



**PEDAGOGICAL WIND-VANES:  
A METHODOLOGICAL PROPOSAL FOR UNDERGRADUATE COURSES IN  
EaD MODALITY IN A COMMUNITARIAN INSTITUTION**

CATA-VENTOS PEDAGÓGICOS:  
UMA PROPOSTA METODOLÓGICA PARA CURSOS DE GRADUAÇÃO NA  
MODALIDADE EaD EM UMA IES COMUNITÁRIA

MOLINILLOS PEDAGÓGICOS:  
UNA PROPUESTA DE ORGANIZACIÓN CURRICULAR METODOLÓGICA PARA LOS  
CURSOS DE GRADUACIÓN EN LA MODALIDAD DE EDUCACIÓN A DISTANCIA

*Greice Scremin<sup>1</sup>  
Eliane Aparecida Galvão dos Santos<sup>2</sup>  
Elisiane Machado Lunardi<sup>3</sup>*

**ABSTRACT:** The necessity to rethink the formation of professionals to work in contemporary society has challenged the formative courses in curricular and methodological terms. This paper has the objective of presenting and discussing a methodological proposal of a confessional and communitarian University for Undergraduate Courses, in distance learning (DE) modality. This is a qualitative exploratory and documentary study. The proposal is based on the principles of dialogic relationship, curricular flexibility, theory-practice relationship and technology applied to education, based on teaching, research and extension activities. In this process, the proposal denominated Pedagogical Wind is articulated in nuclei, thematic modules and learning units. The proposition of new modalities of teaching should seek pedagogical innovations in relation to the current curricular paradigm of formation. To that, it is necessary the commitment of the institutional management, investing on the valuation of change, in infrastructure and in the formation of teachers. It is essential that professors take on the commitment with the new project and with the reorganization of learning times and spaces.

**KEYWORDS:** Innovation. Curriculum. Higher education. Distance learning.

**RESUMO:** A necessidade de repensar a formação de profissionais para a atuação na sociedade contemporânea vem desafiando os cursos de formação em termos curriculares e metodológicos. Este artigo tem por objetivo apresentar e discutir a proposta metodológica de uma IES comunitária e confessional para Cursos de Graduação, na modalidade EaD. Trata-se de um estudo qualitativo, bibliográfico e documental. A proposta está pautada nos princípios de relação dialógica, flexibilidade curricular, relação teoria-prática e tecnologia aplicada à educação, a partir de atividades de ensino, pesquisa e extensão. Nesse processo, a proposta denominada Cata-ventos Pedagógicos está articulada em núcleos, módulos temáticos e unidades de aprendizagem. Depreende-se que a proposição de novas modalidades de ensino e de inovações metodológicas precisa buscar inovações em relação ao paradigma curricular vigente de formação. Para tanto, faz-se necessário o engajamento da gestão institucional, investindo na valorização da mudança, em infraestrutura e na formação dos professores. Por parte dos docentes, é fundamental que eles assumam o compromisso com o novo projeto e com a reorganização dos tempos e espaços de aprendizagem.

**PALAVRAS-CHAVE:** Inovação. Currículo. Ensino superior. Educação a distância.

Submitted on: 03/03/2018 – Accepted on: 16/04/2018 – Published on: 28/03/2018

**RESUMEN:** La necesidad de repensar la formación de profesionales para la actuación en la sociedad contemporánea desafía los cursos de formación en términos curriculares y metodológicos. Este artículo tiene el objetivo de presentar y discutir una propuesta curricular que se constituye como referencia para la elaboración de Proyectos Pedagógicos de los Cursos de Graduación, en la modalidad de educación a distancia de una Institución de Enseñanza Superior comunitaria y confesional. Este es un estudio cualitativo, del tipo exploratorio y documental. La propuesta, denominada molinillos pedagógicos, está basada en los principios de relación dialógica, flexibilidad curricular, relación teoría-práctica y tecnología aplicada a la educación, a partir de actividades de enseñanza, investigación y extensión. Se trata de una organización curricular que articula núcleos, módulos temáticos y unidades de aprendizaje. La proposición de nuevas modalidades de enseñanza y de innovaciones curriculares es fundamental para lograr los objetivos formativos contemporáneos. Tales propuestas buscan algo nuevo con relación al paradigma curricular vigente de formación. Para eso, se hace necesario el compromiso de la gestión institucional, invistiendo en la valorización del cambio, en infraestructura y en la formación de los profesores. También es fundamental que los docentes asuman el compromiso con el nuevo proyecto y con la reorganización de los tiempos y espacios de aprendizaje.

