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Conferência Internacional em Formação e Inclusão

-Educação de Adultos e Experiências para a Empregabilidade -

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Proposal of instructional webclasses as a mediator for English learning in the semi-distance mode of the Youth and Adult Education Center



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Introduction

This work is a result from a master degree dissertation having as a product the elaboration of instructional webclasses for the Modern Foreign Language- English, referring to the “EJA- Mundo do Trabalho”(Youth and Adult Education- World of Work) didactic material, used in the Youth and Adult Education Center- known as CEEJA a project from the Education Department in the state of São Paulo, Brazil.

The context of the Youth and Adult Education Center – CEEJA

It is a semi-distance mode education that attends to those people over 18 who did not complete schooling at an appropriate age. The learner receives didactic material to study in an autonomous way, having to attend the CEEJA obligatorily once a month for study guidelines, assessments or curricular workshops.

Most CEEJAs do not have a computer lab and a first step in the direction of instrumentalization, simply and enforceable would be the use of instructional classes, which are available on YouTube and an own site www.videoaulasingles.wordpress.com accessed via mobile phone.

Teachers and students are expected to be able to appropriate technological resources such as educational, social insertion tools and the world of work (Zanata et al.,2016).

Methodology

The philosophy of Paulo Freire was adopted, linked with the theory of meaningful learning of Ausubel, in addition to the contributions of the theory of the instructional design by Robert Mills Gagné

The Freirean philosophy is fundamental because the CEEJA seeks to enable an individualized work based on the principle of respecting the knowledge that the students already bring with them.

It is in the approach of the concepts of Ausubel on meaningful learning and the principle of the Freirean philosophy to respect the knowledge of the learners that the proposal for the elaboration of instructional webclasses is based, with a focus on meaningful learning (Caramano, 2017).

The central theory of Ausubel is the idea of meaningful learning and not the use of previous organizers, although they are intended to facilitate the learning of specific topics or closely related ideas (Moreira, 2008, p.9). The greater the development of autonomy and critical awareness, the greater is the ability to acquire, discern, assign meanings and make choices, through relational, dialectical, and dialogic processes.

Finally, it is necessary to mention the principles of instructional design in the structuring of the webclasses, obeying an ordering of activities based on the instructional events of the psychologist and pedagogue Robert Mills Gagné (1916-2002), for whom the instruction represents a set of events that affect students in a determinant way for learning.

The program for the screenshots was aTubeCatcher, because it is easy to use by educators so they can make their webclasses according to the students' needs.

The webclasses

The elaboration process began with the assembly of the PowerPoint screens from the images of the student's book, following the structuring of Gagné (1992): ensuring attention, informing objectives, triggering prior knowledge, presenting content, facilitating learning , solicit commitment, provide feedback, evaluate performance and assist in retention and transfer.

Webclasses and scripts were divided by scenes (from the slides), divided according to the content of each study topic, with calls for grammar, citizenship time, reading and dialogues, which allows you to enter or retrieve information, content, according to the needs of learners, in order to eliminate any gaps, such as students entering more advanced modules who need to review previous contents.

The proposal was that instructional webclasses represent, for the student, an instrument to manage their learning, since they can access and review them for guidance or to resolve any doubts. It is hoped that the learner will acquire, through this mediation, the necessary subsumers for meaningful learning as well as autonomy, being possible not only to use webclasses available on the web, but also to participate in virtual learning communities

The webclasses are available on a website made with Wordpress resources and can be found at www.videoaulasingles.wordpress.com. The elaboration of four webclasses for educational purposes provided a reflection on the role of the educator, on the understanding of the historical educational context in face of the new challenges, on the insertion of technology as an educational contribution, especially in this teaching modality, as well as on development and production of the webclasses, which serve the purpose of supporting the educator's work and offering instructional "bridges" to learners for meaningful learning in English at EJA.

Conclusion

Few public policies in Brazil for the EJA (Youth and Adult Education), the CEEJA represents a possibility of completion of schooling, recovery of self-esteem and social belonging, as well as alternative of continuing studies to achieve better jobs.

In summary, instructional webclasses would work as an object of learning through which the learner can establish an interaction relationship with the physical didactic material, transported to the digital environment, with the purpose of engendering new meanings to what is being learned. The complete sequence of this work can be seen at <http://www2.fc.unesp.br/BibliotecaVirtual/DetalhaDocumentoAction.do?idDocumento=951>.

Webclasses



OBRIGADA!
Thank you!

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