Teaching in distance education: approaching about the professional profile

Andrea Karla Ferreira Nunes¹ iD , Alice Virginia Brito de Oliveira² iD ,

Rosimeri Ferraz Sabino³ iD
¹,² Universidade Tiradentes
³ Universidade Federal de Sergipe

ABSTRACT
This work aimed to delimit the distinctive elements of teaching representation for distance education, based on the analysis of the legislation on teacher education and the concept of poly teaching. It was considered the constitution of the teaching profile to act in this modality before the impositions of the new socio-educational context and the challenges for the teachers, mainly, in what concerns the communication and the interaction that involve the process of teaching and learning. The methodology adopted was bibliographic and documentary research. The results showed that the teacher in DE, among the various attributes that identify him / her, should be able to share knowledge, manage groups, be dialogical, besides being empathetic, ethical, interpersonal competence and willingness to learn.

KEYWORDS
Distance education. Teacher profile. Politeness.

Correspondência ao autor
¹ Andrea Karla Ferreira Nunes
E-mail: andreaknunes@gmail.com
Universidade Tiradentes, Brasil
CV Lattes
http://lattes.cnpq.br/8709325697410346

Docência na educação a distância: abordagem sobre o perfil professional

RESUMO

Este trabalho teve como objetivo delimitar os elementos distintivos da representação docente para a educação a distância, a partir da análise da legislação sobre a formação docente e do conceito de polidocência. Considerou-se a constituição do perfil docente para atuação nessa modalidade frente às imposições do novo contexto socioeducativo e os desafios para os docentes, principalmente, no que tange à comunicação e à interação que envolvem o processo de ensino e da aprendizagem. A metodologia adotada foi pesquisa bibliográfica e documental. Os resultados evidenciaram que o docente em EaD, dentre os vários atributos que o identificam, deve ser capaz de compartilhar conhecimentos, gerir grupos, ser dialógico, além de apresentar empatia, postura ética, competência interpessoal e disposição a novas aprendizagens.

PALAVRAS-CHAVE

Educação a distância. Perfil docente. Polidocência.

Docencia en la educación a distancia:enfoque sobre el perfil profesional

RESUMEN

Este trabajo tuvo como objetivo delimitar los elementos distintivos de la representación docente para la educación a distancia, a partir del análisis de la legislación sobre la formación docente y del concepto de polidocencia. Se consideró la constitución del perfil docente para actuación en esa modalidad, frente a las imposiciones del nuevo contexto socioeducativo y los desafíos para los docentes, principalmente, en lo que se refiere a la comunicación ya la interacción que involucran el proceso de enseñanza y del aprendizaje. La metodología adoptada fue investigación bibliográfica y documental. Los resultados evidenciaron que el docente en EaD, entre los diversos atributos que lo identifican, debe ser capaz de compartir conocimientos, gestionar grupos, ser dialógico, además de presentar empatía, postura ética, competencia interpersonal y disposición a nuevos aprendizajes.

PALABRAS CLAVE

Educación a distancia. Perfil docente. Legislación educativa.

Introduction

The twenty-first century has been highlighting the transformations evidenced in the socioeconomic, political, cultural and, mainly, technological areas, which impacted all sectors of society. In education and teacher education, this issue is even more complex due to the expansion and sophistication of digital technologies that reach educational institutions, sometimes resulting in lack of structure, fears, difficulties and resistances of use in the teaching classrooms.

Distance Education (DE) was officialized in Brazil in 1996, in the consolidation of the last Brazilian educational reform, established by Law No. 9.394/1996, transforming it into a formal methodology. From this, successive laws sought to define the organization, levels and forms of evaluation for DE, and were subsequently repealed. Currently, Decree 9.235, of 2017, is in force, which deals with the regulation, supervision and evaluation of institutions of higher education and its undergraduate and postgraduate courses *lato sensu*, in the face and distance modalities, and the Resolution n° 1, of 2016, which establishes the "National Guidelines and Norms for the Offering of Programs and Courses of Higher Education in Distance Modality".