**PALABRAS CLAVE:** Innovación. Currículo. Enseñanza superior. Educación a distancia.

## INTRODUCTION

The current society is constantly changing and, facing new technological innovations, the demand of more dynamic and polyvalent professionals is a challenge to the formative institutions. In this context, it becomes questionable the application of passive methodologies that do not develop the autonomy of the students.

Thereby, a concern which needs to permeate the training courses of professionals-to-be is to rethink the training process in order to contribute with the renovation of teaching in the universities, trying to overcome traditional paradigms that lead to the fragmentation and the mere reproduction of knowledge.

The necessity of thinking about an innovative curriculum, which seeks to dismantle the idea of isolated disciplines and the adequacy to the contemporary student characteristics who searches for the Distance Education – DE – was the reason that contributed in the investment in DE's implementation in a institution of higher education in the countryside of the Brazilian state of Rio Grande do Sul.

Thus, this paper presents and discusses the methodological proposal of a communitarian and confessional institution of higher education for Undergraduate Courses in DE modality. It is pointed out that such modality, in the Brazilian context, was emphasized in the 70s from an agreement between the University of Brasilia (UnB) and The Open University of United Kingdom, when the UnB began to offer extension courses in this modality that covered all Brazilian states (FONTANA et al, 2014). In this context, it is possible to recognize that the Law of Guidelines and Bases of Education 4.024/61 (which indicates the possibility of education by this modality) and the Law Decree 5.622/05 (which characterizes the DE by the public power as an educational modality) were essential to propel the progress of DE as an

effective possibility in the educational field of time flexibility, without losing the education quality.

The actions on Distance Education, in the target Institution, have started in the end of the 90s, when such University started using the virtual learning platform – Moodle - as support to the classroom lessons. Since 2000, it is promoted the permanent training process to the University's professionals focusing on digital technologies. In 2011, it was projected a virtual platform which focuses on elaborate and publish digital didactic contents, produced by the undergraduate courses professors, as learning material. In 2013, it was started the construction of the methodological proposals to the undergraduate courses in DE modality. In this step, it was organized a work-team in which were designated, by the head office, professors from several fields of knowledge such as Pedagogy, Journalism, Economical Sciences and Computer Science. The first courses to be elaborated were Pedagogy and High Course in Technology in Human Resources. Thus, from the Institutional Pedagogical Project and from the Institutional Development Plan it was built a methodological proposal here presented for the Pedagogy course.

In this process, it was tried to incite a reflexive thought about DE from interdisciplinary articulations, uniting the areas of pedagogy, technology of information and communication. It was in this context that the work-team constituted by professors of the Pedagogy course mobilized itself to build a proposal which breaks with the compartmentalized thought of knowledge and were mediated by the use of new educational technologies. It was about a qualitative research of bibliographical and documental type that becomes a methodological proposal, which is constituted as basis of the creation of new undergraduate courses in DE modality in the University.

The curricular proposals to higher education have as objective a wide conception of curriculum as “knowledge, skills, abilities, experiences and values organized in an integrated way” (MASSETTO, 2011, p. 4). This standpoint congregates with the proposal discussed in this paper because it gives priority to develop such experiences in an integrated way by methodologies that promote the practice of interdisciplinarity, relation between theory and practice, science and technology, according to the philosophical paradigm of the Institution. (CENTRO UNIVERSITÁRIO FRANSCISCANO, 2016).

It is considered that the curricular proposals need to stimulate perspectives and new possibilities, surpassing limits and thinking about a higher education which corresponds to the current and future requirements. Therefore, this paper is organized in two topics that explore the guiding conceptions and principles of the proposal, as well as the curricular organization to DE courses, emphasizing the relevance of this modality as basis to elaborate other DE courses in the University.

## **METHODOLOGICAL ORGANIZATION PROPOSAL FOR COURSES IN DE MODALITY**

Knowledge is a process constructed individually and collectively, being result of the interpretation and comprehension of the internalized information by the subjects, from the meaning they attribute to the reality and how it is contextualized.

In this perspective, the curriculum can be understood as

[...] a set of learning that, due to be considered social and professional necessary in a certain time and context, it is up to the school institution guarantee and organize, and is assumed as a project in which teachers and students participate actively in its elaboration, execution and evaluation (MASETTO, 2011, p. 16).

