
Professional Education in Higher Distance Education and the role of tutoring for human training: an experience report

Diógenes, Maria Helena Bezerra da Cunha (Natal, RN, Brasil)
ORCID ID: <https://orcid.org/0000-0003-3282-1498>
Souza, Adriana Aparecida de (Natal, RN, Brasil)
ORCID ID: <https://orcid.org/0000-0001-6933-1121>
Silva, Lenina Lopes Soares (Natal, RN, Brasil)
ORCID ID: <https://orcid.org/0000-0002-0517-4742>

Abstract

The growth of digital information and communication technologies has shown that various sectors of society have been benefited and have passed by changes with featured for Distance Education, which has evolved with each new technology, such as letter, radio, television, to the internet. Along with this path, it provided greater spatio-temporal reach and reduced the distance between students and teachers. With the internet and the possibility to attend an increasing numbers of students, for the composition of a distance learning course, new actors came on the scene, such as the case of the mediating professor, considered a presential and distance tutor. The tutoring has the function of guiding and monitoring the development of students, as well as assess learning, mediating the process between students and teachers. This study brings as a problematic justification the need to understand of what is tutoring in distance higher education, and aims to reflect on its performance for the human education of students. The research is bibliographic and documentary and uses as arguments and experiences derived from the tutoring process in its arguments, because seeks to discuss its contribution to the students' human formation. The considerations highlight that tutoring in distance education has a primary role for the learning of students in the human formation process, mainly in pedagogical training courses for unlicensed graduates.

Keywords: Tutoring, Experience Reporting, Professional Education, Distance Education, Higher Education.

1 Introduction

The emergence of digital information and communication technologies (DICT) has provided new directions for the teaching learning process, mainly in distance education, because the internet development has enabled alternative ways of generating and disseminating knowledge. Then comes the concern with the integral human formation of students in the process of Distance Education (DE), considering that higher education is essentially professional education, since that, in essence, it aims to promote the relationship education and work in an explicit manner.

Human formation, according to Severino (2006), is understood as an educational process that, initially, was constituted itself having ethics as a reference, proceeding to a political formation. However, this author also notes that the formative

process has advanced to a technofunctionalist conception, in which science and aesthetics appear at divergent extremes, but which become convergent and form a new aesthetic paradigm, which, in the author's view, is reciprocally more harmonious than the ethical-political paradigms necessary for emancipatory education.

Thus, the concept of human formation defended here advocates for a critical education, that does not neglect from ethics, politics, science and aesthetics in the existential and cultural context where it occurs. In this way, it clarifies the contradictions present in the social reality and that are revealed in the real needs and the possibilities of the human formative experience, which can be read and visualized in history.

The political, technological and social issues of the 21st century involve understanding the challenges of work and education. On those, the challenges presented by the DICT and by artificial intelligence for mankind are much greater than those faced during the Industrial Revolution, because they imply the construction of new narratives to replace the existing ones until that moment. For Harari, "as the pace of change increases, it is likely that not only the economy, but the very sense of 'being human' will change." (HARARI, 2018, p.323, italics by the author)

In the year of 2000, according to Casttels (2003), there were 378 million Internet users (6.2% of the world population). From this total, 42.6% are from North America, 23.8% from Western Europe, 20.6% from Asia, 4% from Latin America, 4.7% from Eastern Europe, 1.3% from the Middle East and 0.6% from Africa. In 2018, there were already 4.021 billion people connected to the computer world network (53% of all people on the planet), as pointed the latest Digital Report of 2018, released by the online services Hootsuite and We Are Social (TECMUNDO, 2018). We see that Latin America arrives to the 21st century with a low rate of access to the internet, demonstrating, at the regional / global level, that the logic of action and the societal practices of globalized capitalism - has not been working.

It also shows that education, besides not being treated as a determinant for the humanization process (even within the process of strengthening the capitalist

system); it has been treated as a mean, product and production for the market, notably in developing countries, in which education has become a profit generated merchandise for the international financing agencies on those countries. (LIMA, SILVA; SILVA, 2016, p. 47).

