Culture and society: A case study of Cultural and Social Profile of the students in the course of pedagogy Francis pole of Cascavel/PR

SILVEIRA, Danielli Maria Neves da. [1]

DIAS, Gilmar [2]

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SUMMARY

This article will address the importance of methodology and adequacy with cultural and social profile of the student in higher education the distance, being this a field of innovations expected to constant improvement and fitness offering distance education in distance learning mode. We researched the socio-cultural characteristics of the students who sent the questionnaire responded well as research school and the polo. Thus, objective, aims to raise the students’ difficulties, aspirations in relation to the course and after the College, opinion in relation to the course, learning tools and methodology. Underscores the need for appropriate pedagogical practices the reality of student in the institution of higher education in order to broaden learning using tools and strategies that attract the interest of the student and provide quality
vocational training as a citizen. The review of the bibliography provided theoretical references involving the subject, contributing to the analysis of data collected through field research.

**Keywords:** methodology of higher education; Distance education; Socio-cultural profile; Pedagogy.

1. **INTRODUCTION**

The distance education presents itself as an alternative to expand the access to scientific knowledge and technological progress and access to these technological tools for large number of persons disseminates this knowledge enabling and empowering the people unable to attend the face-to-face education by several factors such as lack of time; difficulty of transport; prohibitive, etc.

This research sought to understand what are the biggest difficulties and the socio-cultural characteristics of the pupils of the course of pedagogy of FRANCIS pole in the city of Cascavel.

The proposed research sought to understand whether the methodology that has been applied has contributed to the intellectual growth of the student and helping in the search for the professional identity that intends to exercise that is one of the purposes proposed by the institution.

Thinking on social and cultural reality of the students is worrying about an education centered on academic learning and seeking to satisfy in the best way possible if adapting and facilitating access to scientifically elaborate knowledge in the area of education to prepare professionals to teach in various modes and stages of education.

The objective of this research was to analyze the reality of students to improve the methodology and adapting to local need through a careful analysis and seeking to understand the regional profile.

This research proved important for the fact of considering the diversity that presents itself in the country and features according to the polo, if seeking the enhancement of cultural and social identity to strengthen the relationship of the student with a higher education institution, the greater the student's knowledge with which you work and the student's confidence towards the institution tends to better prepare the work of teaching and learning.

The institution and the professor should be partners of students in learning by assisting small doubts for it doesn't become a major failure in training, bringing data from these students can reflect on the methodology and the performance to date and change it if necessary to improve.

The type search case study enabled monitor face-to-face class in polo, more detailed research on the
structured questionnaire was sent to students and was held interview with students attending the workshop and with the academic assistant of polo that maintains links with students and presented features of reality Pedagogy course in polo.

Are important to these three types of analysis comparing and delimiting points in common and differences to better understand the reality experienced by academics and the relationship with the current methodology used in online classes and in the Organization of workshop and evaluations. The commitment to quality education in distance mode is devoting attention to constant improvement considering new methodological and fitness possibilities so the search search analyze what appears important to traverse this path.

2. HIGHER EDUCATION OFFERED IN DISTANCE MODE

The academic success of the student depends on several factors whether in academia or outside this, the higher education institution to offer a quality education based on the teaching quality for the formation of this and know the reality of the students to suit the realities of each region. The search for the EaD in Brazil was constituted as part of educational development, we cannot lose sight of is the quality of the same, as Alonso [...]is fundamental "discusses it is necessary to locate and diagnose carefully to determine the policies to be used. "(2010, p. 1326).

The democratization of education has been pursued for a long time and distance mode fits with the new technological tools and the same access to the layers. Use the technological tools for education raises awareness to individual and greatly expands the potential use of these tools with an educational bias. According To Saviani:

In the case of Brazil, which it turns out is that, with the exception of the natives, the different groups breathe the same ideological atmosphere, that is, governed by the same values. However, there are large differences in participation in cultural products, although the cultural achievements resulting from the joint efforts of the whole society. This means that a large part of the population participates in the production of culture, but does not participate in its fruition. [...] (2007, p. 62).