In the last decades there was a significant increase of institutions of higher education that adhered to the offer of distance courses, by the Census of Higher Education of 2016, there are 1,494,418 enrolled in this modality. This fact, articulated to the insertion of information and communication technologies (ICT), demands a new type of training for individuals. In this sense, DE has become a significant modality for access, permanence, development and quality in educational services. From this perspective, the training of teachers is highlighted, placing teaching as one of the great challenges for the DE.

It is known that there are problems related to the initial and continuing training of teachers who are still awaiting solutions in teacher education policies. Within the scope of the DE, some issues that are imposed are: what are the guidelines that guide the formation of the teacher who will work in this modality? What are the challenges faced by teachers? What are the characteristics necessary for the teacher to act in DE? What is the profile of this teacher? What principles guide the processes of teaching and learning in DE? These questions were initial propositions for the present study, which presents the debate about the formation of teachers acting in DE. For that, the legal texts were related to the theoretical approach of authors who deal with teaching in distance courses. In this way, we tried to delimit a profile of the teaching professional for the exercise in this modality of education.

The methodological procedures, initially, were based on the exploratory research, which allows a deepening of the studied subject through the bibliographical research, which, in turn, is based on the analysis of the recent literature through the theoretical productions (GIL, 2008). This stage allowed us to know what the researchers outlined about the profile of the teachers of the DE. In addition, documentary research was used, which constitutes a "[…]

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rich and stable source of data" (GIL, 2010, p. 63), allowing the identification and analysis of official texts.

Thus, it is understood that the topic addressed becomes relevant to the deepening of investigations on teaching in DE. From this introduction, the study presents the examination on the legislation for teacher education, continuing to approach the concept of poly document in the DE and the profile of the teacher for this educational modality. Finally, the conclusions of the research on teaching and teacher training for DE are presented.

Brief Analysis of Legislation on Teacher Training

Throughout the history of Brazilian education, teacher training has been promoting debates intertwined with the legal precepts that involve it. Currently, the Law on Guidelines and Bases of Education (LDB), in its article 62, amended by Law No. 13,415, of 2017, provides as qualified for the performance in basic education the graduates at a higher level "[...] in a full degree course, admitted as a minimum training for the exercise of teaching in early childhood education and in the first five years of elementary school, offered at the intermediate level in the normal modality "(BRAZIL, 2017, p.1). The desirable modality for this training was already evident in paragraphs included in that same article, by Law no. 12.056, of 2009, stating that "[...] the continuing education and training of teaching professionals may use long distance educational resources and technologies but the "[...] initial training of teaching professionals will give preference to face-to-face teaching, additionally making use of distance education resources and technologies." (BRASIL, 2009, p.1).

Considering that basic education covers high school and the education of young and adults, it is interesting to note that LDB, in its article 87, updated by Law 11.330, of 2006, assigns to the states, municipalities, Federal District and the Union the responsibility to "[...] II - provide face-to-face or distance education to under-educated youth and adults" (BRASIL, 2006, p.1). It is also in this same device that the emphasis is placed on the application of DE as a complement to an initial formation of teachers, with the mention of obligation of the federative entities in "[...] III - to carry out training programs for all teachers in using the resources of distance education "(BRASIL, 2006, p.1). Add to those documents the one mentioned in Resolution CNE/CES No. 564, of 2015, which points out that education professionals "[...] must present initial and continued training for the proper performance in the DE, so that can guarantee the quality standards recommended by the National System for the Evaluation of Higher Education (Sinaes) in accordance with current legislation "(BRAZIL, 2016, p.22). Quality is also mentioned as one of the principles of the "National Policy for the Training of Basic Education Professionals". Consistent with the discussions initiated in the "National Plan for the Training of Teachers of Basic Education" (2009), Decree No. 8.752, of 2016, mentions that the training of these professionals must guarantee the "[...] quality standard in training courses initial and continuous "(BRAZIL, 2016, p.05).