In this sense, the Regional Center for Studies for the Development of the Information Society (Centro Regional de Estudos para o Desenvolvimento da Sociedade da Informação - Cetic.br), which annually measures the habits and behaviors of Brazilian internet users, who annually measures the habits and behaviors of Brazilian internet users, showed, in 2018, that 33% of Brazilian households do not have access to the internet. That occurs for several reasons, among them the lack of a computer and the very high value of the internet service for the household residents (Cetic.br, 2019). Even so, according to the Digital Distance Education Census, carried out by the Brazilian Distance Education Association, the number of distance education courses offered in Brazil in 2018 was 16,750 totally distance and 7,458 semi-face-to-face, with a large part of specialization courses lato sensu and graduation called technological (Census EAD.BR, 2019).

Distance Education was one of the sectors most benefited by contemporary technological advances, from the performance of pedagogical teams to the technological resources used. These have become great allies of public education and the educational market in Brazil and, likewise, of the dissemination and dissemination of knowledge through the increasing use of digital technologies that fit in the palm of the hand and allow the reading of books, newspapers, classes in virtual rooms among other social and educational benefits.

In this sense, Carvalho (2015) states that the use of ICT has modified the infrastructure of several sectors of society, facilitating, above all, the formation of networks and the decentralization of management activities. The formation of networks in the information society covers not only relationship between the production of knowledge and technology, involving the socioeconomic and cultural dimensions (CARVALHO, 2015, p. 72).

In that perspective, it is necessary to recognize that distance education in

Brazil brought new possibilities for the learning of people who did not have access to education at the right age, for reasons that go beyond what we propose to discuss in this work, but which necessarily go through economic issues and access to education in the spaces where they live. This modality of education it was evolving with each new technology, registering in its history teaching through letter, radio, television, until the Technological Revolution with the use of computers and via the internet.

In this historical journey, distance education provided greater space-time reach and reduced the distance between students and teaching teams, however, because it is human formation, an essential bond coexists in this process: the coexistence of the human gender in search of an emancipatory education in ethical and political sense (SEVERINO, 2006), mainly because it is professional education at a time when work requires from humans cognitive skills never required before (HARARI, 2018)

In the context in which this study is developed, the roles that previously teachers and students had to exercise are transformed by the use of technologies and resources that not always can be configured as remotely, considering that there are resources that enable the virtual presence among the interlocutors that can be students and teachers. In this logic, Distance Education via the internet redefines the roles known historically and forges, in its practices, that new forms of mediation are built to meet a demand more growing each day.

However, a critical observation of these roles is necessary to make it possible to understand that the education planned for distance education has privileged the emphasis on labor market as a determining dimension of life and, by privileging this dimension, it denies to man the integral human formation through science, culture, art and technology. This prevents them from enjoying citizenship and consumer goods, related to what can make them fit for a new sociability due to the conquered material conditions of existence according to their humanity, with dignity and freedom - composites of social emancipation (LIMA, SILVA ; SILVA, 2016, p. 48).

Therefore, it is in the sense of promoting an emancipatory education that in this article we have as a problematic question the need to understand what is tutoring in higher education at a distance, seeking to reflect on the performance of this for the human formation (critical and emancipatory) of students, privileging what it advocates.

Thus, our objective is to discuss the role of tutoring for human formation, in the context of Distance Education, in a Pedagogical Training Course for Graduates who are not Licensed, through the report of an experience lived in this course.

In this direction, the text brings reflections about the contributions of tutoring for the human formation in the course in question considering that the methodology is developed from a bibliographic research, which takes the documentary analysis and brings as an argument an experience report, in which we seek to point out the contributions that tutoring can offer in its mediated relationship with students for human formation in an emancipatory perspective, as Severino teaches us: the commitment of education is with the disbarbarization, with to transform itself into an emancipatory process, in which there is a systematic struggle for autonomy, for emancipation. And its only tool is the clarification that is constituted as a passage from the unconscious to the conscious, it does not make sense for the conscious, it makes pseudoscience for the conscious (SEVERINO, 2006, p. 632)

We emphasize that the distance tutor has as role to observe and organize the entire flow of knowledge in the learning process, as well as removing doubts from students after discussing them with the responsible teacher.

Thus, its mediation in the process of appropriation and dissemination of knowledge can be constituted as the “passage from the unconscious to the conscious, from the not aware to the aware, from the pseudo-conscious to the aware” as mentioned by Severino (2006), which we translate to: from common sense to a scientific attitude towards knowledge.

