

The Affection Between Distance Tutors And Students Through Virtual Tools: Reports

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ABSTRACT

This article is the result of in-depth study on the variable affectivity cited by participants' tutors of field research for the presentation of the monograph of Specialization in Distance Education: Principles and Tools of the State University of Ceará - UECE titled: "Reflections on the distance tutors' role of the UECE specialization in distance education". This study reflects on the role of affectivity in Distance Education - Distance Education through the use of virtual tools according to the vision of the tutors of that course. Thus, the study has the general objective to analyze how affection can be used as teaching strategies. Moreover, the specific objectives are: to describe how this affectivity is used by online tutors; and to reflect what purpose it is used as online teaching strategy in view of these tutors. At the end of the deeper analysis of the data revealed that the role of affectivity in distance education contributes not only to enhance the educational processes in distance education, but can also be considered as one of the important tasks in the training of professionals working in this area of education and human-computer interaction (HCI) experiences -. **Key words:** Affectivity, tutor and students' relationship, virtual tools, Distance Education, HCI Experience.

RESUMEN

Este trabajo es el resultado de un estudio en profundidad sobre la afectividad variables citadas por los participantes tutores de la investigación de campo para la presentación de la monografía de Especialización en Educación a Distancia: principios y herramientas de la Universidad del Estado de Ceará - UECE titulado: "Reflexiones sobre el papel de los tutores a distancia de la Especialización en UECE". Este estudio reflexiona sobre el papel de la afectividad en la Educación a Distancia - Educación a Distancia a través del uso de herramientas virtuales de acuerdo con la visión de los tutores de ese curso. Por lo tanto, el estudio tiene como objetivo general analizar cómo el afecto se puede utilizar como estrategias de enseñanza. Por otra parte, los objetivos específicos son: describir cómo la afectividad es utilizado por los tutores en línea; y reflexionar qué propósito se utiliza como estrategia de enseñanza en línea a la vista de estos tutores. Al final del análisis más profundo de los datos reveló que el papel de la afectividad en la educación a distancia no sólo contribuye a mejorar los procesos educativos en la educación a distancia, pero también puede ser considerada como una de las tareas importantes en la formación de los profesionales que trabajan en este ámbito de la educación y de la interacción humana-computacional (IHC) y sus experiencias.

Palabras clave: Afecto, la relación tutor y estudiantes, herramientas virtuales, Educación a Distancia

Categories and Subject Descriptors

2. Human-computer interaction (user-interface design, models, user-centered design, user experience (UX), implementation, usability, multi-device environments, HCI applications in different fields, HCI and learning and cognition, HCI for people with special needs, HCI in virtual environments, HCI and the senses, Interacting with audio and haptics devices, I/O devices (displays, tablets, cell phones), HCI experiences, HCI and the brain).

General Terms

Human Factors.

Keywords

Human – computer interaction, UX, HCI Experience

1. INTRODUCTION

Since its inception, the Distance Education (DE) made use technologies compatible to their historical moment as knowledge of drivers' vehicles such as radio, television and mail. These technological resources have become symbols of change in our society, because drove changes in the political, economic, social and cultural context. Technological advances prompted the creation of new ways to expand the scope of communication and therefore the dissemination of information. The Internet was, perhaps, largely responsible for these changes.

Education as a whole was faced with the breaking of a paradigm where access to information, was not only willing through books, printed materials, radio or TV programs. The diffusion of knowledge and facilitation of learning are now being mediated through Information and Communication Technologies (ICT). Therefore, distance education followed this evolution.

Thus, the new technologies of information existing in each time cooperated in the development and expansion of the scope of education bringing endless possibilities in building the learning of human beings; not only in Brazil but also in the world.

One can cite some of these tools conveyed internet such as YouTube, Wikipedia, forums, blogs, Facebook, twitter, online formatting sites videos and photos, mobile with its numerous applications that can be used by teachers in the classroom. In addition, so did the need for these teachers to adapt to this new

reality. Linked to this fact, we observed that the teaching strategies must be reshaped to fit the new teaching and learning tools.

Distance Education is at the forefront in the use of such tools. There are numerous possibilities to use them within a Virtual Learning Environment (VLE). You may notice that distance, its driver whose channel is the Internet, contributed substantially to change the teacher's role and its strategies used in the classroom. Whether teacher / tutor online, whether of face classroom, it must adapt to a new reality: the constant emergence of new technological tools. This means that this teacher should explore new strategies use these tools in their daily practices. Thus, the use of technological tools get a different approach from that which was getting used along the educational path.

According Iranita Sa (1998 *apud* MACHADO, 2004), in the twentieth century, the tutor assumed the role of mentor and companion of academic work, and it is with this same sense that has been incorporated into the current distance education programs. Consequently, the teacher begins to take on new roles within this process of teaching and learning in the context of distance education. It is therefore of utmost importance that is reflected not only on the figure of the teacher / tutor, but also identify what strategies they used in AVA helps them develop their roles and functions.

