

Reflections on the process of preparing materials for Distance Learning

FILATRO, A. **Como preparar conteúdos para EaD: Guia rápido para professores especialistas em educação a distância, presencial e corporativa.** São Paulo: Saraiva, 2018.

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The book “Como preparar conteúdos para EaD: Guia rápido para professores especialistas em educação a distância, presencial e corporativa” is part of the works written by researcher Andrea Filatro (2018). PhD in education from USP, the author has experience in the area of Distance Education (DE), higher education, vocational education and educational technology, having published several books and articles.

The book's main objective is to describe the major stages for the preparation of contents aimed at distance education, emphasizing the need to understand the student's vision, the context in which he is inserted in the institution and the demands he presents. From the use of several figures of its own creation, EaD seeks to demonstrate the entire process of gathering information until the construction of the material.

The organization was carried out in four chapters that seek to guide the reader along the path of reflection on the material construction process, namely: “Where to start?”; “How to plan the contents for distance education?”; “How to prepare content for distance education?”; and “How to validate the contents for distance education?”.

In the first chapter, the author states that, regardless of the type of

material you want to develop, be it a digital book, a video lesson, a study guide, or a learning unit, it is necessary that you understand exactly what you intend to do and, mainly, to know to whom this content will be destined, reinforcing the already evident concern with the student. In this way, it is essential that the educator analyze the educational context, including the student's reality, so that he can understand the three elements that make up such a conjuncture: the student, the institution and the learning needs he seeks to meet.

For this, the teacher must carry out the contextual analysis, which is a method used to understand the factors involved in the teaching-learning process and that can bring restrictions or facilities to it. This involves not only the situations that occur in the classroom or at school, but also everything that precedes the school experience, such as beliefs, experiences and knowledge that students already had. This is necessary because she believes that what happened before in the student's life will influence the way he interacts with the content and the more you know the context, the greater the chance of success of your produced material.

Initially, the teacher should build the profile of the student who takes the distance course, identifying the digital characteristics of this in terms of involvement with digital media, considering the differences between analog generations (little contact with technology), digital immigrants (adaptation to technologies) and digital natives (technology as part of life); demographic characteristics, such as age, gender, income; the motivational factors involved in the process, aiming to reach the student's attention and satisfaction from the stimulus through relevant and significant contents for him; and, finally, the existing learning styles, which comprise the different ways in which people learn and the way of processing the information of each one.

The VAKT classification, which means, respectively, visual, auditory, kinesthetic and tactile, was developed by Rita and Kenneth Dunn and is related to learning styles, that is, to the way each person learns. The visual is more associated with preferences for reading and analysis, the auditory with hearing and participation in discussions and lectures, the kinesthetic involves the movement of the whole body in visits to museums and games, while the tactile refers to the use of the hands. These

classifications make it possible to identify the best media to be used to serve different types of students.

Based on these characteristics, the author presents three theories related to the forms of teaching and learning. Pedagogy, which would be the art of leading children in basic education, mainly, in which the educator or the system decides “what” and “how” the student will learn; andragogy, aimed at adult education, and the educator defines what is necessary to learn, but the student decides how to do it; and, finally, heutagogy, which is a recent concept, related to learning in a context after the expansion of the internet, in which the student will decide all the components of the learning process.

All these surveys are associated with the need to develop a curriculum to meet the demands that are not produced randomly, as they are associated with the social, cultural and political premises that will guide decisions about the curriculum organization. Pedagogical projects or existing plans in the institutions will base the decisions that will influence the contents and the proposed activities, defining the instructional macrodesign that involves the resources, the quality requirements, the models and the schedules to be applied in the process.

In the second chapter, after understanding these factors involved in the process, it is necessary for the teacher to plan the contents that will be developed, defining a design matrix that will articulate all the elements: objectives, activities, duration, contents, tools to be used. and evaluation. For this, a unit of study (a course, a lesson, etc.) must be created with a limited time and that can be divided without interfering with its meaning. In addition, the teacher has the role of facilitating student learning and, to contribute to this, one of the possibilities is the creation of templates, which is an empty template or form to encourage students to fill in and allow study time. be directed towards content, which would be considered more important than formatting, for example.

There are several media available for use and each one has its own characteristics ranging from basic to advanced levels and are related to

different learning needs. The theory of multimedia learning, created by Richard E. Mayer, is based on a study that claims that people learn from multiple representations. In this way, the use of two or more means would contribute to a more lasting learning.

In the third chapter, we can observe that the development of content for distance education involves the creation of unpublished material or the curation of third-party materials. Curatorship is a term widely used in the artistic field, in which a person is responsible for collecting and organizing works according to a theme. In this way, the curator organizes the materials and also adds the personal contribution, adapting it to the audience level. The author presents the practical details of how to create videos, hypertexts, podcasts, slides, among others. In addition, it exposes criteria for selecting reliable sources for collecting content to be used in the material and explains the differences between types of texts and techniques that can be applied.

Thus, this is the largest chapter of the book, as it presents, step by step, how the material should be prepared, how to insert glossary entries, recommendations for complementary material, hypertexts and hypermedia, podcasts, video lessons, graphics, images and figures.

In the fourth and final chapter, the author explains the types of validation to which the contents must be submitted, namely: the technique, which will verify the originality and reliability of the work; the didactic, which will check the adequacy to the learning objectives, the language and the resources; and the textual, which performs the spelling and grammar correction, the adequacy to the norms and the revision of the text, besides guaranteeing the visual identity, which is related to the reference of an institution or product (colors, fonts, logos). This will allow students to view all materials as components of the same project, giving consistency to the style, even if they are separate.

The author shows concern about ethical and legal issues that can be harmful to the person responsible for producing the content, such as the right to image, which is guaranteed by law. In addition, it seeks to point out several different ways to carry out the elaboration of the material. The work presents a lot of coherence, as it clearly and objectively

fulfills the intentions announced by the author, which consist of effectively teaching the reader the path to be followed in the elaboration of content for distance education. It fulfills the initial purpose in a very original way, as it is one of the few books that presents steps to be followed by the teacher. Despite not considering education as subject to ready-made recipes for the teacher's performance, much less considering him as the only person responsible for the teaching process, often, the teacher may have difficulties in dealing with the rapid technological changes in our society, which they also affect new ways of teaching and require necessary tips, which are required of him, such as the contributions listed in the book.

The book analyzed is of paramount importance to be used in the context in which we are living, especially after the covid-19 pandemic, which accelerated the changes that had already emerged over time in relation to the use of technologies in education, as the imposed social distance brought the need to carry out activities remotely and the creation of media to continue studies. In this way, the book contributes to the development of the initial steps of educators for the elaboration of materials for use in distance education, a modality that presents growth in the country.