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Inclusive educational practices in intellectual disability area: analysis of the students-teachers satisfaction level

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ABSTRACT

This article presents the analysis of the students-teachers satisfaction on the 6th edition (2013) of the course called Inclusive Educational Practices in Intellectual Disability Area, offered by the College of Science from São Paulo State University (Unesp) with Ministry of Educacion (MEC) support in distance modality. To this end, the work initially provides a brief analysis of what has been considered by some researchers (SOMMER et al., 2012; VOLPATO; RIBEIRO, 2012; CUNHA, 2012) as quality in initial and continuing training of teachers and their relationship with the possible alternatives in distance education modality to subsequently presents the analysis of the responses sent by students-teachers by a course evaluation survey. The work is thus divided into three stages: 1) a brief overview on the quality of teacher education in undergraduate courses at the college level; 2) reflections on the relationship of this quality with continued training of professionals through the modality of distance education; 3) data related to the evaluation made by the participants of that course.

RESUMEN

En este artículo se presenta el análisis de la satisfacción de los maestros-cursistas en la 6ª edición (2013) del curso Las Prácticas Educativas Inclusivas en el Área de Discapacidad Intelectual, ofrecido por la Facultad de Ciencias de la Universidad Estatal Paulista (Unesp) con el apoyo del Ministerio de Educación (MEC) en la modalidad a distancia. Por lo tanto, inicialmente proporciona un breve análisis de lo que ha sido considerado por algunos investigadores (SOMMER et al, 2012; VOLPATO y RIBEIRO, 2012; CUNHA, 2012) como en la calidad inicial y la formación continua de los profesores y su relación con las alternativas hechas posibles para la educación a distancia e posteriormente el análisis de las respuestas enviadas por los estudiantes maestros a través de cuestionario de evaluación del curso en cuestión. El trabajo se divide así en tres etapas: 1) una breve descripción general de la calidad de la formación docente en cursos en el nivel universitario; 2) reflexiones sobre la relación

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de esta calidad con la formación continua de los profesionales a través de la modalidad de educación a distancia; 3) datos sobre la evaluación realizada por los participantes en ese curso.

Palabras clave: Educación continua. EaD. Educación inclusiva.

RESUMO

Este artigo apresenta a análise da satisfação dos professores-cursistas sobre a 6ª edição (2013) do curso Práticas Educacionais Inclusivas na Área de Deficiência Intelectual, oferecido pela Faculdade de Ciências da Universidade Estadual Paulista (Unesp) com apoio do Ministério da Educação (MEC) na modalidade a distância. Para tanto, inicialmente realiza uma breve análise do que vem sendo considerado por alguns pesquisadores (SOMMER et al., 2012; VOLPATO; RIBEIRO, 2012; CUNHA, 2012) como qualidade na formação inicial e continuada de professores e sua relação com as alternativas possibilitadas pela modalidade a distância para, posteriormente, apresentar a análise das respostas enviadas pelos professores-cursistas via questionário de avaliação do curso em questão. O trabalho está, desta forma, organizado em três momentos: 1) breve panorama sobre a qualidade da formação docente nos cursos de graduação em nível superior; 2) reflexões sobre a relação desta qualidade com a formação continuada dos profissionais por meio da modalidade de educação a distância (EaD); 3) dados relativos à avaliação realizada pelos participantes do referido curso.

Palavras-chave: Formação continuada. EaD. Educação Inclusiva.

INTRODUCTION

The issue of quality in teacher education is a complex subject that has been discussed by many researchers (SOMMER et al., 2012; VOLPATO; RIBEIRO, 2012; CUNHA, 2012).

When conducting research with undergraduate pro-rectors on the concept of quality in teacher education at the undergraduate, Sommer et al. (2012, p. 43-44) identified different scenarios, such as:

> train professionals with competence in their areas of expertise; prepare professionals meeting the demands of the market; prepare students for excellent performance in external evaluations; joint teaching and research in the training of students.