We live in a country of extensive geographical territory and consequently with a varied culture that influences people's lives in different ways, the information and the knowledge does not reach the same way to everyone and the same way these have meanings and importance of diverse weights. What you can't lose sight and a quality offer to all and with a standard of quality that respects the legislation in force, as the decree regulating the distance education: "I-obey national curriculum guidelines, established by the Ministry of education for the respective levels and educational modalities" (BRAZIL, 2005, Art. 13).
According to General provisions of LDB "the Government will encourage the development and airing of distance learning programs, at all levels and modalities of education, and continuing education.” (BRAZIL, 1996, Art. 80).

It is necessary to follow the law and offer the disciplines of each course but you can't have a narrow view that the methodology is only one and for every citizen to have access, flexibility is required with the student considering several factors that influence the learning and are subjective, requires an awareness that not all learn in the same way and reflect on the evaluation for which it is characterised as a means of verification of learning valuing diverse ways of doing providing the student with differentiated possibilities to show the level of learning.

The higher education institution according to Shiroma et al., (2003) must involve the teacher and the researcher making use of autonomy to modernise and promote the internal cohesion of the team through training and recruitment.

The society is in a constant process of transformation and educational and professional training should take into consideration these constant updates and second Carla Netto "depending on the profile of the class, one can facilitate or hinder learning, and adjust the tools according to the possibilities and experiences of the students." The educational tools should be adjusted to the student get organized and practical way to conduct educational activities. (2006, p. 61).

Think the EaD is as anything but limited to teaching using technology it is also thinking of education geared to the formation of the critical citizen, thinks her emancipatory way and offering the opportunity to the student to analyze materials and perform their own interpretation and debate in a democratic space and with guidance of a tutor. For Golden thinking new technologies involves:

[…] breaking with the mystique that accentuates the role of information and communication technologies (ICT) as the social protagonists, referring to the necessary disclosure of the State in a broad sense, understood as a space for political struggle and expression of condensation of power between civil society and politics, and its materialization in the field of policies engendered and materialized in the State in society. (2008, p. 905)

Think higher education critical way brings us the social role of teacher and education as a tool that democratizes knowledge, improving the same should not be something that allows accommodations, similarly believed in the evolution of technological instruments advancing tools for use of the EaD should think how it is assisting in the search for better income distribution and equal knowledge and access to it. Cultural and social issues of the students entering this debate as a tool of analysis of this spread to popular classes who see in de an alternative that fits the conditions of income, time and social and cultural
improvement.

3. THE SOCIO-CULTURAL APPROPRIATENESS IN DE

The cultural analysis of the students make while structuring tool and fitness for better methodology and consequently better learning by the student, always seeking the best learning that becomes increasingly important in society, as in says Maia:

[...] in the same way that we demand for more material goods, in this new society we should sue for more knowledge. The information society epitomizes the emergence of a technical/economic paradigm in which information is the central input. (2003, p. 15)

The higher education with the proposal of forming citizens in several areas of knowledge from a qualified way and preparing for the job market coupled with the alternative of distance mode provides a facilitating access by increasing the scope of qualifying, adapting to new realities in higher level education has become more accessible in Brazil in the light of new times and spaces with a flexibility that incorporates various social classes and several peculiarities of people who cannot meet the time requirements in the face-to-face mode and as provided for in the LDB: "the Government will encourage the development and airing of distance learning programs, at all levels and modalities of education, and continuing education." (BRAZIL, 1996, Art. 80).

The student in Learning mode has greater autonomy to manage your studies, but you can't leave aside the quality of learning having this qualitative access as well as in face-to-face mode. As the quality Benchmarks for distance education:

A course or program the distance entered in the purposes of school education in the country, with she intertwines their goals, content, curricula, studies and reflections. [...] needs to be integrated into the policies, guidelines, and standards of quality parameters defined for each educational level and to the specific course. (BRAZIL, 2003, p. 6).

Offer a quality education requires financial structure, technological and pedagogical structure, in addition to knowing the profile of students tends to improve the quality considering the marketing and social needs in the field in which focuses the student area. As the Benchmark of quality for higher education the distance "nature of the course and the actual conditions of daily life and students ' needs are the elements that will define the best technology and methodology to be used. "(BRAZIL, 2007, p. 5).

This concern with the student may bring greater success to distance learning, empowering professionals to engage with the object of study and academic autonomy without losing the focus of qualitative
training.

Second Belloni:

The development of research on teaching methodologies more active for adult education, student-centered and with the autonomy principle, becomes the sine qua non for the success of any Learning experience wishing to overcome instructional models and Behaviorists. [...] (2008, p. 31).