Mill et al. (2007) speak of teacher-tutor when referring to both as tutor: the present tutor and the distance or virtual tutor. They characterized the tutor distance as the teaching that develops its activities through Information and Communication Technologies (ICT). Also, Maggio (2001, p. 98-99) equals seems the speaking tutor professed that "both tutor and teachers are responsible for teaching, for good teaching, and in this respect there are no significant distinctions in the didactic sense".

The State University of Ceará (UECE) in 2014 with the Notice 07/2014 started the student selection process for the first class of Specialization in Distance Education. Being a student of this first class, came the curiosity to research the strategies used by tutors who served in the first class of this expertise to play their role in online tutoring action.

2. PROBLEMATIC

From these considerations, which were part of the initial research, it was proposed to answer the question: what are the strategies used by online tutors to develop the skills and abilities of the students during the teaching/learning process. Among the variables cited in the research one stood out in front of the other in response to the main question. Thus, it was made a cut in the initial research to reflect on the accounts of the tutors about affectivity as a strategy in the interaction between tutor and distance students.

This work has as main objective to analyze how affection can be used as teaching strategies for teachers/Specialization course tutors in Distance Learning: Principles and Tools of the State University of Ceará - UECE and their contributions to learning. In addition, as specific objectives: to describe how online tutors use affectivity, reflect what purpose affectivity is used as online teaching strategy contributing to the learning process in view of the tutors.

The purpose of this work is justified by the need to generate scientific data that can be used to reflect on the pedagogical practices developed by those tutors specialization in distance education UECE. Thus, it is expected to contribute new perspectives to these practices developed by the teaching staff. It is

noteworthy that a relevant fact in this article is related to the possibility of also contribute to their social and academic role is to develop new research and encourage academic debates from the data presented in this research.

3. Methodology

To achieve the proposed objectives a qualitative research was developed because you want to understand a complex reality, desires, beliefs and interests as well as the events that it succeed, and need to be understood as part of the whole (TRIVIÑOS, 1987). Thus, we intend to investigate the affectivity as a teaching strategy used by teachers / tutors in post-graduation sense in distance education and their contributions to learning.

This research was descriptive nature. The descriptive research requires the researcher a lot of information about what if you want to search. Thus, this type of study is intended to describe the facts and phenomena of a certain reality (TRAVIÑOS, 1997).

The research universe consists of five (5) distance tutors. For the selection of the participants observe the following criteria: be graduated degree course; have experience as a tutor at a distance; act as tutor distance Specialization Course in Distance Education: Principles and Tools of the State University of Ceará (UECE).

4. DATA COLLECT

Data collection was performed by the application of an online questionnaire. According to Parasuraman (1991), a questionnaire is a set of questions designed to generate the data needed to achieve the objectives of a research project

The semi-structured questionnaire was divided into three sections which participants provided personal data; on their professional profile and on pedagogical aspects of the tutor.

▪ **Table 1: Quiz Semi Structured**

QUIZ SEMI STRUCTURED	
1) Participants characterization data	<ul style="list-style-type: none"> ▪ Sex ▪ Age ▪ Field of Action
2) Professional Profile	<ul style="list-style-type: none"> ▪ Years of experience in the <i>Universidade Aberta do Brasil - UAB</i> ▪ Position / weekly work as a tutor ▪ Number of students per class
3) Pedagogical Aspects of Mentoring	<ul style="list-style-type: none"> ▪ How affectivity contributes to the learning process in view of the tutors? ▪ Which affectivity purpose is used as strategies by online tutors?

Source: the author

4.1 Participants characterization data

In total there were 5 participants from the wanted four are female and 1 male. Women are aged between 28 to 40 years and men between 29-35 years. They have academic tutors of which 4 are graduated in Letters and 1 in history. All have expertise in related fields of education. However, two of these tutors are also Masters in Education.

4.2 Professional profile

All participants had previous experience with distance learning. We highlight a participant who reported work at *Universidade Aberta do Brasil – UAB* - for more than five years. The work regime at *UAB* is 20 hours per week and the amount of students per class each tutor varies between 20 to 30 students.

4.3 Pedagogical aspects of mentoring

These aspects were collected by implied analysis during the reading of the responses to this two questions below: a) How affectivity contributes to the learning process in view of the tutors? b) Which affectivity purpose is used as strategies by online tutors?

5. DATA ANALYSIS

The initial study that culminated in the unfolding of this research show that the use of various tools such as virtual teaching strategies used by distance tutors. It was observed during the analysis of the explanations given by these guardians as the use of these tools, such as teaching strategies, directly or indirectly related to the construction of affection among the participants ; not only between the tutor and his students as well as between tutors. Therefore, a summary table where showed the aforementioned virtual tools will be presented; the main answers given by tutors; and purposes in their uses relating them to affectivity.