The authors point out that even in the testimonies, it was evident that the quality of undergraduate promote the development of the subjects in addition to the items already mentioned, as "critically contribute to the society in which they live" (SOMMER et al., 2012, p. 44).

In a similar study, Volpato and Ribeiro (2012) researched the representations of university students on quality in higher education, they organized the speeches collected in four areas:

- quality as teacher training related to the "preparation" of faculty;

- quality as teaching practice related to "planning, domain knowledge, methodology, theory and practice relationship, research, mutual cooperation, autonomy in the learning process, new technologies and communication skills";

- quality as posture / personal attitude of the teacher;

- quality as training for the labor market, a training perspective "more complete, human and citizen".

Both studies attempted to define quality parameters and indicators without losing sight of the political and ideological component

present in the speeches, often anchored in the logic market as alerts Asmann (1996 apud VOLPATO; RIBEIRO, 2012, p. 187).

It is worth quoting the conclusions of Cunha (2012) on these and other similar studies (CITOLIN et al., 2012; SOUZA et al., 2012;. Zanchet et al., 2012) that relate the quality degree to indissociability teaching, research and extension and define quality as "a changing construct and (that) is referenced in values, contexts, times and cultures" (p. 268).

Assessing the issue from the point of view of the relationship between teacher education and the role of public universities, Nascimento (2004) makes a brief historical review of educational policies anchored in determinations of multilateral agencies (World Bank/IBRD, UN, Unesco, Unicef, ECLAC[3] , among others) and states that "under the government's perspective, the quality of education is the same as advocated by the World Bank and includes, among other things, improving working conditions and social status of teachers" (p. 109). Also warns about the political issues that are intertwined in it, including with regard on teacher training locus.

In the same sense, Silva (2004) provides an overview of the determinations of the current educational policies on the issue of teacher education quality target "successive, confused and contradictory legal provisions" (p. 120), to the author, are intended to suit the design of education and society to the neoliberal project.

The author points out that, under this model, the guidelines of the official policy of teacher training cover:

a) powerful State regulation (regulatory and appraiser State); b) withdrawal of the formation of the university about teachers; c) streamlining the content and duration of training; d) inducing the privatization of teacher training (SILVA, 2004, p. 121).

The author argues, like Cunha (2012), the importance of teacher training in universities, in view of the complexity of the teacher's work, the consideration of research as formative principle, the experience of the various areas of knowledge and academic activities, both almost exclusively provided by the university environment.

The defense of teacher training in this area dates back to the 1930s, with the creation of the Institute of Education of São Paulo (1933) by Fernando Azevedo, understood as the primary locus of the development of professional, giving it a professional technical character, according to the progress of assumptions and "national consciousness" of the time (EVANGELISTA, 2003, p. 34).

Since then, much progress has been made regarding the quality of teacher education, either through research or by the enactment of legislation, to guarantee it, as well as the tireless struggle of teacher movement via Associations and Teachers confederations - Apeoesp, CNTE[4] , among others. This more intense mobilization from the 1970s created "a more organic phase proposals", with the most direct participation of teachers in proposing public policies for teacher training, though often not officially adopted in its entirety (GADOTTI, 1994, p. 64).

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[3] **IBRD**: International Bank for Reconstruction and Development; **UN**: United Nations; Unesco: United Nations Educational, Scientific and Cultural Organization; **Unicef**: United Nations Children's Emergency Fund; **ECLAC**: Economic Commission for Latin America and the Caribbean.

[4] **APEOESP**: Association of official teachers from the State of São Paulo; **CNTE**: National Confederation of Workers in Education.

In spite of the contradictions of reality, there is a consensus among scholars in the field of the quality and value of the teaching go through further study of teachers via specializations, post-graduation or strict sense and, in the face of advancement of digital technologies of communication and information (DICTs), currently has been valued the possibility of this continuing education through distance mode.

Gouvêa e Oliveira (2006) held a rich research on the implementation of disciplines in distance mode in different degree courses of the Federal University of Rio de Janeiro (UFRJ) and the Federal University of the State of Rio de Janeiro (UNIRIO), aiming to enrich the debate on distance education in higher education from the contribution of information and communication technologies (GOUVÊA; OLIVEIRA, 2006).