The formation of the citizen must also be prioritized, with education action plan geared to the labour market and the citizenship with a pedagogical action model based on principles involving the conceptions of education and curriculum in the teaching-learning process.

The communication system must be perky and provide structure to the student when you need help, the teaching materials should be easily accessible and to permit review to see the learning through different instruments.

Educational school da Lapa – ALI is part of Apollo Global Group operates in several countries and the institution: "seeks to stimulate the cultural creation and scientific development forming professional experts committed to the improvement of the historical reality." (ALI, 2016, p. 3).

IES is authorized by ministerial order N° 1,179/98 of the Ministry of education and meet the standards of Decree 5622, as respects the following requirements of Chapter 5 of the law of guidelines and Bases:

Art. 24. The offer of specialization courses at a distance, by accredited institution must comply, in addition to the provisions of this Decree, the other provisions of the relevant legislation and standardization to education in General, as:

I-to the titration of the Faculty;

II-face-to-face examinations; and

III-the face-to-face presentation of final project or dissertation. (BRAZIL, 2005, p. 11).

As the institution's Regiment: "undergraduate courses are structured in subjects, areas, activities and basic studies, specific or general practitioners". (BONNY, 2014, Art. 39°).

The Educational Proposal of the course of College Educational Pedagogy da Lapa offers the total workload of 3600 hours course lasting 4 years subdivided into 16 terms and 100 hours towards
complementary activities. The curriculum is organized into eight clusters of knowledge that are grouped by thematic disciplines of study are these: communication, interaction and reflection; Historical contexts and new knowledge; Organization of the school; The child, the world and the knowledge; Competence for quality; Educational Management; Art and movement and Diversity Education.

The EAD is presented as an alternative of great potential if it is well designed by the institution, this requires planning and adequacy with the cultural condition of the student as well as commitment to the quality of education being offered. As Would claims: "we should consider that the ease of updating knowledge is an advantage that should be considered which requires the professional if renew constantly to keep up with the current job market." (2006, p. 21).

It is necessary to overcome old educational models to build greater autonomy for both the teacher and the pupil, States that: "To build a pedagogical practice based on the emerging paradigm, no need to trigger a network or Web of innovative pedagogical approaches". (2003, p. 31), which reinforces the thinking that it is not enough to change the teaching tools like renewing constantly the methodology according to the new social demands, the technology will not innovate alone, it is necessary that the teacher knows how to drive their actions using new tools and new methodologies that match with the reality of the student and of the labour market without leaving of side the formation of citizenship through conceptions and methods.

4. METHODOLOGY USED IN THE RESEARCH

This article used type search case study, with a review of the literature on the subject and application of data collection instruments as interview, questionnaire and on-site observation. The data were collected using features of qualitative research techniques. Field research conducted in Educational College of Lapa in the pole of Rattlesnake specifically in course of Pedagogy in Learning mode.

For this survey was of type case study which according to Gil: "the case study is characterized by deep and thorough study of one or a few objects, to allow broad and detailed knowledge of the same.[...]" (1995, p. 78).

The case study aims to carry out a detailed investigation, noting the various characteristics that compose the object of study. In this research the case study is related to the Group of 96 adults who are students of pedagogy.

An interview with the academic assistant of polo that meets the students of the polo and in order to know better the experience of polo, the strategies, the participation of students and their difficulties. The interview was held at FRANCIS polo in the city of Cascavel in the wizard reported data that has
information and who realizes the reality of polo of Rattlesnakes and more specifically in the course of pedagogy.

It was used a questionnaire to the students answer some socio-cultural aspects were sent by e-mail and other for WhatsApp in the Group of students of pedagogy of BONNY, according to Vieira: "the questionnaires are data collection instruments, specifically developed with the aim of obtaining answers to questions that are important for the development of research."(2011, p. 65).

The questionnaire was made up of mostly objective issues to facilitate the process of realization for the student and being descriptive only three issues with specific information and that there was a need to write the answer. There was flexibility as the return date of the questionnaire answered by students, some were sent by WhatsApp, others by e-mail and some sent the objective questions answered and the descriptive separately in the form of body of the email. When it's been two weeks of dispatch was prompted to to submit for analysis and if possible to speed up the process of response to the questionnaire.