This set of learning is, so, responsibility of the university, which needs to construct a formative process aligned with its philosophical, political and pedagogical basis in which teachers and students are united.

In Brazil, the propositions of National Curricular Guidelines are basis for the establishment of the curriculums because it incorporates the basis of the training activities involved in a conception of wide and systematic formation, in consonance to the current demands.

Therefore, it is suggested to organize the curriculum of DE courses in modules constituted by learning units. It is about a curricular organization which articulates nuclei, topic modules and learning units. In DE's perspective, it is launched the challenge of constituting a curricular dynamic on contents interconnection, knowledge interfaces and in its transversality, denominated as Pedagogical Wind-vanes, as represented in the illustration 1.

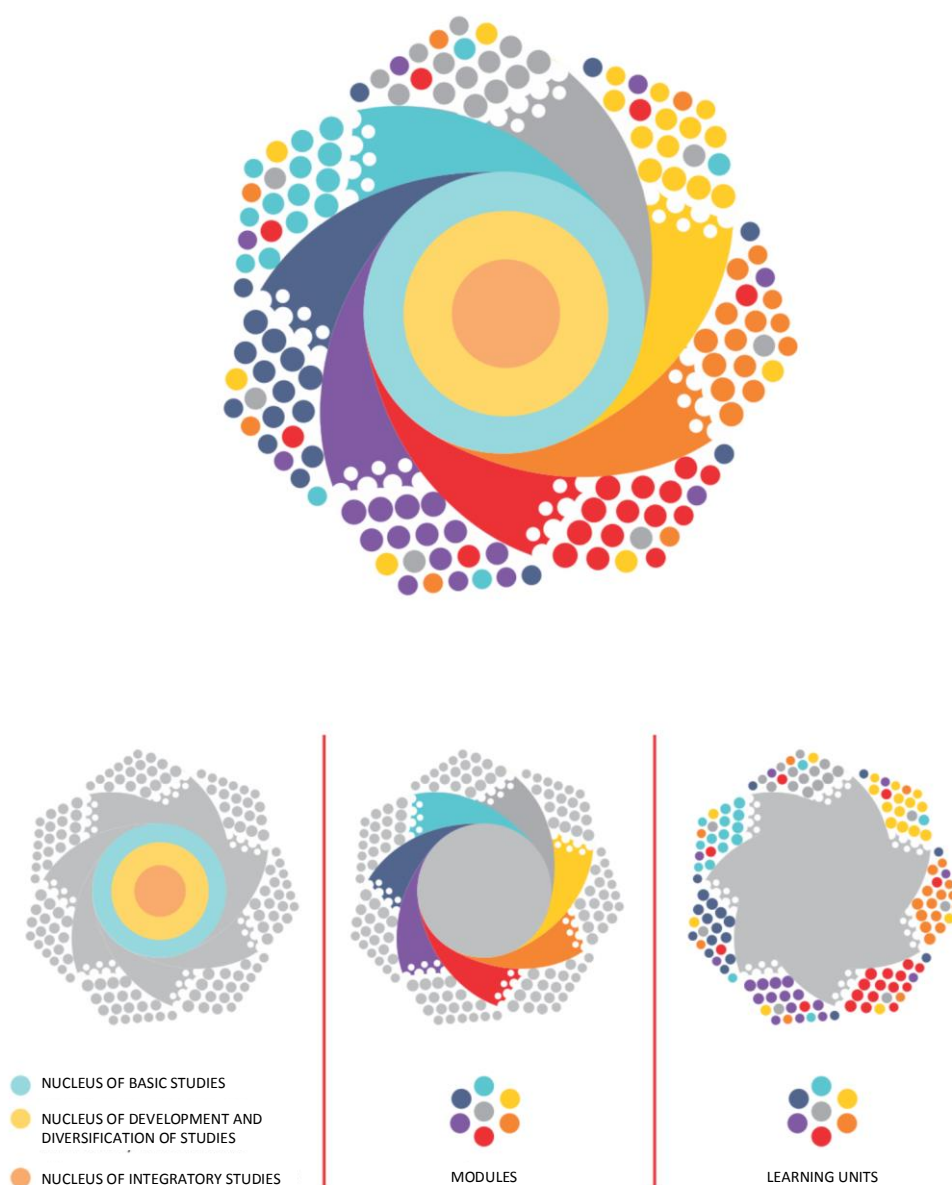
According to the illustration 1, the nucleus are basis to the methodological structure and curricular organization of the course because it sustains the formation activities involved in a conception of wide and systemic scholar training, in consonance to the current demands.