Within the academic possibilities, the experience report is one of the ways of scientific disclosure and dissemination of pedagogical practices, being considered as a methodology in the sense that it describes a given experience of practice

substantiated by the theory that supports the work performed, therefore, it works as empiric when we want to adapt it to an academic article. Experience reports are, therefore, a way of recording new or innovative teaching practices in order to point out relevant contributions to an acting area. In the case of this study, specifically in Distance Education.

We clarify that, in the institution where the experience in the report occurred, documents show that the human being is seen in an integral way, “which, when confronted with other subjects, affirms their social and political identity, and recognizes the identity of their similar” (CEFET-RN, 1999, p. 47). This conception of human being makes possible to mediate knowledge in order to guarantee the right to training in which scientific, technological, humanistic and cultural aspects are incorporated and integrated towards citizenship and emancipatory education. Thus, the knowledge of the denominated hard sciences and that of the social and human sciences may be, in the tutoring process, considered equally, in terms of importance and content, aiming at the integral human formation of the autonomous and emancipated citizen, especially in teacher formation. Those who had an initial professional training, bacharelada and instrumental.

This perspective implies to tutoring technical competence and ethical commitment to mediate essential knowledge to life in society. These can reveal themselves in a professional performance in which the tutoring work can be guided by discussions that bring a narrative in which social, political and cultural transformations are shown to be necessary to build an egalitarian society, even in the coexistence of social projects in constant dispute as in Brazilian society (MOURA, 2014).

The reported experience contemplates the contextualization, the objectives and the theoretical-practical foundations that supported the tutoring experience. Thus, we believe that the tutor has a primary role in the educational process of students in the Pedagogical Training course for Non-Licensed Graduates. This course is offered by the Federal Institute of Education, Science and Technology of Rio Grande do Norte, Campus Natal - East Zone, which offers several distance

courses of institutional demand, as well as through the Rede Escola Técnica do Brasil (Rede e-tec Brasil - Technical School Network of Brazil) and the Universidade Aberta do Brasil system (UAB - Open University of Brazil): there are nine specialization courses, two undergraduate courses, seven subsequent high school technicians and six initial and continuing training courses, all in distance learning, attending approximately 5,000 students in the virtual classrooms of the support centers (IFRN - Distance Learning , 2019).

The data collection for the present study was carried out in the Ambiente Virtual de Aprendizagem (AVA - Virtual Learning Environment) - Moodle Platform - used by Campus Natal - East Zone, which provides students and teachers with teaching materials and environments for the interaction between teacher educators and mediators, students and course coordination in a restricted way, from individual access with registration and password. Moodle ¹is a platform aimed at distance learning and, and because it's a free software, it can be used by any educational institution. The system can be configured to meet the institution needs and this is what has been happening with the AVA at IFRN, because from its demands, the platform has been improved, so that access to the environment is done through login and password. Figure 1 shows basic data from the tutoring experience report.

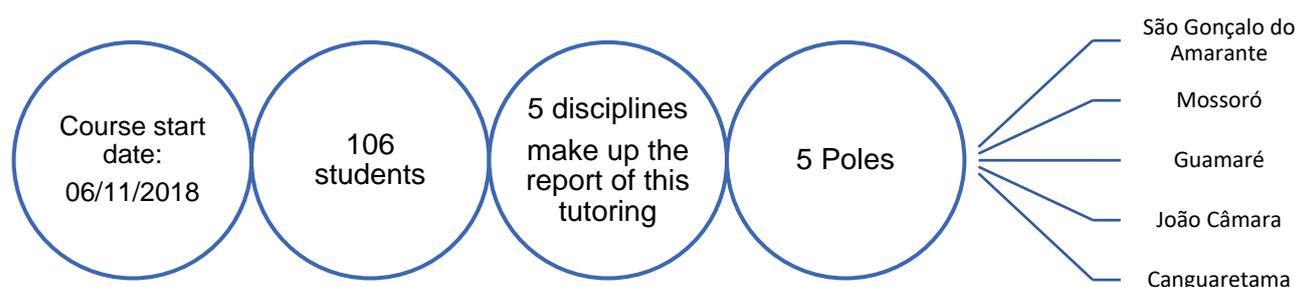


Figure 1: Characterization data of the tutoring experience report
Source: the authors, AVA (2019)

Figure 1 presents the quantitative data of the Pedagogical Formation Course for Non-Licensed Graduates, selected to characterize the tutoring report. This course started with 151 students in November 2018, however in the context for

¹ Available in <https://moodle.org/>

this report some evasions and failures had already been recorded, leading to a quantitative of 106 students in October 2019.