Also conducted an on-the-spot observation that aimed to observe the students ' participation in the workshop attendance to follow the progress of classroom activities. It was observed the face-to-face workshop of the first quarter with the sustainability theme and there were 20 students in attendance of the course of pedagogy, the same was done in a classroom of the school Term in which is the Educational College polo da Lapa and the room has space for all students and multimedia equipment and Board to use for explanation and notes.

The Workshop took place from punctual manner if starting on schedule and as students finished the essay could retire. Was used a wallet in the back of the room to observe that the interview with students took place after finishing only so as not to disturb the progress of the activity, the students were helpful detailing information and make it available for any questions and corresponding expectations of questioning. The observation period of the Workshop and dialogue with students was of 4 hours, and at night in the one programmed the activity of 6:30 pm 10:30 pm ACE

5. ANALYSIS OF THE DATA COLLECTED

Educational school da Lapa-FRANCIS belongs to the Group Apollo Global, one of the largest educational groups in the world. The Rattlesnake polo offer the degree course in education, this course that has the largest number of students in the polo by adding 96 students. Working in two professional pole Academic Assistant and the Assistant several shifts as financial necessity.

The polo that meets in the School Term using part of the structure of the building provides for the
students to perform the registration, to the question of documentation, assistance to questions and/or problems, classroom and workshop onsite evidence. There is a room for the wizards use to meet, there is a computer room for students to carry out the on-site evidence, the institution relies on the library to loan books and space for the pupil to study if you want to do, there is also on the first floor of the building cafeteria for students wishing to do meal at the site. It is important to count with this pole structure because as in points 1 of article 5622 Decree that determines about the distance education:

For the purposes of this Decree, characterized the distance education as an educational mode in which the didactic-pedagogic mediation in the processes of teaching and learning with the use of media and information and communication technologies, with students and teachers developing educational activities in places or times. (BRAZIL, 2005, p. 1)

The use of this technology as an instrument for the EaD, and if the student does not count with the technology at home the polo is characterized as a place of support didactic material and offering support for the student.

For the said research used three different instruments: the questionnaire (which was sent to students); the interview with the Assistant of the polo and the observation of the workshop (time when students gather at the polo). The interview took place through dialogue and some notes that were mainly numbers. The questionnaire aimed to investigate the social and cultural characteristics of the students and the opinion in relation to the course and the institution, bringing everyday data and involving the methodology that has been used. On-the-spot observation took place through the observation of the progress of the workshop in a visit at night as scheduled by polo.

The course examined have mostly women and as asked the academic Assistant there is little participation in workshop due to the low weight of the same in the evaluation. This factor is something that brings the analysis of the importance of valuing this tool for interaction in it too, so don't be restricted through evaluation of proof only. Macdonald points out that: "the interaction with the student can take numerous forms and all of them are essential to the success of learning." (2003, p. 21).

On-the-spot observation noted that most of the students present at the polo to the workshop were of the course of pedagogy, as the theme was sustainability and indisciplinary other courses were also present. There was the explanation of the content and answered a question that happened in relation to preparation of the drafting, discussion groups were organised prior to writing the essay for students to talk about the subject and even raised problematizações to then start the preparation of the evaluation instrument.

This face-to-face meeting with topic that involves the culture and the society in which we live meets with the design to enhance the knowledge of the student out of area Specifies that study and subsequent
debates of their actions back while professional and College function as mediator of themes that bring reflections to the student as citizen and that the face-to-face meeting incorporates an element of interaction important to support Student Learning mode Maia also States that: "no less important that mentoring is the learning environment to be used to support the course, the students and teachers." (2003, p. 23)

After finishing the essay some students were asking for help and take questions about discipline who are studying in the quarter and request assistance to the Assistant in relation to doubts about the use of the portal. The doubts about the use of the portal shall be remedied as the student needs the tool to perform access and organize in this method of "self learning". The accompaniment is as basic to aid Student Learning mode, as Santos says:

[...] Permanent monitoring and control by the general coordination of the work of teachers, tutors, of interns and of the Secretariat, are also crucial, because the interaction with the student can take numerous forms and all of them are essential to the success of learning. [...] (2009, p. 5665).

Control and monitoring are necessary and relevant mainly in remote mode, because each student has peculiarities and must be answered within their specific characteristics, the relationship with learning can vary and the methodology should cover the needs of the academic.