Thus, from what is expressed in each nucleus, it is suggested a curriculum that allows teachers and learners the establishment of connections and interconnections between specific scientific knowledge of the learning units with the social practice and the integrality of such knowledge.

The modules are, so, temporal and methodological: it is characterized as temporal because it organizes the integralization of curricular dynamic in the course duration; and methodological because it is constituted by topics which add the course contents.

The learning units are characterized for being conceptual and methodological: they are conceptual because they define the specific knowledge to be teaching in each module; and methodological because their purpose is to create ways in that teaching and learning are thought and operationalized in their integrality, in other words, trying to overcome the knowledge fragmentation. So, they are constituted in the inter-relation among its specific contents.

### CURRICULAR ORGANIZATION



**Illustration 1.** Graphic representation of the curricular organization of DE undergraduate course – Pedagogical Wind-vanes.

Source: the authors, 2017.



Thereby, the operationalization in the Virtual Learning Platform (VLP) is divided in modules structured in learning units. Each unit has interaction and evaluative activities and tasks. So, the intention is materialize the [inter] relation among the parts and all knowledge without losing each field's specificities.

The planning and development of each module is built in a sharing way among the professionals involved in the course. The objective is that the students comprehend the whole constructed knowledge during the course.

Therefore, it is highlighted the necessity to work the contents in an articulate way, because

[...] the overcoming of the fragmented vision of knowledge and of natural and social processes enables to structure the curriculum by interdisciplinarity and contextualization. From the idea that reality can be only seized if it be considered in its multiple dimensions, by proposing the study of an object, the intention is not only bring up which concepts can help in the learning process, but also notice how they combine and interpenetrate in themselves. (BRASIL, 2007, p. 09)

However, the proposal of this course comprises the interdisciplinarity by the [inter] relation concept among the Learning Units. The topics that characterize each module are developed from the Learning Units which indicate the contents that should be approached. The materialization of this proposal implicates that the pedagogical practices on the course be focused in establish the [inter] relation among the learning units. This concept is understood as the possibility of integration of the units in a constant relational movement.

As soon, in the curricular dynamic, the [inter] relation among the units has the purpose of inciting the involved subjects in the process to dismantle fragmented conceptions about knowledge construction. In this proposal, the innovation happens in the perspective of breaking with the disciplinarization, once it can complicate the global knowledge understanding and, consequently, also the development of the ability of acting and reflecting on heterogeneity demands in professional performance. So, the content organization is going to enable the study of reality, including the contextualization principle.

In this perspective, it is focused the theory-practice relation, operationalized from the teaching and learning transversality, characterized by the integration and articulation, from the beginning of the course, of the related contents to theoretical, technical and practical knowledge of the field of the professional, permeated by technological education in a circular movement.

This proposal is an investment on the integration among teaching, research and extension because, by propitiating the [inter] relation among such practices, it is encouraged the free actions of professors and students, with researches that comprise scientific and educative principles.

In the process of becoming the curriculum dynamic, the afro-Brazilian and aboriginal history and culture, environmental education and Rights education should be approached in a transversal way from the specific contents developed in the different modules (obligatory and optional), as well as in other institutional activities.

## TEACHING METHODOLOGY PROPOSITION

In this perspective, it is proposed the problematization methodology as didactic procedure to the module development. Taking Delizoicov, Angotti and Pernambuco as basis, it is suggested that the dynamizing of pedagogical work has as axis three moments.

The first moment is the initial problematization, when it is presented real situations known by the students, which permeate the scientific theories. The knowledge brought by the academics is problematized by professors and tutors, from questions related to the proposed topics in the modules. The mediators have the role of stimulating discussion, questioning opinions and rising doubts in order to motivate the students to broaden their knowledge.

The second one is about the organization and systematization of knowledge. For this, several activities related to each module are going to be proposed, using the tools and resources in the Virtual Learning Platform.

The third propitiates situations in which the student can use his built knowledge to analyze and to interpret, both initial situations and others that can be understood by the same knowing.

These three moments should happen in a recursive way because they affect each other in a non-linear mode. In order to make this process feasible, the mediators use the several available strategies in the information and communicative technologies applied in education.