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Regarding professional and technological education, Article 39 of the LDB, as amended by Law 11.741, of 2008, defines its composition as: "I - initial and continuing training or professional qualification; II - vocational secondary technical education; III - professional undergraduate and postgraduate technological education "(BRASIL, 2008, p.7). Teacher training for the first two levels is not addressed by the LDB. Since technological graduation is part of higher education, together with postgraduate courses, *lato* and *stricto sensu*, teacher training at this level is mentioned only in article 66 of the LDB, stating that "[...] preparation for the exercise of higher education will take place at the postgraduate level, primarily in master's and doctoral programs "(BRAZIL, 2006, p. 27833), and in Resolution CES/CNE No. 1/2016 , which establishes to teachers a "[...] specific preparation to act in this educational modality" (BRAZIL, 2016, p. 23-24).

It is observed that, at a time when Brazilian legislation encourages "[...] the development and delivery of distance learning programs, at all levels and modalities of teaching and continuing education" (BRAZIL 1996, p. 27833) and admits that "[...] basic education and higher education may be offered in the distance modality" (BRAZIL, 2017, p.3), legal documents are silent regarding the specific training of teachers who will work in DE. Taking into account the context of the course evaluation, within the scope of the National System for the Evaluation of Higher Education (SINAES), operationalized by the instruments of authorization, recognition and renewal of course recognition, it appears that the interest of regulatory policies seems to lie in the teaching experience in DE in detriment to the teacher's preparation for teaching in this modality. This is identified in the "2.9" indicator of the authorization instrument, which considers "[...] the relationship between teaching experience in distance education of the expected teaching staff and their performance" (INEP, 2017), and in the indicator "2.10 of the instrument of recognition and renewal of recognition, which mentions:

> The experience of the teaching staff in teaching distance education allows students to identify difficulties, expose content in language that adheres to the characteristics of the class, present contextualized examples with the contents of the curricular components, and elaborate specific activities for the promotion of learning of students with difficulties and diagnostic, formative and summative evaluations [...] (INEP 2017).

This framework highlights the gap regarding needs placed on teachers with respect to their qualification for distance learning. This paradox has serious consequences for what it is "to be a teacher" in the current scenario of higher education in Brazil, in view of the tendency of expansion of the offer of this type of education verified in the censuses of the National Institute of Studies and Educational Research Anísio Teixeira (INEP) . The number of distance education courses increased by 7.91% from 2014 compared to 2015 and 12.83% from this last one compared to 2016 (INEP, 2014, 2015, 2016).

The analysis of the Brazilian legislation evidences the dismissal of the regulatory agents regarding the teacher preparation for the higher teaching in the distance modality, indicating a way of self-training of the teacher, in order to overcome the challenges that are imposed for a pedagogical practice different from the classroom modality. In this perspective,

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Gomes (2009, p. 24) mentions that "[...] more important than the formal coherence of legal texts is their adequacy to reality and its consequent fulfillment beyond mere formal validity." Although there is a great volume of laws and guidelines for Brazilian education, these instruments do not exhaust the needs of contemporaneity, nor do they respond to the wishes of education professionals.

This context reflects in the perception of valorization of teaching work, both by the teacher and by society. This factor is put by Gatti, Barreto and André (2011) as predominant and influential in professional dissatisfaction. These researchers indicate as indispensable factors for the organization of teaching policies and attraction of good teachers, the indispensable professional valorization; the working conditions articulated to the job and careers plan; initial and continuing quality training; and evaluation as a process that gives feedback to the task of teaching. In Gatti's understanding (2010: 1375) of teacher education "[...] a real revolution is needed in institutional training structures and curricula of training. There are already many amendments. Formative fragmentation is clear. " Such training cannot be disciplinary, but essentially focused on the teachings necessary for the generation of this society permeated by new technologies.

Thus, the relevance of governmental policies for the training of teachers in the field of distance education is observed. In them, it is necessary to contemplate the real teaching needs in the face of the peculiarities and specificities that surround the teaching process and learning in DE. It is known that in the offer environment of the DE course, there are indications in the official documents regulating multidisciplinary work teams, however there is no precise definition of teaching, such situation is a challenge in Brazilian education.