The evaluation that is stored in the polo with the documentation of the student made smoothly and after the students leave the interview with the academic Assistant as well as requested the pedagogical proposal that travel in the same way if you have addressed in the Course of degree in Pedagogy-distance Mode. Becomes important save the evaluation having the student evaluation record available for any questions and/or institutional evaluation, same should fulfill the commitment to improving students' cognitive and according to the points the quality Benchmarks for distance higher education: "student learning assessments should be made of evaluations and face-to-face assessments, the latter being surrounded of safety precautions and frequency control, ensuring the reliability and credibility of the results." (BRAZIL, 2007, p. 17).

The institution for students who wish to offer a course to meet further needs leveling in some subjects, this are offered the following basic content: Portuguese language, mathematics, methodology of scientific research, distance learning (Odl) and information technology. In an interview with the academic Assistant said that has taken place this service mode at the moment and would be an important assistance tool for students to better understand the operation mainly to better develop web academic studies.

It can be observed that leveling is done laid down in document, however, does not occur in the city of Cascavel, polo and it would be a way to improve the access of students who have difficulty in handling
technological tools which decreases the interaction a few times, as the Reference document for higher education distance: "the principle of interaction and interactivity is key to the communication process and should be guaranteed in the use of any means of technology to be made available. " (BRAZIL, 2007, p. 10).

Part of the methodology of BONNY also the Workshops consist of mandatory meetings (which may be in the virtual learning environment or in place of free choice) where interdisciplinary themes are treated where scholars experience situations that enable them to experience the professional reality, corresponding to 20% of the workload of each curriculum subjects and aims to integrate theory and practice. This practice brings out the social and cultural role of college student's social practice front, according to the Art. 2º the Educational College's institutional Regiment Lapa points "to encourage the knowledge of the problems of the present world, in particular the regional and national, provide specialized services to the community and establish a reciprocal relationship with this". (2014, p. 5).

The practical activities consist of proposed activities and access additional materials in Face-to-face Pole besides the participation in the Forum of answers and interaction with teachers. On the Web there are tutoring a individualized interaction with communication continues and individual between student and teacher. The supervised internship provides students knowledge of the professional reality. The importance of supervised internships and this interaction with the teacher are tools of the professional reality closer to closing the academic of his ultimate goal which is acting in the study area, as provided in Benchmarks of quality for higher education distance: "it is appropriate to[...] point out, in the context of the aforementioned Decree, that the planning of the classroom moments required must be clearly defined as well as the mandatory stages provided for by law. [...]" (BRAZIL, 2007, p. 17).

According to the interview, it was noted that the greatest difficulty of pupils focuses on the use of technological tools, many students do not understand easily the means to navigate the portal and to study and perform evaluations, many doubts focus on this mechanism. It is important that this difficulty in the use of the computer to be remedied at the beginning of the course because if the social and cultural condition of the student the move away from technological tools and their consequent field competes the institution auxiliary for solution and improving the student's progress in the process of learning, the teaching materials should be accessible to the student if it shows on the computer the object referenced must be mastered by the student. "The subject learn alone and in his time and the static course material has a very important role." (SAINTS, 2009, p. 5665).

Does is important to meet these students' difficulties in order to approach and thinking solutions do not allow remote distance mode student and teacher in terms of learning about that Alonso discusses:

If learning to be socially validated, requires more "collectivized", in the sense that ideas and concepts are
presented to us, we work with the EaD, rather than worrying about the exploitation of their systems, would we want to think about all the ways possible, and likely, the coexistence of the subjects. (2010, p. 1328)

So that the student can interact is necessary to master the tools of learning, how much more comfortable feel with the technological instrument and with the teaching materials better interaction in the virtual environment and with colleagues and teachers. Compliance with the cultural and social profile considers all the difficulties to address them and covering with a methodology that considers this evolution during the course. As Art. 3º the Regiment BONNY's institutional [...]"VI-the flexibility of methods and criteria, with views of the differences of individual students, to local and regional peculiarities and the combination possibilities of knowledge for new courses and research programs." (2014, p. 6).