2 Distance Education and an experience in tutoring a Pedagogical Training course for Non-Licensed Graduates

Distance Education in Brazil, according to Barros (2019), started in the 60s, and classes were broadcast by radio and printed material was sent to students. The Instituto Universal Brasileiro and Instituto Monitor were most responsible for distance learning in our country at that moment. His courses were directed to professional education, such as: electronics technician, secretary, accounting technician among others.

Also according to Barros (2019), it was in 1996, with the Law of Guidelines and Bases of National Education, Law No. 9,394, of December 20, 1996, that the country advanced in Distance Education. In that sense, the first higher education courses regulated by the Ministry of Education (MEC) were created, which, by means of the decree number 1.917, of May 27, 1996, Distance Education. It was in that period that TV Escola was created to “provide the improvement of the quality of public education upon the continuous training of teachers of basic education” (CARVALHO, 2015, p. 140). Many times, TV Escola is still used in the classroom with the students themselves.

The Law No. 9,394/1996 enabled the growth of Distance Education, and in that logic, with computerization it provided, between the years of 2004 and 2005, an increase of 32%, having in this period 215 courses recognized by MEC (BARROS, 2019).

We are in 2020, and Distance Education has been growing fast, with technological advances, and with the internet, it has expanded the opportunities for students of the most varied levels of instruction to have access to knowledge without this coming from a presential classroom teacher. In that sense, one of the major discussions has been around the tutor's role in Distance Education as an important

professional in the process of consolidating and mediating systematized knowledge in this new reality of education.

Decree No. 9,057, of May 25, 2017, regulates art. 80 of Law No. 9,394 / 1996.

We highlight articles 1 and 2 of this Decree as a way of demonstrating the norms that regulate the offer of Distance Education and higher education at a distance. Let's see:

Art. 1 For the purposes of this Decree, Distance Education is considered to be the educational modality in which didactic-pedagogical mediation in teaching and learning processes occurs with the use of information and communication means and technologies, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develop educational activities by students and education professionals who are in different places and times.

Art. 2 Basic education and higher education may be offered on a distance mode under the terms of this Decree, subject to the accessibility conditions that must be ensured in the spaces and means used. (BRASIL, 2017).

Silveira, Souza and Silva (2019) highlight that Distance Education collaborates for a new role for the teacher. In that new context, he also appears as a distance tutor and has the mission of guide and / or mediate the activities of students in this modality. The authors also show that MEC (BRASIL, 2007) recognizes the role of the tutor, therefore they emphasize the fundamental role that this professional plays in the educational process of courses in higher education, basic education and professional education.

IFRN is an institution that now has 22 campuses in several cities in the state. It was structured to work in Vocational Education at basic, technical and technological and higher levels, including in this lato and stricto sensu postgraduate level. The Campus West Zone of Natal (Distance Education) is the empirical field of this experience, presenting, in its course framework, 6 courses of Initial and Continuing Formation; 1 concurrent technical course; 3 subsequent technicians; 3 graduations and 10 lato sensu postgraduate courses (IFRN, 2019).

According with the Course Pedagogical Project (CPP) studied, the duties

of distance tutors are the following:

- a) Accompany the academics in all disciplines of the period;
- b) Guide the academic to study at distance, encouraging the autonomy of learning;
- c) Record progress, difficulties and results obtained;
- d) Clearly guide the academic who has difficulty navigating the virtual environment or to understand the methodology adopted in the course;
- e) Discuss, with the help of the Teacher Training of each subject, the contents of each subject;
- f) Follow the evaluation of students' learning, as well as the preparation of the TCC (Undergraduate Thesis) , of Reports, and other procedures;
- g) Support the academic who is having difficulties in following the contents;
- h) Propose study strategies;
- i) Guide academics about the importance of scientific research;
- j) Encourage individual and collective debates and productions;
- l) Help the teacher in correcting evaluations when requested;
- m) Represent the teacher in forums when requested;
- n) Make a mapping, with the purpose of monitoring students' accesses, with a view to act preventively in the mechanisms that can initiate evasion.
- o) Promote the student's feeling of belonging in the course through proposals for integrative activities and communication mediated by technology;
- p) Promote an egalitarian and safe environment for manifestations encouraging collaborative learning, equal treatment for all participants, in a dialogical, inclusive and without formalities;
- q) Engender constructive feedback, in dialogical and interactive language, carefully analyzing individual responses, with objective comments supported by the evaluation criteria, punctuating considerations on how to improve production;
- r) Create a markedly personal pronouncement maintaining regular contact with the objective of promotestudent autonomy (IFRN, 2018, p.23).