The example of these studies, many researchers (RODRIGUES; CAPELLINI, 2012; MESQUITA; MARTINS, 2013; BARRETO, 2010; GOUVÊA; OLIVEIRA, 2006; MERCADO, L.P.L, 2008, among others) have been working on this issue, trying to evaluate the quality of teacher training courses - initial and continuing - in the distance mode, a goal that is in line with the analysis we seek to establish here.

1. THE DISTANCE EDUCATION AS AN ALTERNATIVE TO THE CONTINUED TRAINING OF TEACHING

For the object our reflections, the analysis of continuing education mode is indispensable, given the close relationship established with initial training, especially for the teaching profession, presenting as continuing vocational training.

According to Guerra (2012), we are facing a break of paradigms with regard to this type of training, considered until then as technicalities - because it is historical heir of this teaching model - "reduced to short courses, with an outside view and reductionist training" (p.101).

In opposition to this author, who argues that this type of training should occur from everyday experiences of teachers, thus featuring a "thought practice / reflected passing the theoretical elaboration through an experience and a communicational act" (GUERRA, 2012, p. 113), Sousa (2012) makes a critical analysis of the current situation of teacher education, indicating the historical trajectory of this process and neoliberal influences that has been suffering, calling attention to the political dimension of training and teaching practice.

> To talk about education policy it is necessary to think about the nature of teaching activity and find the teacher within a professional category that requires special knowledge, ability to relate them to social practice and perception of the political meaning of such an action (SOUSA, 2012, p. 118).

In this regard, we support the analysis of daily experiences from this point of view that considers the specific conditions of the educational phenomenon in its multiple determinants, that is, seeking the exercise of reflection beyond the superficiality and understand the inseparability teaching and learning as a social practice or praxis in the dialectical sense, from this perspective, for example in Moradillo research (2010), for whom:

> [...] analysis of educational problems should not stop in the abstractions of its parts: to go to the abstractions of the parties, it is necessary path, the path back has to be done, it needs to return to the reality. But now a creative reality, coming from multiple determinations. No more fragments and yes, parts of a whole.

The education that does not radicalize in this analysis tends to stay on the surface, idealizing, or better, leaving aside the student, the teacher, the content, the school and society. This abstraction is the way to leave everything as it is: do not become educational praxis! (MORADILLO, 2010, p. 59).

Similar view can also be found in the arguments of SILVA; SILVA; MARTINS (s/d, p. 10)

[...] for the development of the individual, it is essential that education and, ultimately, the teacher plays the role of mediating the appropriation of systematized knowledge, which arise as a response to the specific needs faced by individuals in their social practice in the historical process.

We understand how to overcome the common sense of everyday arising teacher empiricism is necessary if we think an educational practice that is anchored in scientific knowledge historically accumulated by mankind.

Regarding distance education in the continued training of teachers, we argue that the challenge is to enable training that combines theory and practice, that is meaningful and provide the guidance of scientific knowledge appropriation of work in the classroom, work this which aims to ensure the learning of students, including those with intellectual disabilities, stroke object whose satisfaction will be evaluated following.

In this regard, it is worth remembering that despite the legal necessity of curriculum reform focused on special education of initial training courses for teachers mainly from the decree 5.626/2005[5] , it is known that such a redesign is still in process within the degrees in general, favoring the inclusion of pounds of discipline in most courses (GATTI, 2008).

This fact indicates how special education in the inclusive perspective still needs to advance in initial and continuing teacher education courses and shows us beforehand the importance of expanding offering courses from this perspective.

In this sense, intensified programs and teacher training policies in distance education mode represented, for example, by the National Network of Continuing Teacher Training[6] and the creation of the OUB have contributed to the qualification of teaching in basic education through the training of the teaching staff and also regarding the inclusive special education (PASSERINO, 2011, p.75).