Another students ' dissatisfaction and delay for delivery of documents and/or troubleshooting as tuition, registration, transcripts, etc. As provided in Benchmarks of quality for higher education the distance:

In short, the project of course must provide effective channels of communication and dialogue between all agents of the educational process, creating conditions to reduce the feeling of isolation, singled out as one of the causes of loss of quality in the educational process, and one of the main responsible for the circumvention in distance education. (BRAZIL, p. 11, 2007)

It was emphasized by the academic Assistant to the participation in the workshop is small in view of the large number of students of polo, and students for the lack in this by adding 0.2 this workshop that is held at polo then prefer to dedicate the evidence that sum 9.0 points. Noting that the evaluation of the sum of the exercises that are not worth note, proof online with the weight of 3.0 points, for proof that sum 6.0 points and attendance by 0.2 points being the General workshops (which was held at the polo) and 0.4 in the course that are two for two months. Adding to these notes to 10.0 points and if you do not reach the average of 6.0 points you can take the examination that is added to note the quarter and divided by 2 then the GPA thus resulting.

Considering this context it is necessary to rethink the dialogue with students facing the need to involve more students and encourage the meetings as analyzes Maia: "one of the challenges that the EAD presents for the ISS one of the fundamental motivation of the students, since there is the daily contact with the teacher or with colleagues. "(2003, p. 214).

The on-site assessment has greater weight and comes in line with the Benchmarks of quality for higher education the distance:

Assessments of student learning should be composed of evaluations and face-to-face assessments, the
latter being surrounded of safety precautions and frequency control, ensuring the reliability and credibility of the results. At this point, it is important to highlight the provisions of Decree 5,622, 12/19/2005, establishing compulsory and prevalence of face-to-face assessments about other forms of evaluation. (BRAZIL, 2007, p. 17)

During the interview raised the analysis that students at the polo don't realize loan of books, the library and not a space that has been used by students of the institution, usually when attending to the on-site test is performed and leave, generally characterised by prefer performing home studies. The students claim that they prefer to access PDF available material on the internet among other available online, College grants people the library which does not oblige the student to perform loan of materials, which does not exclude the responsibility to update the collection and encourage students to perform loan of these materials, according to Maia: "students need to recognize their strengths and limitations as well as understand the learning objectives of the course." (2003, p. 214). It is understandable that if the student accesses additional materials by other means this is seeking to understand the course objectives as its provisions and its reality, if more difficult to get around the polo to get books this can facilitate this process of searching and searching.

About student participation in the Forum was raised that the pupils of the course of pedagogy are participatory, some already work well in the area of education then are usually raised everyday situations within the list of contents performing mediation between theory and practice and making it to the understanding of the colleagues who do not yet operate in the area. The communication activity is constituted as an instrument of great importance and as the pedagogic project of the course in relation to the forums. FRANCI[...]S: "the participation in this tool is essential both for the interaction between the academic community, and the increase of their learning." (2016, p. 9).

This tool is important in the course of pedagogy, because the teaching activity generally provides many debates both in academic or professional, the student must be open to new ideas since the participation in the Forum and allow himself to opine and dialogue with complementary or contradictory opinions, promotes respect and opportunity in academia.

The questionnaires raised various issues involving the social and cultural situation of the students and found that all students who participated in the survey have access the most popular communication tools such as television, radio, newspapers and magazines and computers. If television shows as most popular communication tool, the majority of pupils come while entertainment tool, most students see the TV while positive or negative depending on the tool guy. It was noted in the survey that the television as most popular communication tool demonstrates cultural and social aspects of the students and this media comprises also a learning tool, however, informal. For Saints: "[...]cyberspace is much more than a means of communication or media. We can find from
media such as newspaper, magazine, radio, film and TV.[...] " (2009, p. 561).

On average daily academics spend 3 hours on the internet, and spend an average of 4 hours each week devoted to study. Few students responded spend less than 3 hours studying within the week and few also stated pass less than 2 hours on the internet, there were some who claimed to spend more than 3 hours a day using the internet.

In relation to the workshop there was a consensus to be an instrument of great importance in the evaluation. The average pay of academics and of two minimum wages per family. Most women have children and academic average of 2 children. The distance education becomes for this profile of essential for student access to higher education, because the income and the need to move less often back accessibility especially when it comes to the female profile in a society in which the wife is seen as responsible for the home and children. For Alonso: "The motto of the expansion of EaD, two themes are recurrent: the democratization of access to higher education and the need for the training of professionals of education" (2010, p. 132). Considering most of the scholars of education be the tool that allows women to study without leaving home and making timetables of study is something democratic and facilitator in the process of knowledge.