Such objectives help the tutor beyond the purely academic accompaniment in the process of integral human formation of the student, reverberating to consider them the basis for such formation. Thus, it is valid in the tutoring process also, to consider technologies, science and the social context, with proposals, guidelines, dialogues and the monitoring of students' performances and attitudes in face of the course demands, providing them the understand of their actions and of being a teacher in a capitalist society, split into antagonistic classes, in which the teaching work assumes a predominant role, in the sense of social transformation (MOURA, 2014).

The tutor, according to Prado, Castell, Lopes, Kobayashi, Peres and Leite (2012), plays a fundamental role in Distance Education because it enables the personalized and continuous interaction of students with knowledge. In this sense,

via the system (instant communication, VLE, e-mail), the necessary articulation between the elements of the teaching learning process, for education to reach its proposed objectives. Furthermore, “his main assignment for this professional is to clarify doubts through discussion forums on the Internet, by phone, participation in videoconferences, among others, according to the pedagogical project” (BRASIL, 2007, p. 21). This way, the tutor works with students on the reduction the geographical distance through technologies, so that contributes with their learning.

It is important to highlight that the proposal of IFRN’s Pedagogical Political Project (IFRN, 2018) aims the human education of its students, therefore, the practices are aimed at developing reflection and critical thinking, so that students are able to relate the acquired knowledge in the content of the disciplines to make a relationship with their reality, as well as providing a critical dialogue in the construction of knowledge. This way, it enables the tutor who, even been already graduated as a bachelor or technologist and already has a qualification in his initial graduation, can appropriate of a formation as a teacher with the characteristics and necessary knowledge for teaching work in the sense of emancipatory human formation.

2.1 Experience report in tutoring the Pedagogical Formation Course for Non-Licensed Graduates

In 2017, we completed the Pedagogical Training course for Non-Licensed Graduates in which we acted as a tutor in Distance Learning, but in person, at IFRN - Campus Parnamirim. Therefore, the course whose experience we reported was an experience already practiced, since the understanding that we should train students for teaching has already been assimilated, but there was still a need to understand how this training would take place in Distance Education, considering that the teaching presupposes integral, critical and emancipatory human formation.

Initially, there were 151, enrolled in the course, from different locations, different initial backgrounds and ages, which is another challenge to be worked by teachers and tutors. Another point to be taken into account is the network offer, in

which content, calendars and practices should be the same or similar to maintain the standard of the course as a whole. Another point to be considered is the network offer, in which content, calendars and practices should be the same or similar to maintain the standard of the course as a whole.

The students, who were grouped by poles, were distributed by tutors, with the São Gonçalo do Amarante pole being the most numerous, with 74 students, distributed to 3 tutors, while the rest stayed with one pole for tutor. Being my first experience as a tutor, I had to assimilate the nuances that differentiate a teacher from a tutor in order not to go beyond what was requested by the teacher. As for the accompaniment with the students, the coordination gave us the importance of practicality and fastness to answer the students and their demands, generating a greater complicity between the tutor and the student.

The communication via Moodle with students was also an item to be considered, as the interpretation of a message differs greatly from individual to individual. That is why, they are well thought out before being sent to avoid ambiguities and not to cause any problems for students and teaching staff, considering the different experiences and knowledge of each student.

The first activity for tutors was to understand the proposal of this course, made in a meeting before the beginning of classes, so that the tutoring process would occur from the understanding that the course aims to license Non-Licensed Graduates, who are bachelors and technologists, making them qualified in their initial formations for the teaching exercise, as said the objective presented in the PPC of the course:

The present Course has as general objective, to offer pedagogical formation, for Non-Licensed Graduates, qualifying them for the exercise of the Education magisterium in the Technical Education of Medium Level, according to the Technological Axes of the National Catalog of Technical Courses (CNCT). (IFRN, 2018, p.15)

It is interesting to point out that this is the first offer of the course via Distance Education, considering that its first version was a presential course, and

with this new proposal there are also new challenges that were described in its PPC, beyond to its network organization. Dias, (2003, p.5 apud IFRN, 2018, p. 14), this combination of Distance Education with network formation generates “[...] facilities that technologies provide to build an open and global education and communication experience, which has its greatest impact on the emerging forms of social interaction in knowledge networks [...]”.