▪ **Table 2 : Virtual tools for the construction of affectivity**

VIRTUAL TOOLS	MAIN ANSWERS	GOAL
Social Networks	"I believe that the guardian should be involved in the context of whole form, with alternative schedules so that has an active participation in the virtual environment. It is important to bonding. He should not let never be virtual solitude among students. The motivation is to be made through the use of other media resources such as Facebook, 'zapzap' and email. All of these features should be part of the	Valuing relationships

	virtual student tutor X process." (TUTOR - A). These social networks such as Facebook, twitter or Instagram even when used well make all the difference to the performance of the tutor's role. We were closer to them" (TUTOR - B)	
E-mail	"The periodic sending of emails and rapid feedback helps a lot. Affection is important in the course of the educational process. Then the complimentary words of uses with students through e- mails always freak out immediate and positive responses. It also collaborates with the process". (Tutor - C)	Closer ties
Communication between tutors: Whats App	"Working as a tutor is not always easy. Sometimes the students always confront our responses and report to present tutors to confirm an answer. Always keep in touch via whats app for urgent issues. It is always good to keep the respect, affection and friendship. It is essential to work together with the present tutor. Having work unit brings confidence among students". (TUTOR - D)	Complicity between team members
The YouTube	"It is when doubt is great and the student cannot understand the numerous e- mails, the solution is on account of the YouTube videos. This always happens when the student needs to use a new tool and do not know how. Therefore, tutorials help a lot. The student is feeling special and satisfied. Has even recorded a once and given the link for students. Moreover, it all worked out! " (TUTOR - E)	Comprehension about difficulties and specific response

Source: the author

5.1 The use of virtual tools for the construction of affectivity

Virtual tools cited by the tutors were: a) Social Networks, b) E-mail, c) Whats App, d) YouTube. It was explained to each virtual tool designation in the purpose of its use in the construction of affectivity. See the following considerations:

A) Social networks and the enhancement of relations:

Social networks such as Facebook, Instagram Twitter and others were cited and motivating virtual vehicles. They are used as a means of enhancing interpersonal relationships of its participants. That sentiment is shared by tutors A and B. According to the tutor B "The motivation should be done through the use of other media resources such as Facebook, 'zapzap' and e-mail. We were closer to them" - (Tutor - B).

B) The e-mail and the strengthening of ties:

The language used in communications via e-mail can also contribute to the strengthening of virtual ties contributing to the positive reception of the sent response. According to the Tutor C "Then the complimentary words of uses with students through e-mails always freak out immediate and positive responses. It also collaborates with the process. "

C) The Whats app and complicity:

Use the Whats app proved crucial for the development of an agile communication between tutors but also as a way to improve the relationship of friendship and complicity between the guardians. This showed a trend of Whats App use as more effective communication vehicle than the actual AVA for urgent situations. "We always keep in touch via Whats App for urgent issues. It is always good to keep the respect, affection and friendship" -Tutor D.

D) The YouTube and understanding of difficulty:

YouTube was quoted as attempted specific response to the difficulty presented by the student. The tutor's action in making an explanatory home video specifically designed to answer the questions of an issue has a positive impact on the relationship of trust between the participants. According to the Tutor "The student is feeling special and satisfied. Has even recorded a once and showed the link for students. And everything worked! "

6. CONCLUSION

The topic that generated the search for construction of this article is founded on the importance of using affectivity through virtual tools as a pedagogical strategy to contribute to the work of online tutors teaching/learning process. It allowed some conclusions about not only the tools used as teaching strategies, but also as well as drivers of vehicles affectivity. Both were used by teachers/tutors in post-graduation sense in Distance Education for the construction and collaborative improvement of student learning.

We found that the main teaching strategies used by online tutors are related to the use of social networks, email, YouTube and the communication between tutors (distance and face). By analyzing how the online teaching strategies collaborate to the learning process in view of the tutors we observed that tutors mostly use daily Social Media, Whats App, YouTube and email as teaching

strategies to fill in an existing empty inside AVA. These tutors use each in their own way, of such tools to solve educational or personal issues of their students.

The reflection on the relationship of affection with the use of virtual tools reveals besides the contributions of the strategies used by online tutors for the process of teaching and learning the concern for the feelings of not only the students but also tutors. Thus, it can be deduced that the tutors involved in this research include that as important as seeking teaching strategies for better development work in distance education is also necessary to establish bonding between the participants.

Therefore, it is necessary to point out that the mentoring function of a distance learning course requires features that are beyond the domain of content and technical means, involving specific pedagogical contributions of function and personal teaching characteristics.

On the influence of the tutor in the performance of students was observed that most tutors realize this influence in a unique way that is, based on the attention ratio dispensed to each individual student, as their needs. In addition, others pointed out that this relationship linked the practice of other labor activities, and based on previous experiences, but they play an important role able to make a difference in the performance of students, mainly through self-esteem.

We therefore conclude that the conduct of the tutors is supported in theoretical referenced researched for this article, as the guardian of the twenty-first century has to learn to innovate and use various teaching strategies to guide students through the process of teaching/learning online. Considering that all these tutors cited the use of Social Networks, Whats App, YouTube, like emails pedagogical tools that help in carrying out their functions forward to the educational development of students, and their influence on their performance. Also, understanding the value of affectivity as an improvement mechanism of virtual relationships minimizing problems arising from making the distance through the virtual environment.

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