Reflections on Teaching for Distance Education from the Polydocence Concept

Thinking about teaching as a profession implies an analysis that starts from the work category. The complexity of the teachers' work, in view of the "human object" in the teaching performance and this action on the object, has been approached by several researchers such as Giroux (1997); Tardif (2005); Tardif and Lessard (2005); Cunha (2009); Gatti (2010); Soares and Cunha (2010). For Tardif (2005: 128) the "[...] object of teachers' work are individualized and socialized human beings at the same time". Added to this subjectivity is everything that permeates the process of teaching and learning, such as conceptions about society, education, school, teaching, learning; the various theories that throughout the history of education have been formulated and applied in education as well as cultural transformations. Of these, the advent of the Internet and of Information and Communication Technologies (ICT) are highlighted, which directly affect the teaching work. Thus, the teaching action constitutes a web of knowledge and relationships that result in the complexity of its exercise, and should be directed to:

> [...] guarantee student learning, not for the mere transmission of content, involve unique conditions and require a multiplicity of knowledge, skills and attitudes that

need to be appropriate and understood in their relationships. Thus, although the widespread belief that the domain of the specific knowledge of the scientific or professional field ensures the transposition to an effective student's learning, the absence of pedagogical knowledge limits the action of the teacher and causes disorders of varied natures. (CUNHA, SOARES, 2010, p.14).

Therefore, the dilemma between teacher training and the formative responsibility of the students is evidenced. The understanding that for teachers to master the specific knowledge of their area of formation is removed by Cunha (2009), indicating the need to think about the teaching profession, both from qualified and careful training, and from the exercise of pedagogical practice. The teaching activity must be conceived in its fullness and cannot be fragmented. For that author:

> [...] being a teacher is not a task for neophytes, since the multiplicity of skills and knowledge that is at stake in their formation requires a dimension of totality, which distances itself from the logic of specialties, so dear to many other professions, in the Taylorist organization of the world of work. (CUNHA, 2009, p.83).

The complexity of this profession and the crisis in professionalism involve the ethics and values for which professionals should be guided. For Tardif (2005, p.253) there is "[…] a growing complexity of professional discernment and activity: if the values that should guide professional action are no longer evident, then professional practice presupposes reflection on the purposes aimed [...] ". Another factor that identifies teaching as a complex action is its interactive character on the responsibility in student learning, through the objectives proposed as the issues related to citizenship, especially to values, attitudes of being and acting so necessary in today's society (TARDIF, 2005).

From this perspective, articulated to the changes caused by ICTs and the increase in the supply of DE, undoubtedly, the teaching work to attend to this modality of education is profoundly altered. Faced with the transformations, the uncertainties they cause and the instability in the profession, the work of the teachers begins to be rethought. Many of them end up joining the DE without specific qualification and experience, acting only as executors of pre-conceived proposals, that sometimes use the teaching work as: content producer, learning object creator, work in the virtual environment, others. This implies consequences in the work that involves the process of teaching and learning, because it intertwines with other activities that are foreign to the daily routine of face-to-face education. The role itself and the teaching profession in DE still need more precise definitions, since in the

> [...] complex task of distance education, other tasks emerge different from those existing in the presence environment: the 'author' that selects contents; the 'educational technologist' (instructional designer), who organizes the teaching material; the 'graphic artist', who works on the visual and final art of the text / material; the 'programmer' etc. (DIAS, LEITE, 2010, p.65).

Thus, it is argued that teachers are viewed as professionals capable intellectually of meeting the commitments related to teaching, from conceptualization, planning and execution and the purposes of their work. From this point of view, Giroux (1997, p. 161-162) states that this "[...] task is impossible with a division of labor in which teachers have little influence

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over the ideological and economic conditions of their work." From the perspective of that author, teachers are conceived as intellectuals, and this division cannot happen in education.

The technical and human characterization for professionals linked to the DE is given by the CNE / CES Opinion No. 564/2015. This document establishes that teachers in this modality are teachers, tutors and managers. They carry out specific activities of the formative process, such as educational action and pedagogical process, intentional and systematized, articulating specific and pedagogical knowledge, concepts, principles and objectives of the training. This applies to action, socialization and knowledge building, in a permanent dialogue between different worldviews. On the other hand, the multiple functions that are necessary for DE, the social and pedagogical division of teaching functions are delimited by Resolution CES / CNE 1/2016, which deals with the "National Guidelines and Norms for the Offering of Programs and Courses of Higher Education in Distance Modality ", establishing in its article 8 that"[...] education professionals, who work in the DE, must be trained in accordance with the legislation in force". In addition, this document mentions the need for a "specific preparation" for teachers in DE. However, there is no clarity whether such preparation resides in purely technical aspects for the operationalization of an education mediated by technologies or if it involves the range of elements of a pedagogical practice different from that necessary to face-to-face teaching. It is also in that Resolution that the definition for "teaching staff" in DE is