In tutoring work, we follow students through AVA, access and check the frequency of access by students. Depending on the grade of certain activity or the identification of plagiarism; we check if the student accessed the material of the discipline or if his research was purely external.

Some students have graduated for some years and their practice in writing, especially in scientific writing, is, as one student said, "rusty". Thus, we guide students to participate in the IV International Seminar on Distance Education (SEMEAD), promoted by the Federal Institute of Education, Science and Technology of Rio Grande do Norte (IFRN), in 2019. This was an important opportunity for them to be able to present their own production, with some pedagogical traits learned in the course, integrated with their initial training, and there were students who wrote about topics within what had already been built during the training course mentioned above. The institution provided transportation for students from poles in the interior of the state to the capital, owing to they showed more interest than students in the capital, which was gratifying, once we found them excited about the scientific production focused on distance learning experiences in the scenario at the time of the event. Thus, tutoring can accomplish with one of its objectives, which is “to guide academics on the importance of scientific research” (IFRN, 2018, p.23).

We followed students from São Gonçalo do Amarante since the first subject, with 58 students divided between 2 tutors. The tutors of the course didn't know each other, but with constant monthly or weekly meetings (depending of the demand), and through conversations via Whatsapp we maintained a great relationship and negotiated well the practices with the class. This is important, because it is understood by the student when the team doesn't have a good

relationship, since informations can be misinterpreted due to lack of communication between the group, lacking the alignment between the members that produce a good progress with students' educational process.

We observed that communication between tutors from different disciplines still fails, causing doubts among students, who are even confused or unaware of the discipline that the tutor follows.

This observation was due to the verification that, on several times, students take questions from other disciplines and, when asked about the discipline, either change or do not remember the name of the subject. When the question is very specific, we forward it to the coordination, which activates the team of the subject in question or we try to help the student in what is our competence.

The work of the tutor with Distance Education, has as one of its main functions the need for feedback not only on the activities but also on the questions, so it is not just a way to justify the grade, but to guide them to the next activities

It is at the moment that this need is understood how much the feedback in one activity is fundamental for the decision of continuity in the students' course. At first, we can say that writing feedback is the most time-consuming step of a tutor's activity, however when receiving messages of thanks for the feedback from students, informing that they will improve in next activities, the tutor's role is seen with different eyes. These statements can be confirmed in Figure 2, which shows the return of a student after reading the feedback given in one of the activities.

"Good night teacher, I saw your feedback from the review and thank you for the words. I have serious time problems, but I have done my best to dedicate myself to the course, which I am enjoying very much. Thank you very much and have a great weekend. hug"

Figure 2: A student's response to the feedback from an activity
Source: the authors, AVA (2019)

It was from messages like this that we realized how a teacher's feedback was important, especially in Distance Education, in which the distance between teachers, tutors and students makes it a simple valuable message for student

development during the teaching and learning process. This mediation contributes to answer to one of the objectives of the course for tutoring, namely, “create a markedly personal statement maintaining regular contact with the objective of promoting student autonomy” (IFRN, 2018, p.23).

In this process of returning to the student, we seek to build a relationship between the content discussed and explored in the activities related to this with the students' reality, in order to encourage critical and reflective thinking in the teaching-learning process, being a time when in fact the tutor develops the bases of human formation. The course PPC addresses this topic when it says that

Allied to this strand, in the training of this professional, we strive for the integration of knowledge made possible by the training activities that will be developed throughout the course and by the Seminar at the End of Course, where all students will present the results of their practical and research work, which should have multidisciplinary as a guiding principle (IFRN, 2018, p.17).

These formation moments and seminars provide presential contact between teachers, tutors, coordination and students. These events are seen as important and necessary by students, who, on several occasions, charge us more moments and time for such contact. Thus, unlike presential teaching practice, in which even a look between teacher and student is already a message sent and understood, in the case of distance tutoring there is a maximum of 48 hours for this understanding. That is, the tutor works in synchronous and asynchronous ways and must manage these aspects for the effectiveness of his teaching practice.

A negative characteristic of distance education is still evasion, which tutors try to avoid through accompaniment and guidance with students, so that they often become an adviser, a psychologist of a student who thinks about quitting, and the reasons are the most distinct, in the case of this course ...