In relation to the performance in the work market some students already act as a Regency there is also estagiarias, and there are academics working in other functions such as seller and clerk. Regarding its activities in free time most said enjoy sightseeing with family and with friends, another activity that has been cited by several pupils was watching movies and cooking. Some scholars have cited walk, go to church and enjoy entertainment venues in the city such as shopping, restaurants, cultural events, etc. The reality of the students as if found is varied and there is a unique pattern of social and cultural profile, which leads us to believe that there is no a single rhythm learning for students of pedagogy, the distance mode provides this flexibility for carrying out activities on the part of the student in his own time and pace. According to Maia: "the computer guys put an unimaginable power in the hands of individual learners. It can allow people to work in their own ways, in a variety of speeds. "(2003, p. 61).

Among the expectations upon completion of the course highlighted the role as professor and professor of early childhood education, some students reported plan to do after graduate from college and in any questionnaire if reported that it is not intended to work in the area of education. According to the College's institutional Educational Regiment of Lapa in his article 2° "II-Form graduates in different fields of knowledge, suitable for insertion in professional sectors and for participation in the development of brazilian society[...]". (BONNY, 2014).

Train professionals of education entails giving the education thinking in the future that must be used to a quality methodology to seek the path of its activities while teacher regardless of level and modality that
will act on education, when it comes to form the professional education we are geared to a student who will develop important interference on the use of their professional activity.

The difficulties pointed out by the students were performing the test attendance in that many have stated there is little time to study, another difficulty was the ability to work with your computer and understand some mechanisms of action in the student portal and another difficulty quite pointed to the lack of a tutor to act in face-to-face polo students believe need a tutor to take questions and assist in studies at the polo to be remedied some learning difficulties so attendance. This appointment has support in quality Benchmarks for distance higher education: "A mentoring system necessary for the establishment of a quality distance education must provide the performance of professionals who offer tutoring and tutors. "(BRAZIL, 2007, p. 21).

There was consensus among students about the quality of the methodology of the institution in respect of the explanation of the content and the method of evaluation generally believe to be satisfactory and believe that the curriculum and methodology include the need of training them for the job market and to graduate as citizens best. This factor is positive, because it indicates that the IES matches much of the expectation and demand from pupils of the course of Pedagogy, and the institution must draw and if repaint as needed and the labour market. [...]"The nature of the course and the actual conditions of daily life and students ' needs are the elements that will define the best technology and methodology to be used"[...] (BRAZIL, 2007, p. 7).

There was general consensus among the students that there is a need for a greater effort of the student in distance mode, because they have to monitor enough to devote a day time targeted towards accomplishment of academic activities and that are evolving during the time you are on course and if watching more in order to devote some hours geared to study According to them the performance has been good and the evaluations do not demonstrate difficult when they study and prepare well for the same. According to Maia: "the great challenge of the virtual environment is to recreate the richness of possibilities of learning good face-to-face campus." (2003, p. 70). For being a recent distance education still consists of many challenges for both the institution and the students who come from adapting well to new way of learning process, there are responsibilities for the IES staff and students which makes the changing process going against with the social and cultural reality of the students methodological approach cannot be something static.

6. PROPOSALS FOR STRATEGIES TO IMPROVE THE EDUCATION OFFER

The provision of distance education requires great care to be apart physically and only monitor the process constantly learning, being flexible and taking into account the difficulties and students ' facilities.
As stated by the students the most acute difficulties are the deadlines for receipt of documentation which they are required during the course and attendance of doubts and problem solving, it is believed that the team review the employee number and quality provided for greater agility in service to students. The quality of care should be in an efficient and agile in via the need of the student that this modality presents the need for a quality tracking when necessary classroom level and in respect of document request, the term that fits the College Educational care da Lapa may be more suitable if say courses therefore worries in offering direct service to the student in the polo. Santos points out:

In de others only meet if the methodology is a hybrid, that is, if we have meetings at the poles or meeting centers. There is no longer a EAD, is education courses. The face-to-face encounter comes to fulfill the communicational function of an interaction all-all the mass media does not allow. (2009, p. 5669).