Problematizing situations happen in discussion forums, digital reading resource, chats, videos and podcasts, activities in the virtual platform, among others. Thus, some of the strategies that are ways to develop the pedagogical work were made explicit:

a) Forum: it is an important virtual pedagogical tool, which has as purpose to proportionate education without distances. The forum can be a space to settle doubts or to be the place to discuss about the field's issues.

b) Videos and podcasts: the professors' group that works on the modules can elaborate videos with contents presentations or expository classes, when it is required. Also, they can recommend videos by links, since it is hosted in other web pages. Beyond that, depending on

the specificity of each module, the professors can do podcasts to dynamize the classes.

c) Digital reading resource: although the strategies and resources of DE teaching are varied, it is necessary that the course prepares digital resource, compound by books designed by professors, in a way that the student can read it online, download it or print it anytime, since the distance education can happen in an asynchronous or synchronous mode.

d) Chat: this tool enables students and professors to meet, in a pre-established time, to discuss topics or elaborate presentations, in a synchronous mode.

e) Activities and tasks: according to the specificity of each module, the professors can prepare objective activities or ask for essays. In certain cases, the student can get the answer of each question automatically. The virtual platform *Moodle* offers a lot of means to help the students to broaden the construction of knowledge, such as: submission of one file, multiple choice questions, *wikis*, questionnaires and day-book.

From this dynamic, interactive activities are offered in the virtual platform. Also, face-to-face meetings in the university are fixed to promote to the involved subjects the establishment of links as part of the scholar community, as well as to consolidate learning by interaction with tutors, classmates and professors. Those meetings can be disseminated in the beginning of each module, by the teaching plan.

Thereby, the intention is to create conditions to help the student to develop the ability to articulate scientific concepts with teaching activities, in other words, to accomplish the theory-practice principle from an established dialogical process.

So, it is invested in a pedagogical work counting on several mediators who conduct the students to reflection, theorizing and give a meaning for their action.

a) University centre coordinator: each centre associated to the head office of the University is going to have its own coordinator, who is responsible to manage the academic-administrative questions. b) Presential tutors: they should be in the university centres (at least one tutor per centre) and be able to clarify questions as academic calendar, dates of the tests, customer service time and other incoming doubts about academic-administrative work. c) Distance tutors: the course has to count on one tutor for 30 students and each tutor needs to have experience in the area of actuation. The tutor assists the professor in giving attention to the students by being capacitated to clarify doubts about the content and other incoming pedagogical questions.

Thus, this methodological proposal realizes that the student is the center of the knowledge construction process. Under this perspective, the methodology of the pedagogical work of the



course should be based on interactivity, once it is essential to the DE course quality (Brazil, 2007). In this proposal, the evaluation is understood as continuous, which implicates in evaluate the students in their knowledge construction process from several modalities of evaluation in a [inter] related mode.

Thereby, the evaluative system has as purpose to promote the student learning. To this, the evaluation process is done from three dimensions: diagnostic, formative and summative, being the formative evaluation the main one.

The diagnostic dimension has as function to investigate and to know what the student already knows and what he still need to progress in the knowledge construction, help the professor to identify the hindrances, successes and challenges in the teaching and learning process. In this way, it allows the involved subjects in the DE educative process to redirect and [re] orientate the planning of the pedagogical action.

The formative evaluation has the purpose of putting the students as participants of the process, offering ways to build self-evaluation abilities in which they can reflect on their own learning journey, in other words, they “[...] have the opportunity to judge the quality of their own’ and classmate’s performance from well-defined learning objectives and reasonable evaluation criteria” (VILLAS BOAS, p. 05, 2006). The summative evaluation, according to Haydt (2000), has the function of classify the students by the performance levels presented. Generally, it is done at the final of a unit study, semester or academic year, and frequently it is based on measure contents and procedures, such as tests, objective and essays exams.

Therefore, it is emphasized that the three evaluative dimensions are effected in the teaching practice in a [inter] related way. To that, quantitative and qualitative indicators are going to be used. Under this approach, it is understood that the evaluation is cumulative, continuous and non-circumstantial; it is the revelator of the whole teaching and learning process and not only of its result. So, the evaluative tools are going to be applied in different moments, in an accurate and systematic way.