We can mention some cases, such as students who believed they were studying pedagogy, that is, their initial understanding was wrong and there was no questioning to the support team, so this understanding made them give up and

evade from the course, while others justify giving up due to health problems, such as depression and high-risk pregnancies, problems with work (justifying the lack of time for activities), lack of time (because of children and work), anyway, the reports with the motivations for evasion are many. In this course, there are several moments of messages sent, with questions about if there was something wrong or if there was any way to help, which were not answered and, after a period, the coordination warned us about the student's withdrawal. There are students who are resistant to our communication as a tutor. We have students in this class who do not respond, preferring to maintain communication with the teacher or with the coordination.

Along with the specificities present in Distance Learning, the Formation Course for Non-Licensed Graduates presents the specificities of a heterogeneous public, giving the tutor the possibility to learn with this mix of experiences and suggestions that we have as feedback from students and, as we are in direct communication with them, we can pass to the teachers and coordinators in the meetings for the next course offers, since this is the first offer in the distance modality of Campus Natal - East Zone.

Tutoring allows us to experience sometimes a noisy room full of students, sometimes a disturbing silence; there are times when the message box and the doubt forums are in an bustle, however, there are periods when students disappear and it is up to us to bring them back to the classroom, that is, to the virtual learning environment.

It is in these moments of silence that attention should be doubled, it is at that moment that the student is going through some difficult situation or some affliction, needing support, and if there is no feeling of empathy, the idea of giving up the course will be recurrent and maybe it will materialize, generating in the student a feeling of frustration, as it happened with a student who has a health problem and, because of it, has already given up on other courses. It is important to highlight that this method is only possible because we seek to be inspired in the teaching-learning process that contributes to an integral human formation, in which the student is able to relate knowledge and build reflections, as well as having a critical thinking that

anchors the necessary social transformations. to its human formation process, as Severino (2006) and Harari (2018) teach us.

3 Final Considerations

The reflections about Distance Education and human education exposed here are based on experiential practice and bring as discursive and argumentative experiences of one of the authors in the tutoring process, in the sense that it aims to contribute to the human education of students in this process , according to the tutoring objectives in Distance Education.

Therefore, we reaffirm that the experience report is a methodology that describes a given professional experience, in order to point out the relevant contributions to an area of activity, in the specific case tutorship in distance education, work activity that requires research and studies aimed at a practice immersed in doubts about the professionalism and actions required for such work.

The discussion about the role of tutoring in the human formation of students in an undergraduate course for Non-Licensed brought some dimensions that should be considered in studies on topics, such as: the delay in regularizing distance education in Brazil with Law No. 9,394 / 1996 and its subsequent regulations, which brought, a priori, the formation of basic education teachers, which provided greater visibility in a modality that already existed.

Another point considered in this discussion was the course project that addresses the pedagogical view for professionals who are, in many cases, teachers with purely technological or bachelor's degrees, with performances focused on their experiences as a student, giving to the tutor the function of acting as mediator between teachers and students, between knowledge and teaching practice, as students demonstrate their needs and curiosities. It is in this last point that are revealed to tutoring the possibilities of a more human formation in the teaching process in Distance Education, since we seek to apprehend, from the teaching experience in tutoring, the established relationships in the teaching and learning process so that teaching in Distance Education goes beyond instrumental formation.

In this sense, the tutor needs to be willing to learn with the conjunctures of the teaching and learning process in an Distance Education course. It is not enough to answer questions and correct activities, it is necessary to remember that they are people who put their academic future in the hands of teachers and tutors, so we must support them and lead them on the path of reading, persistence, jumping over daily obstacles, besides the reflective and critical construction, directing them to the development of critical thinking about the reality they live in order to finally celebrate, even at a distance, the success of their students, as they will be in society, reflecting on the experiences and learning of the whole team and the course.

Tutoring in Distance Education is responsible for mediation between teachers, platform and students, accounting for the mediation of knowledge necessary for student training. Thus, the tutor not only needs to be attentive to the student, but also to the entire teaching and learning process in which he is inserted; attentive to changes and updates that may occur on the platform, seen as frightening for some students who are ashamed to say that they are having difficulties in assimilate distance learning in their lives. It is in tutoring that the student with difficulties to help him is identified without him being aware of it or simply offering a discreet and essential help. Therefore, we consider that tutoring becomes even more necessary when it comes to professional education, since the disciplines in which they work will be compared to those of the labor market at all times by students, as well as with the actions necessary for their professional life as a teacher.