Thus, considering the advances in technology in recent decades, the distance education in its history, has been consolidated as a fundamental tool of professional training and increasing the number of trained professionals to work in several areas, including education.

According to Alves (2011), the distance education is a "type of education carried through intensive use of information and communication technologies, where teachers and students are physically separated in space and / or time" (p.83).

This author tells us that in Brazil, the distance education gained notoriety from the 1920s through the radio as a teaching tool,

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[5] The decree 5.626/2005 regulates the inclusion of Brazilian Sign Language as a mandatory curriculum subject for teacher training courses and Brazilian Sign Language instructor.

[6] The National Network of Teacher's Continuing Education consists of 19 public higher education institutions, federal and state and community non-profit producing teaching materials for distance and semi in personae education, contributing to the formation of basic education teachers, directors, management team and leaders of the public education system (PASSERINO, 2011, p.75).

later strengthened by the educational programs broadcast by television channels in the decade of 1960/70, both with support from MEC (ALVES, 2011, p. 88).

More recently, with the advent and expansion of Internet access, the computer has been the protagonist of distance education at the college level and was the University of Brasilia avant-garde institution from the 1980s, which experiences preceded the creation of the Open University of Brazil (UAB) in 2008 (ALVES, 2011), by decree 5.800/2006 [7] (BRASIL, 2006).

It should be noted that in the national context, distance education legitimized up from 1996, with the promulgation of the Law of Directives and Bases of National Education (LDBE) No. 9394/1996 in Article 80, subsequently amended by Decree 5.622/2005, which defines the distance education:

As an educational modality in which the didactic and pedagogical mediation in teaching and learning processes occur with the use of media and information and communication technologies, with students and teachers developing activities in different places or times (BRASIL, 2005).

Currently, several top public and private educational institutions, support the universalization and democratization of education through the provision of undergraduate and graduate students in the distance mode.

Among these institutions, we highlight the role of the Distance Education Center (Nead) of the Universidade Estadual Paulista (Unesp) in the creation, expansion of supply of vacancies and evaluation of courses focused mainly to the initial and continuing training of teachers.

According Schlünzen Junior (2014, p. 1), coordinator of Distance Education Center

The Unesp distance education works in line with the quality benchmarks and national and international guidelines, in partnership with the most important educational and research institutions of our country and there is currently a huge volume of university activities, meeting our goals quality and playing our role with autonomy in the democratization of knowledge for everyone.

From this same perspective, Unesp developed at the School of Sciences the Inclusive Educational Practices course in Intellectual Disability Area, a course of 180 hours in distance education mode, which is part of the Continuing Education Network of Continuing Education Department, Literacy, diversity and Inclusion (Secadi).

The aim of this study was to analyze the level of satisfaction of the course participants about the Inclusive Educational Practices in Intellectual Disability Area, offered by the Unesp School of Sciences of with MEC support in its 6th edition (2013).

The data collected and evaluated in this study strengthen the defense of distance education as a quality alternative, viable and accessible to the continuing education of teachers.

2. METHODOLOGICAL TRAJECTORY

The data analyzed here are for the replies sent by the students-teachers questionnaire assessment of the course, consisting of 16 questions, 11 objective and five open ones.

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[7] The Decree 5.800, of June 8, 2006, provides for the Open University of Brazil (UAB), focused on the development of education in the distance mode, in order to expand and internalize the offer of courses and higher education programs in the country.

For objective questions was performed a descriptive analysis of 100% of the collected data , from which was measured the relative frequency of alternatives for each question proposed.

For open questions, due to the large universe of responses of the 50 classes of the course, we chose the content analysis by random sampling, which included responses sent by five groups, equivalent to 10% of total responses, considered here a significant sample.

Participants: students-teachers of the specialization in Inclusive Education Practices in Intellectual Disability Area.

The course analyzed here was offered at the national level and had 1,267 entries, 1,005 of the state of São Paulo, which cities of São Paulo (228), Bauru (136) and Osasco (76) is configured as the most representative in registration numbers. The 1,267 enrolled, all public education, were divided into 50 classes.