> [...] any professional, [linked to the institution], who acts as: author of teaching materials, course coordinator, teacher responsible for discipline, and other functions involving content knowledge, assessment, teaching strategies, methodological organization, interaction and pedagogical mediation, with students [...]. (BRAZIL, 2016, pp. 23-24).

From this perspective, it is evident the teaching function directed to interventions directed to the stimulus of the apprentice group. According to Moran (2015), the teacher has an important role in working with the information and knowledge to be mediated with students in the teaching and learning process. The author also emphasizes the complexity involved in this role, which should be more flexible and dynamic, aiming to "[...] help in the selection and validation of the most interesting materials, to guide the sequence of actions envisaged and to mediate the interaction with the large group, the small groups and each of the students "(MORAN, 2015, p.10). In this sense, one of the prime attributes of distance education is the change from the conception of "being a teacher" as an individual entity to a collective entity. This redefinition

> [...] is crucial to the success of face-to-face or distance education processes. His performance will tend to move from the wise monologue of the classroom to the dynamic dialogue of laboratories, media rooms, e-mail, telephone and other media of mediated interaction; from the monopoly of knowledge to the collective construction of knowledge through research; from individual isolation to work in interdisciplinary and complex teams; from authority to partnership in the process of education for citizenship (BELLONI, 2006, p. 83)

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In the context of the growing demand for ICT-mediated DE, its implementation requires a diversity of professionals who, in a distributive, collective and collaborative way, can act in the role of the traditional teacher. In this scenario, we observe the substantial changes that have occurred in the course of time in teaching pedagogical practice in DE. As Mill et al. affirm (2010, p. 120) everything "[...] indicates that the DE can be taken as an effective means of professional training. However, it is questionable the conditions under which this formation is taking place". For those authors, although the significant increase of vacancies and the technological apparatus of the institutions in the offer of DE is evident, it becomes essential the formation of educators with specific competences to act in this modality of teaching.

The teaching work in DE is thus redefined as poly documentary or collective teaching (BELLONI, 2003, MILL et al., 2010). This concept [...] does not refer to any collective of workers, but to the collective of workers who, even with diverse training and functions, is responsible for the teaching-learning process in DE "(MILL et al, 2010, p. 24). Mill et al (2010) characterize the EDA team as a multi members, composed of "[...] teacher-content, virtual tutors, teacher-applicator [...], educational designers (or instructional designers), face-to-face tutors, multidisciplinary team and coordinating team (MILL et al, 2010, p 34).

This concept represents the variety of teaching professionals in DE who, in the composition of the multi members team, must master the knowledge to be taught and ensure the fulfillment of the teaching work. The educational designer needs to learn how to implement the technical-pedagogical support team (multidisciplinary team), due to the objectives and the teacher of the discipline and the pedagogical project guidelines. Another nomenclature that stands out is the "multidisciplinary team" used by Moore and Kearsley (2010), denoting the various specialists in a common activity. The term is found in Belloni (2006) as the "teacher-collective" compound and in Mill et. al (2010) as " multi members". The supporters of this way of organizing teaching work characterize it as collective, collaborative and cooperative, justified by the interdependence between members. The terminology "multidisciplinary team" is also adopted in the "Quality Reference for Higher Distance Education" (MINISTRY OF EDUCATION, 2007), justified by the number of inexcusable human resources for the structuring and functioning of the DE. The document

> [...] human resources must set up a multidisciplinary team with functions of planning, implementation and management of distance courses, where three professional categories, which must be constantly qualifying, are essential for a quality offer (BRASIL, 2007, p.19).