4 References

- ABED – Associação Brasileira de Educação à distância. Camila Rosa (tradutora). Curitiba: InterSaberes, 2019. Disponível em: http://abed.org.br/arquivos/CENSO_DIGITAL_EAD_2018_PORTUGUES.pdf. Acesso em: 01 out. 2019.
- BARROS, J. **Educação à distância**. Disponível em: <https://brasilecola.uol.com.br/educacao/educacao-distancia.html>. Acessado em: setembro de 2019.
- BRASIL. **Ministério da Educação**. Secretaria de Educação à distância. Referenciais de qualidade para educação superior a distância. Brasília, DF: MEC, 2007.

CARVALHO, Guilherme Paiva de. **Tecnologias digitais e Educação à distância**. Mossoró, RN: Edições UERN, 2015.

CASTELLS, Manuel. **A galáxia da Internet**: reflexões sobre a internet, os negócios e a sociedade. Trad. Maria Luiza X. de A. Borges. Rio de Janeiro: Zahar, 2003.

Censo EAD.BR: Relatório analítico da aprendizagem a distância no Brasil 2018 = Censo EAD.BR: *analytic report of distance learning in Brazil 2018* [livro eletrônico]/[organização]

Centro Regional de Estudos para o Desenvolvimento da Sociedade da Informação - CETIC.br. Pesquisa TIC Domicílios – 2019. Disponível em: <https://www.cetic.br/pt/pesquisa/domicilios/>. Acesso em 26 mai. 2020.

ENCONTRO INTERNACIONAL TRABALHO E PERSPECTIVA DE FORMAÇÃO DE TRABALHADORES. **Anais...** Vol. 01, nº 03 – nov de 2019. ISSN - 2448-4210. Disponível em: <https://drive.google.com/file/d/1VMfEXzN5n2eHo3p3rMTLu5Ty305oK1hx/view?usp=sharing>. Acesso em mai. 2020.

INSTITUTO Federal de Educação, Ciência e Tecnologia do Rio Grande do Norte - IFRN. Projeto Pedagógico do Curso de Formação Pedagógica para Graduados não Licenciados, Natal, 2018.

LIMA, É. R. S. de; SILVA, F. N. da; SILVA, L. L. S. A Educação Profissional no Brasil e os horizontes utópicos de alguns de seus principais intérpretes **Revista Ensino Interdisciplinar**, UERN, Mossoró, RN v. 2, nº. 05, Julho/2016. Disponível em: <http://periodicos.uern.br/index.php/RECEI/article/download/1952/1051>. Acesso em: mai. 2020.

TECMUNDO. Mais de 4 bilhões de pessoas usam a internet ao redor do Mundo. Tecmundo, 2018. Disponível em: <https://www.tecmundo.com.br/internet/126654-4-bilhoes-pessoas-usam-internet-no-mundo.htm>. Acesso em: 30 set. 2019.

MOURA, D. H. **Trabalho e formação docente na educação profissional**. Curitiba: Instituto Federal do Paraná, 2014.

PRADO, C.; CASTELI, C. P. M.; LOPES, T. O.; KOBAYASHI, R. M.; PERES, H. H. C.; LEITE, M. M. J. Espaço virtual de um grupo de pesquisa: o olhar dos tutores. **Revista da Escola de Enfermagem**, USP, v. 46, p. 246-251, 2012.

SILVEIRA, R. A. M; SOUZA, M. M. P de; SILVA, W. V. K. de M. **O papel do tutor como mediador da aprendizagem na Educação à distância**. Maringá, 2014. Disponível em: <http://www.abed.org.br/hotsite/20-ciaed/pt/anais/pdf/192.pdf>. Acessado em 2019. Acesso em 30 set. 2019.

PORTAL IFRN – EaD – *Campus* Natal Zona Leste. Institucional. Disponível em:
<https://ead.ifrn.edu.br/portal/institucional/sobre-o-campus/>. Acesso em: 30 set. 2019.

SEVERINO, A. J. A busca do sentido da formação humana: tarefa da Filosofia da Educação. **Educação e Pesquisa**, São Paulo, v.32, n.3, p. 619-634, set./dez. 2006