Another difficulty cited was the handling of the computer and the student and the institution has the smoothing plan on pedagogical proposal to meet this difficulty then it is necessary and very important the applicability in the pole of Rattlesnake for better ease of academics to carry out the activities and consequently improve the teaching-learning process, it is not enough to meet the technology we need to master it as Maya says:

Nowadays, the use of integrated teaching computers is no longer a pretentious attitude or a exclusively for computer experts. Currently several works with the computer are being carried out within educational institutions. There are so many, you can't think about the educational scenario without the use of this powerful tool. (2003, p. 61)

This activity is leveling possible, Yes, the polo has the computer room and the computers to use and will allow doubts and problems to be solved, academics, values the personal effort of forward to better develop studies and offers students the chance to master the technological tools that will assist after training while also acting education.

An aspect that also important is knowing the students of the institution in order to better apply the methodology according to desires and cultural and professional expectations without losing sight of the list of contents and bringing the reality of the student, as in claims Belloni:

A process of student-centered teaching and learning will be so fundamental as guiding principle of Learning actions. This means not only knowing the best possible socio-cultural characteristics, their knowledge and experience, and your demands and expectations, how to integrate them really in designing methodologies, strategies and educational materials in order to create through them the conditions of self learning. (2008, p. 33)
IES that offer teaching in distance mode needs to be aware of the entire structure and the range of realities that focus inside, so I know the realities of each polo makes better master the needs of these students met and as the profile rethink methods in order to improve them the same goes for the structure because the teacher to offer a quality class requires physical and technological support which tends to contribute to forming citizens able and aware.

Santos brings an analysis of distance education by strengthening the conception that exists of the EaD and the students presented in its replies to the questionnaire:

Quality education is independent of the mode. It is possible to have quality education attendance, distance, online and hybrid designs. However, the exercise to distinguish and characterize each educational mode enables us to tell which place we say or we defend our ideas. (2009, p. 5767)

Think of an improvement on EaD requires continue a process of evolution in this mode in the country and from analysis of difficulties pointed out by students and people in the middle if it makes it easier to remedy problems and defects and get a qualitative service, because it should only differentiate classroom teaching by the way and ease in studying more would never miss the opportunity to add good professionals and citizens.

7. FINAL CONSIDERATIONS

Learning is a complex process and methodology must accompany the various innovations, techniques and strategies to achieve qualitative way and to have the support of studies in the area.

It is necessary a commitment to quality education in order to provide a higher level of quality training without leaving aside social formation and that a joint work involving the educational team, mainly the faculty which does not exclude the importance of structural apparatus necessary in order to better applicability of lessons using innovative features available.

In this research, we found that the performance of INSTITUTIONS of HIGHER EDUCATION in General with the entire multidisciplinary team influences much in learning and distance mode with the technological tools and resources in General also act to influence student learning.

Institutions that offer distance education must provide a framework of quality professionals and know the reality of the student who meets, the regional particularities and cultural rights tend to add aspects in the methodology to use and thus move more on teaching-learning process.

This research brings us the reflection that the student is a guy and has a walk before joining College and
has several factors external to the educational environment which interfere with academic performance. We believe that everyone can master the tools and make the most of learning provided and also that if restructuring might be as students' need and technological innovations, research, structural finally believing still educational advancement for best offer of distance learning in higher education which consequently enables the best professionals and citizens.

The distance learning is in constant transformation process, so if it makes necessary research to investigate and propose studies, ways and approaches to improve the provision of higher education. Higher education institutions that offer this mode are as various and extensive fields of study to search for improving the provision of education that increases the democratization of education in Brazil and is constituted as a tool to combat inequality, providing a greater number of students access to higher education.

With this research we can conclude that it is essential to meet the social and cultural reality of the student to improve and expand the methodological tools according to the needs and solving difficulties so that the process of teaching takes place in the best possible way, based on the reality of the student promotes contextualized practice and significant for the academic. Make a better and more equal society is possible and work with this purpose is to improve methodological practices in search to offer the knowledge of qualitative way.

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[1] Student of the postgraduate course in higher education Methodology in de Faculdade Educacional da Lapa – BONNY – teacher of early childhood education, a historian for the COMPANY.

[2] Mathematician, Technologist in Managerial Processes, Pedagogue UFPR, master in education, distance education expert, expert on Wmd. And financial Computerization and professor of pedagogy and graduate of FRANCIS.