It is observed that the so much debated technical division of labor, resembles the multi members by the explicit parceled-out and by the collective of workers, in which each one performs a part of the teaching work in DE. For the critics, it is an extremely fragmented and segmented work, which shows the devaluation of the worker and the intensification and instability of the work, besides the reduction of the autonomy and loss of control of all the stages of its doing, justified by the partition of activities attempting reduction of costs or optimization of financial gains. Certainly, there is evidence that the term multi members

comes as a condition for the operationalization of teaching in DE. However, this is not limited to the scope of nomenclature, but to the conceptual ideological implications that the term imposes on the teaching profession.

Teaching Professional Profile for Exercising in Distance Education

The new role of teachers in the process of teaching and learning mediated by ICT makes it complex to delimit the distinctive elements of teaching representation for this teaching modality. By means of the experiments carried out in DE and the field research carried out, scholars such as Hack (2009), Mauri and Onrubia (2010) and Moore and Kearsley (2010), carry out a systematization in the characterization of elements that must be considered in the representation of the profile teacher for acting in distance education. It is worth emphasizing that everyone is permeated by the attitude of the educator in spaces / environments called the classroom, be it distance, presence, virtual or hybrid. In general terms, these authors verified principles guiding the "know-how" of teaching practice in DE, assuming the qualitative aspects of a good professional.

Within the framework of the guidance documents, the "Quality Reference for Higher Distance Education" (2007) determines some skills that teachers must possess to develop their work, namely:

> a) establish the theoretical basis of the project; b) select and prepare all curricular content articulated to pedagogical procedures and activities; c) identify objectives related to cognitive skills, abilities and attitudes; d) define bibliography, video, iconography, audiography, both basic and complementary; e) elaborate the didactic material for distance programs; f) carry out the academic management of the teaching-learning process, in particular motivate, guide, monitor and evaluate students; g) continually evaluate itself as a professional participating in the collective of a higher education project at a distance. (MINISTRY OF EDUCATION, 2007, p. 20).

In this proposal, the skills are based on the theoretical, methodological, educational process management, attitudinal and personal knowledge that the teacher should be able to gather for satisfactory performance. Assuming the teacher as an "instructor," Moore and Kearsley (2010, p.149) mention that he "[…] is definitely *the eyes and ears* of the system." These authors synthesize the functions of instructors in distance education from the following tasks:

> To elaborate the content of the course; supervise and be the moderator in the discussions; supervise individual and group projects; make notes on tasks and provide feedback on progress; keep student records; helping students manage their study; motivate students; answer or refer administrative questions; answer technical questions; answer or refer counseling questions; represent the students before the administration; evaluating the effectiveness of the course (Moore, KEARSLEY, 2010, p.149).

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The importance of these tasks is undisputed, but they also reveal one of the crucial aspects pointed out by the research respondents developed by "Universidade Aberta do Brasil", presented by Mill et al. (2010): the intensification of teaching work. The effort to attend to all these activities, adding all the necessary knowledge to the pedagogical practice and the attendance of the greater volume of students, was one of the main points debated by the teachers.

The competences related to the face-to-face teacher, according to Grassi (2006), should be the same for the teacher of DE. The difference would be in how they will be developed in educational practice. Through a field research with professors acting in DE, that researcher discriminated three blocks of competences that are related to the teaching practice: pedagogic, communicative and technological. The pedagogical competence is articulated to the human area, concretized in the DE through teamwork, interactions, motivations, mediation and administration of differences between students. This competence relates to the objectivity of the teacher, "[...] although in some educational institutions that carry out activities at a distance, there is a monitoring and mentoring team to receive and solve the doubts of the distant students [...] "(GRASSI, 2006, p.77).

On the other hand, communicative competences in Grassi's (2006) study relate to how the teacher presents the information and contents to the distant students, be they audiovisual or written. This competence has great significance and can directly influence the student's stay or not in the course. This aspect is addressed by Moore and Kearsley (2010, p. 148) when they assert that "[…] the responsibility is on the instructor to create an environment in which students learn to control, manage, apply and engage with these materials in an attempt to relate them to their own lives [...] ". In this way, students can build their own knowledge, from the information worked by the teachers. As the last competency indicated by Grassi (2006), we have the use of ICT in the process of teaching and learning as tools that enable the interaction between teacher and student. For Moore and Kearsley (2010, p. 148), "[...] the best distance teachers have the empathy and ability to understand the personalities of their students, even when filtered by technologically transmitted communications." It is observed, therefore, that it is not enough for teachers to have mastery in the use of equipment or software, but, essentially, to know how to transform them into communication and learning resources. All these competences are fundamental in teaching practice in DE, as they determine the quality of the teachers' performance in the educational process.