In this 6th version of the course, 88% (1,115) of those enrolled had complete higher education, 30% (386) were active as teachers in early childhood education, 24% (307) in the 1st cycle of basic education and 10.45% (133) in 2 of elementary education. Also noteworthy is that 142 members (11.20%) were the resource room teachers.

3. TOOL AND PROCEDURES FOR DATA COLLECTION

The instrument data collection consisted in a questionnaire composed of 16 questions, 11 objective and five discursive and it was answered by 952 course participants, representing 75.13% of those enrolled in the course.

The questionnaire was made available in the virtual learning environment of Unesp (Teleduc) at the end of the course, on <http://eduespecial.com.br/indext.php> link, and the teachers-students had 15 days to respond it.

The course participants were also encouraged by their tutors by e-mail tool, to participate in the study by answering the questionnaire, once received it, the file "consent free and clear term" for signature and resend to tutors. The research project was approved by the Ethics Committee of the Sciences School process 192/46/01/10.

For better organization of the collected data, this analysis was divided into two stages: 1) objective questions - presentation of the issues and the absolute and relative frequencies of responses collected 100% of classes; 2) open questions - presentation of issues, organization of responses in themes, followed by content analysis according to Bardin (2009).

It should be noted that the open questions analyzed (questions 6, 8, 14 and 17) were complementary to objective questions 5, 7, 13 and 15, as we can see in the questions (open and objective) of the following Table 1:

Chart 1: Objective and Open

QUESTIONS
Q. 2 - Did the course meet your expectations?
Q. 3 - Did the online available teaching material meet the course objectives?
Q. 4 – Was it difficult to perform any activity?
Q. 5 – Was the relationship with the tutor productive?
Q. 6 – *Explain the previous answer.*
Q. 7 – Was the relationship with the facilitator productive?
Q. 8 – *Explain the previous answer.*
Q. 9 – Did you find any difficulty to explore the Teleduc system?
Q. 10 – About the environmental tools, which one did you use the most?
Q. 11 – Was the time appropriate for the proposed activities?
Q. 12 – Are the contents, methodology, suggestions and proposed activities in line with the school's daily life and favored the inclusion school?
Q. 13 – Did scheduled chats facilitate interaction with trainers and other course participants and contribute to the exchange of experience and debates?
Q. 14 - *Explain the previous answer.*
Q. 15 – If hold another distance course, what subject would like to study?
Q. 16 – If you answered "Other" in question 15, please which subject you would like to deepen in a distance education course.
Q. 17 – *Compliments, suggestions and critics on the course.*

Source: The authors.

4. DATA ANALYSIS TECHNIQUE

4.1. Objective questions

For objective question, as descriptive analysis was performed. Thus, the data were tabulated as shown in Table 1 below, which contains the relative frequency of responses, which lets you view - relating to Table 2 - the percentage of responses for each of the questions 2, 3, 5, 7 9, 11, 12 and 13.

Table 1: Satisfaction level of course participants

QUESTION	SA (%)	A (%)	U (%)	D (%)	SD (%)
2	72	26	1,3	0,5	0,2
3	78	21,6	0,4	-	-
5	82	16	1,3	0,5	0,2
7	78	19	2,5	0,5	-
9	3	12,5	5,5	34	45
11	36	47	7,0	9	1
12	59	37	2,5	1,5	-
13	47	36	11	5,4	0,6

Key: SA (strongly agree); A (agree); U (uncertain); D (disagree); SD (strongly disagree).
Source: The authors.

Chart 2: Objective Questions

QUESTIONS
Q. 2 - Did the course meet your expectations?
Q. 3 - Did the online available teaching material meet the course objectives?
Q. 4 – Was it difficult to perform any activity?
Q. 5 – Was the relationship with the tutor productive?
Q. 7 – Was the relationship with the facilitator productive?
Q. 9 – Did you find any difficulty to explore the Teleduc system?
Q. 10 – About the environmental tools, which one did you use the most?
Q. 11 – Was the time appropriate for the proposed activities?
Q. 12 – Are the contents, methodology, suggestions and proposed activities in line with the school's daily life and favored the inclusion school?
Q. 13 – – Did scheduled chats facilitate interaction with trainers and other course participants and contribute to the exchange of experience and debates?
Q. 15 – If hold another distance course, what subject would like to study?