## FINAL CONSIDERATIONS

The necessity to rethink the formation of the professional who will perform in the society, which is constantly changing, is challenging the formative courses in curricular and methodological terms. In this sense, the proposition of new teaching modalities as well as curricular innovations is essential to reach the contemporary formative purposes.

It is observed that differentiated curriculum and methodological proposals have in common the seeking of something that overcomes the current curricular paradigm of professional

formation. The DE modality has been a useful space to elaborate innovations because it offers more flexibility in formation proposals.

The Pedagogical Wind-vanes proposal can be constituted as basis for the curricular organization of other initial formation courses of the Institution. It fixes special activities to the courses planning, constituting a formation's solid basis, which is articulated by nuclei, themed topics and learning units. In DE's perspective, it is launched the challenge of constituting an interdisciplinary dynamic guided by interconnection of the contents, knowledge interfaces and in its transversality. So it is anchored in a methodological proposal which incites the search of knowledge and the ability to learn in a collaborative and autonomous way.

To that, it is necessary the commitment of the institution's management, which has to invest on the change's value, on infrastructure and on formation of professors. It is essential that the professors take on the commitment with the new project and the reorganization of the learning times and spaces.

## REFERENCES

BRASIL, **Lei 4.024/61**, de 20 de dezembro de 1961. Estabelece as Diretrizes e Bases da Educação Nacional. Retrieved from: <https://presrepublica.jusbrasil.com.br/legislacao/108164/lei-de-diretrizes-e-base-de-1961-lei-4024-61> Accessed on: 18 Mar. 2018.

BRASIL, **Decreto Nº 5.622**, de 19 de dezembro de 2005. Regulamenta o art. 80 da Lei no 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional. Retrieved from: [http://portal.mec.gov.br/seed/arquivos/pdf/dec\\_5622.pdf](http://portal.mec.gov.br/seed/arquivos/pdf/dec_5622.pdf) Accessed on: 22/02/2018.

BRASIL, **Referenciais de qualidade para educação superior a distância**, 2007. Retrieved from: <http://portal.mec.gov.br/seed/arquivos/pdf/legislacao/refead1.pdf> Accessed on: 11 maio 2017.

CENTRO UNIVERSITÁRIO FRANCISCANO. **Plano de Desenvolvimento Institucional** (2016-20121). Santa Maria: Editora Unifra, 2016.

DELIZOICOV, Demétrio.; ANGOTTI, José. André.; PERNAMBUCO, Marta. Maria. **Ensino de ciências: fundamentos e métodos**. São Paulo: Cortez, 2002.

FONTANA, R. L. M., et al. A Trajetória da Educação a Distância. **Ciências Humanas e Sociais**, Aracaju, v. 2, n.2, p. 243-255, 2014.

HAYDT, Regina. Cazaux. **Avaliação do processo ensino-aprendizagem**. São Paulo: Ática, 2000.

LEONTIEV, Alexei. **Actividad, conciencia, personalidad**. México: Editorial Cartago de México, 1984.

MASETTO, Marcos. Tarcísio. Inovação curricular no ensino superior. **Revista e-curriculum**, São Paulo, v.7 n.2 Agosto de 2011. Retrieved from:  
<http://revistas.pucsp.br/index.php/curriculum>. Accessed on: 15 nov. 2017.

VILLAS BOAS, Benigna. Maria de Freitas. **Portfólio, avaliação e trabalho pedagógico**. Campinas, SP: Papyrus, 2006.

VYGOTSKI, Lev. Semyonovich. **A formação social da mente**. São Paulo: Martins Fontes, 2003.

---

### About the authors

<sup>1</sup>**Greice Scremin** 

E-mail: [greicescremin@gmail.com](mailto:greicescremin@gmail.com)

Universidade Franciscana – Brazil

PhD in Education – Universidade Federal de Santa Maria [UFSM].

<sup>2</sup>**Eliane Aparecida Galvão dos Santos** 

E-mail: [elianeagalvão1@gmail.com](mailto:elianeagalvão1@gmail.com)

Universidade Franciscana – Brazil

PhD in Education – Universidade Federal de Santa Maria [UFSM].

<sup>3</sup>**Elisiane Machado Lunardi** 

E-mail: [Elisiane.lunardi@gmail.com](mailto:Elisiane.lunardi@gmail.com)

Universidade Federal de Santa Maria – Brazil

PhD in Education – Pontifícia Universidade Católica do Rio Grande do Sul [PUCRS].