In an extended perspective, Mauri and Onrubia (2010) contribute to the systematization of competences for teachers in DE, discussing the role of teacher and mediator in four axes: pedagogical, social, organizational and managerial and the technical . Emphasis is placed on the responsibility of the teacher to develop an instructional project in virtual teaching and learning, in which an affective and emotional climate is possible so that students feel supported by the resources and tools that make up the project.

Hack (2009) points out the critical, creative and communicative profile that must be taken by the professional of DE in this new context, based on the digital society and the

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constant changes that ICT has unleashed in education and the teaching profession. Based on a critical profile, teachers need to assess students' participation, manage their time of activities, critically observe the platform used in the teaching process and assist the student in the search and choice of information. As for the creative profile, the professional should seek to follow the social, cultural, curricular, and training transformations, as well as the insertion of ICT in the classroom. The communicative profile is fundamental to the teacher because of the very nature of his work, especially in DE where teachers depend on the use of technologies. To effectively communicate with students, teachers must motivate, guide, monitor, or otherwise manage all processes of knowledge construction at a distance. To that end, new learning is also directed at teachers, such as learning to use technologies, selecting and producing materials, and rethinking mediated methodological and communicational ways (HACK, 2009).

From the above, it can be summarized that the constituent elements of teaching for DE are characterized by the requirements of a new professional profile, in addition to the traditional aspects inherent to the teaching function. In the DE, the professional needs to acquire knowledge, learning and diverse skills that involve the multiple functions required in this field of education. It is important to emphasize the importance that the initial and continuous training of teachers include the specificities of the DE so that they are qualified for this work and, consequently, for the quality of education to be achieved.

Conclusion

As explored in this work, the issue of teaching for distance education is a topic that still needs to be deepened, whether due to the epistemological, conceptual, legal or, above all, ideological issues that permeate this discussion. The readings allowed to identify that one of the main points continues being the formation of teachers. Brazilian society needs educational policies that meet, with quality, at all levels and modalities of teaching.

It should be emphasized that Brazilian educational policies geared towards teaching work are recent, but some advances are detected in the organization of the legislation that deals with this issue. However, even in the face of norms that regulate the operation of DE and the functions of professionals of this modality, there are still gaps in the knowledge to be worked on in the preparation of the teaching staff. This field of action includes the limitations related to the formation of the university professor in DE, which is the direct teacher trainer who will work in basic education. The scope of teaching in higher education in DE has not yet been consolidated as a target of studies by the researchers. This situation weakens the identification and debate on the various aspects that surround teaching at this level and in this type of teaching.

The teaching profession is recognized by researchers as a complex work, given the totality of the existential reality and the dimensions that pervade this activity. In the educational process, with the evolution of distance education and the insertion of ICT, there

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are significant changes in conceptions of teaching, learning and methodologies. The role of the teacher is reconfigured, imposing new challenges in the classroom. In distance education, the teaching function is fragmented under human resources with different backgrounds and functions. This context promotes the concept of multi members.

Teaching in the DE assumes multiple functions, varied nomenclatures, but in its specificity the terminology that is representing the new form of teaching conception is "multi members", or even "collective teaching". This demonstrates the urgency of revising teachers' trainings for DE, in order to subsidize them for the challenges that are put on a daily basis. In short, the constitutive profile of teaching for DE is characterized by a range of concepts geared to the varied functions that teachers perform in the act of teaching. Among them, we emphasize didactic-pedagogical, communication, the promotion of empathy, leadership, class management and the technologies of online environments.

This new reality and the increasing demand for vacancies in DE indicates the urgency of training of education professionals for this modality. The subject becomes, therefore, instigator of future researches, having as reference the teachers inserted in the distance education and the problems that arise in the pedagogical practice, which must be considered by agents and institutions responsible for directing the teaching policies in the Brazil.

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