Source:The authors.

For Question 4, we identified that 63% of respondents indicated they have not had difficulty performing activities, while 37% answered that there was some difficulty.

In Question 10, we found that the most widely used tool for course participants was the portfolio, with 51% of responses. The email tool is the most used by 30% of the course participants, while the forum and the chat were the tools most used by 16% and 3% of the course participants, respectively.

Question 15 was not assessed because it does not relate directly to the level of satisfaction of the course participants, the object of this analysis.

Such quantitative data also serve as reference for the content analysis of the open questions, as described in the results of this research.

4.2. Open questions

To analyze the discursive answers, we chose the content analysis, which, according to Bardin (2009, p.40) is "a set of analysis techniques of communication that uses systematic procedures and description of the objectives of message content" and that coats also the interpretation of content and inferences derived from indexes or indicators contained in the text analysis.

In this type of quantitative / qualitative analysis, from the documents to be analyzed, establishes a corpus or "all the documents taken into account to be submitted to analytical procedures" (BARDIN, 2009, p. 122), this corpus that must comply with rules of completeness, representativeness, consistency and relevance.

The analysis in question, the corpus was constituted in four of the five essay questions of the course evaluation questionnaire answers these elected here as the focus of our analysis, once seen as crucial for the constant improvement of the offered course.

Given the large amount of the 50 classes answers, the analysis was carried out by random sampling, and, therefore, the analyzed corpus was represented by 10% of the course classes (five) chosen at random, whose answers were read in full and categorized in themes for each of the four issues discussed.

It is noteworthy that was considered the co-occurrence (Bardin, 2009) themes in some answers, which justifies the measurement described below.

5. RESULTS AND DISCUSSION

In relation to objective questions, the indicators "strongly agree" and "agree" the 952 replies sent to Question 2 inform us that 98% of the teachers students expressed that the course met their expectations and, in Question 3, that 99% considered the courseware available online met the course objectives.

In Question 11, 83% rated as adequate time to carry out the proposed activities, as in Question 12, 96% of respondents rated the content, methodology, suggestions and proposed activities were in accordance with the school routine and favored school inclusion.

Regarding the operation of the system, the data collected in Question 9 indicate that about 15% of the teachers students also express some degree of difficulty with this technique manipulation.

For the implementation of activities, Question 4 indicated that, in general, 63% of respondents had no difficulty.

Question 15 had nine possible answers, of which stood out "learning difficulties" with 291 responses (30%), "school management" with 157 responses (16%), "literacy difficulty" with 139 responses (15%) and "inclusive education in common class" with 101 responses (11%).

To escape the objectives of this research, the responses to Question 16 were not analyzed here.

Regarding scheduled chats, 83% of respondents indicate that they facilitated interaction with trainers and other teacher students and contributed to the exchange of experience and debates, although Question

10 indicates that this tool was the most used by only 3 % of the teacher students, while 51% of the teacher students indicated that they had used the portfolio more often.

As regards the relationship with the tutor and the teacher, the questions 5 and 7 have indicated, respectively, 98% considered the relationship with the productive tutor, while 97% considered productive relationship with the trainer. These data are consistent with the qualitative analysis of Questions 6 and 8 complementary to Questions 5 and 7, as discussed below.

Regarding discursive answers, the first open question examined was 6: Explain the previous answer, complementary to Question 5 (A relationship with the tutor was productive?).

