionario elaborado, el grado de satisfacción de los asuntos de la educación a la distancia. Materiales y Métodos: Ellos nos fueron acertados que estudiantes las comparaciones de un cuestionario desarrollaron (SEVERINO, 2000) para el argumento acerca de la relación cuánto su estudiante/Internet que aprende en los asuntos conectados. En la investigación también fueron entrevistas de huéspedes, eso está en el cuerpo del texto, con opinión de estudiantes y técnicos en evaluar de procesamiento de datos que el sistema necesita apoyo técnico debe, para la indiferencia de los asuntos con enfoques ortodoxos en lo que es dicho respetar a que mismo sabe de la educación a la distancia. Resultados: Para análisis nosotros tenemos como base: promedio (16,3),

aritmético medio (11,4) moda (24,2) y estándar de desvío (6,7) para edades, y, promedio (80,3), aritmético medio (58) moda (91,5) y estándar de desvío (8,9) para la percepción de calidad del EAD. Discusión: Los resultados muy malos concluidos para la visibilidad del EAD en las Universidades. El que verifica el descontento de los estudiantes cuántas cualquier clase de asuntos conectados, por lo tanto entretenimiento, la interactividad y el motivo faltan.

**PALABRAS CLAVE:** Estadístico, Entretenimiento, interactividad.

#### **O ENSINO À DISTÂNCIA NA VISÃO DOS ALUNOS DE UNIVERSIDADES PARA O ENTUSIASMO ESTUDANTIL**

##### **RESUMO:**

Introdução: Investigou-se numa população de 50 alunos de Universidades, qualificando os cursos para pesquisa em grupos de: Educação Física, Matemática e Outros Cursos respectivamente, no questionário elaborado, o grau de satisfação das matérias de ensino à distância. Materiais Métodos: Foram averiguadas nos alunos as comparações de um questionário desenvolvido (SEVERINO, 2000) para discussão sobre a relação aluno/internet quanto sua aprendizagem nas matérias on-line. Na pesquisa também foram agregadas entrevistas, que estão no corpo do texto, com opinião de alunos e técnicos em informática avaliando que o sistema precisa de suporte técnico devido, para desenvoltura das matérias com métodos ortodoxos no que se diz a respeito ao que se conhece de ensino à distância. Resultados: Para análise temos como base: média aritmética (16,3), mediana (11,4) moda (24,2) e desvio padrão (6,7) para idades, e, média aritmética (80,3), mediana (58) moda (91,5) e desvio padrão (8,9) para percepção de qualidade do EAD. Discussão: Concluíram-se resultados péssimos para a visibilidade do EAD nas Universidades. Os quais comprovam a insatisfação dos alunos quantos quaisquer tipos de matérias on-line, pois falta entretenimento, interatividade e motivação.

**PALAVRAS-CHAVE:** Estatística, Entretenimento, interatividade.