From 102 responses received by the five classes of the chosen sample identified from the frequency and / or presence of certain elements, five core themes:

- Axis 1 - Availability / Disposition (promptitude) to attend

- Axis 2 – Solve doubts

- Axis 3 - Assistance in activities

- Axis 4 - Speed and accuracy of feedback

- Axis 5 - Dissatisfactions with tutor

Among the replies sent, we assess that 59 responses (58%) pass on Axis 1, showing the promptitude and availability of tutors in meeting the needs of the course participants. Also were identified 29 responses (28%) in Axis 2 and 25 (24%) in Axis 3, demonstrating the satisfaction of course participants as to clarify questions and assistance in the activities of the course, respectively. There were also 10 responses (9%) who report how quickly of the tutors for fed back and the assistance in general and

only seven responses (6%) indicate some dissatisfaction with the performance of the tutors.

In research published in 2011, Bezerra and Carvalho emphasize the importance of the tutor's role in distance learning courses. For these authors:

> Interaction with tutoring is a way to provide the student with the distance, a relationship that just another individual, another human being can provide, contributing to their training, their experiences with their subjectivity (BEZERRA; CARVALHO, 2011, p.241).

Anchored scholars in the area (EMERENCIANO; SOUZA; FREITAS, 2001; Gonzalez, 2005; MAGGIO, 2001), these authors defend as essential the role of the tutor in distance education courses, mediating, informing, providing directions and the construction of knowledge by part of the course participants (BEZERRA; CARVALHO, 2011).

In this regard, the data presented above show that the relationship of the majority of course participants with their tutor was productive, showing that they have complied satisfactorily with their advisory functions and technical and pedagogical support during the course.

Given the complementary roles of tutor and trainer in the analyzed course, the first keeping a close and constant relationship with the teacher students throughout the course along the lines already mentioned and the second aimed at enhancing learning via correction and fed back activities carried out - for the analysis of question 8: *Explain the previous answer*, complementary to Question 7 (Was the relationship with the teacher productive?) - similar themes have been adopted, but with some important changes, given the specific nature of the work of trainers in this course.

Therefore, we use the same analysis procedure, but for the following themes:

- Axis 1 - Warning and Monitoring teacher students

- Axis 2 - Clarification of doubts

- Axis 3 - Assistance in activities

- Axis 4 - Feedbacks, comments and activities suggestions for improvements.

- Axis 5 - Dissatisfactions with the trainer

Of those 101 responses received, 28 (27%) were carried in the Axis 1, especially the references about the "attention" and "monitoring" of trainers during the course, 13 responses (12%) represented the Axis 2 and 12 replies (11%), Axis 3, showing, respectively, to clarify questions and references to support in activities, and 23 responses (22%) were carried in the Axis 4. There were only seven responses (6%) in Area 5 that indicates some dissatisfaction and / or lack of contact of the trainer.

It should highlight the unique role of the trainer in the current analysis, closer to the definition given by Carvalho (2007), that is, someone whose focus is "to overcome the difficulties of students with the specific content, seeking alternatives to facilitate the learning process" explicit alternatives in this course, the corrections and then fed back of the activities carried out by course participants.

Based on this definition, we can conclude that most of the answers transited in Axes 1 and 4, due to this differentiated role of trainers in this course. The high response rate (49%) related to attention and monitoring, as well as the feedback, comments and suggestions for improvement in the activities, added to the answers (23%) in Axes 2 and 3 - answering questions and assistance in activities, respectively – indicate that trainers exercised satisfactorily their role as facilitators of the

learning process, helping the teacher students to overcome their difficulties. In this regard, such positive responses - both objective as the discursive - lead us to conclude that the relationship of teacher students with their trainer was mostly very productive.

For the analysis of Question 14: Explain the previous answer, complementary to Question 13 (Have scheduled chats facilitated interaction with trainers and other course participants and contributed to the exchange of experience and debates?), the other five were raised themes, given the different nature of these questions, namely:

- Axis 1 - Exchange of experiences

- Axis 2 - Interaction

- Axis 3 – Debates

- Axis 4 - Non-participation

- Axis 5 - Dissatisfaction with the form and / or content

Of the 104 replies, 41 (39%) cited the rich exchange of experiences over chatrooms, 25 (24%) referred to the importance of interaction with colleagues and the trainer and 9 (8%) praised the debates, indicating high satisfaction of the course participants with the chat time.

However, they also identified 23 (22%) answers indicating the impossibility of teacher-student in participating in chats depending on the day / time established and 10 responses (9%) shows some dissatisfaction with the way and / or content of the chats.

From these results, we can conclude that, although participants of the chats   recognize the importance of it to their training, there is still some improvements to do on this feature in future versions of the course.

These results are corroborated by research such as Horton (2000) about the advantages and disadvantages of chat in virtual learning environments.

The author argues as positive points the almost immediate feedback and the written record of interactions, since previously clarified its purpose, in order not to embarrass the participants. On the other hand, it points out as disadvantages the fact that this tool suit small groups, do without typing skill and be unappreciated by students of online courses (HORTON, 2000).

Concerning the adequacy, Horton (2000 apud ARAGON, 2008) indicates that chat should not be used in any situation and thus it is necessary the evaluation of their use in the virtual learning environment.

Finally, this analysis also attempted to raise criticisms and suggestions for future versions of the course. Therefore, we present the analysis of Question 17: Compliments, suggestions and critics on the course.

Given the diversity of responses, we quantify the results in these three categories (compliments, suggestions and critics), separating the responses which indicated each one.

Thus, of the 104 responses received in the sample, we were able to ascertain "compliments" in 100 responses (96%), "suggestions" in 15 responses (14%) and "critics" in eight responses (7%), possible result due to co-occurrence categories in some answers.

Regarding to suggestions, we highlight 13 mentions (87%) to offer similar courses and two responses (13%) concerning the amendment / extension of the deadlines for the activities.

As for the criticisms, there were two mentions (25%) related to access and obligation to respond data collection questionnaires;

four complaints (50%) aimed at improving the tools chat and forum; a critical (12.5%) on absence of complementary texts and only one dissatisfaction (12.5%) related to evaluation activities.

We believe the results of this brief study as important indicators of the quality of the course in the various aspects evaluated, especially as regards the relationship of course participants with their tutor and the trainer.

The colected data also provided important pointers as to the best use of chats as facilitative learning tool and pointed suggestions and critics to be considered in future versions of the course.

These data associated with the high rate of "compliments" (96%) lead us to conclude about the satisfaction of the course participants and the quality of training offered in this continuing distance mode, corroborating the findings in other studies about continuing education in distance education mode. (RODRIGUES; CAPELLINI, 2012; CAPELLINI et al., 2011;. MELO, 2013; LOPES SILVA, 2010).

FINAL CONSIDERATIONS

In summary, the results obtained indicates the high approval rate represented by the satisfaction of the course participants on various aspects evaluated, especially its relationship with the tutor and the trainer, as well as recognition of the chat as an important tool in the training process although with some need for adjustment.

According to the arguments mentioned above, the the distance education comes out to be a viable path and accessible for the training of teachers, and from the presented analysis, we can say that the Inclusive Educational Practices course in Intellectual Disability Area has become a quality reference in this regard, given that the analysis presented here refers to its 6th edition, which confirms the success of the offer of training in this subject and in this mode.

Despite the operational difficulties with which the teachers students still may face in relation to the use of new digital technologies of communication and information (DICTs), it is undeniable positivity of these tools in the democratization of knowledge to a growing number of professionals.

Another aspect to be considered in this study is the fact that it was evaluated a specialization course in distance which the theme is the inclusion of students with intellectual disabilities.

We understand that the quality of a course of this nature is directly related to its ability to equip the teacher student with tools for inclusion of their students process, either in the regular classroom or work and in this sense, the results analyzed here indicate that in the Educational Practices in Intellectual Disability Inclusive Area course developed by Unesp has added significant efforts to this endeavor.

Finally, we affirm the provisional character of this brief study and the importance of undertaking further research on the positive nature of distance education in teacher training, initial or continued, as well as its effective contribution to the universalization and democratization of quality training processes.

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