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Artigo

Distance Education and Paulo Freire

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ABSTRACT

Is it possible to do Distance Education through the internet, guided by the theoretical and methodological principles of Paulo Freire education? This study is a revision of the Pedagogy of Autonomy and it questions and examines how those recommendations and considerations can be applied to teaching through this new modality, in which teaching is shared by people playing various roles including defining the pedagogical project, the development of the learning materials, the proposed activities, teacher preparation, until it comes to the pedagogical mediation. The literature review was guided by the author's expertise and experience in continuing education programs for educators.

Keywords: teaching at a distance – pedagogy of freedom – pedagogical mediation - Pedagogical Project

RESUMEN

Es posible hacer Educación a Distancia por internet, orientándose por los principios teórico-metodológicos de educación de Paulo Freire? En este estudio se realiza una revisión de la Pedagogía de la Autonomía y se cuestiona y se analiza como aquellas recomendaciones y consideraciones a la docencia pueden ser aplicadas en esta modalidad, en la que la docencia es compartida por personas que trabajan en diferentes papeles, incluyendo la definición del proyecto pedagógico, la construcción de los materiales didácticos, las propuestas de actividades, la formación de profesores, hasta llegarse a la mediación pedagógica. Conforme el análisis, los principios de la Pedagogía de la Autonomía pueden realizarse en trabajos a distancia, constituyendo una educación libertadora y oponiéndose a la visión de educación bancaria. La revisión bibliográfica fue orientada por la experiencia y vivencia del autor en proyectos de formación continua para educadores.

Palabras clave: docencia a distancia – educación libertadora – mediación pedagógica – proyecto pedagógico

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RESUMO

É possível fazer Educação a Distância pela internet, orientando-se pelos princípios teórico-metodológicos de educação de Paulo Freire? Neste estudo é feita uma revisão da Pedagogia da Autonomia e se questiona e se analisa como aquelas recomendações e considerações à docência podem ser aplicadas nessa nova modalidade, em que a docência é compartilhada por pessoas que trabalham em diferentes papéis, incluindo a definição do projeto pedagógico, a construção dos materiais didáticos, as propostas de atividades, a formação de professores, até se chegar à mediação pedagógica. Conforme analisado, os princípios da Pedagogia da Autonomia podem se realizar em trabalhos a distância, constituindo uma educação libertadora e se opondo à visão de educação bancária. A revisão bibliográfica foi orientada pela experiência e vivência do autor em projetos de formação continuada para educadores.

Palavras chave: docência a distância – educação libertadora – mediação pedagógica - projeto pedagógico.

INTRODUCTION

Paulo Freire lived until 1997, although Distance Education (D-learning) already existed, it hasn't demanded such importance since then. The internet was only available for a few people, quite primary, and Virtual Learning Environments (VLE) did not exist yet. Nowadays, VLE are quite used and with them, teachers and students can communicate by messages and digital devices that come and go over the Internet, developing a collaborative work from

anywhere, worldwide, since they have access to digital information and communication technologies (DICT). The courses and classes can occur without a physical location with no teacher and students attendance, which opens doors to many new situations. In this context, one question arises: is it possible work in D-learning using a VLE, considering the theoretical and methodological principles of Paulo Freire?

This study aims to do a review of Pedagogy of Autonomy (Freire, 1996) and question how such pedagogy can be applied in such course, a DL one. The analysis is guided by the expertise and experience of the author since 1999, in the continued education for public educators. The focus of these analyzes will be teaching what occupies various functions and roles in DL. It is common to compare teaching in the classroom with DL. Mill shows that there are, at the same time, beneficial and wicked elements.

[...] In the constitution of Multiple Subject Teaching there are contradictory aspects that rely on the perspective and interests of analysis. With shared and collaborative virtual teaching positive elements are shown, and also some complications for workers, arising from the fragmentation of the labor process of teaching (MILL, 2010, p. 38).

In the classroom, despite the conditioning imposed by textbooks and external curriculum proposals, it dominates the action of a single teacher who has some freedom and can redesign planning for their action. In **DL**, the responsibilities are distributed among different professionals. As we have already discussed in another article

(VALLIN; ALVARENGA 2013), "teaching is composed of several roles that must be known and implemented in an integrated manner" and although collective action in teaching is a huge challenge, at the same time, "an enriching factor, it opens the possibility to break isolation and individualism situations."

Bruno and Lemgruber (2010), also speak of collective teaching, and possibilities ranging from new technical fragmentation to the cooperative partnership, and that everything depends on the concept of education that you have. They say:

the distance tutor is also a teacher and not just an animator or monitor in this process, let alone a repassing of instructional packages. This professional, as a pedagogical mediator of the teaching and learning process, is one that also takes the teaching and therefore should be fully capable of mediating and intervening content for learning. Therefore, in practice, the teacher-tutor is a teacher who possesses domain, both technological as didactic (BRUNO & LEMGRUBER 2010, p. 75).

They agree that several roles for teachers and non-teaching staff should work seamlessly, but what happens usually falls short, given the precariousness of hiring, temporary and through fellowships, the "rush" of our times, the productivism, competition, commodification of education, and lack of institutional changes time among peers, falling within the segmentation and isolation in the roles.

We understand that the problem which we will study here not only refers to teaching or Multiple Subject Teaching, but relates

to the type of training that will be given to the student. We agree with Demo (2009, p. 53) who believes that in times of internet, learning has not changed as well, "What new technologies can bring us are increased by opportunities even more amid also enormous risks and mistakes." We do not want a banking education (FREIRE, 1987).

Larrosa states that education has been treated as an applied science rising to what is called *educational technology*, and, within this logic, people are trained to be fabricated and manipulated *technicians individuals*. The dominant logic that favors the "good" courses develop the "*voracious and insatiable consumption of news, of novelties*" (LARROSA BONDIA, 2002, p. 23) and, along with them, a well fitted standard arsenal of high worth and opinions. "*The questions of teachers, increasingly resemble proofs of information and opinion polls*" (ibid., p. 23). In contrast to this, remember the importance of savoring every lived experience, allowing us to surprise, passion, running the risk of transformations.

For our analysis, **we ask: what elements** can compose or determine Freire's pedagogy in DL? The result was the election of seven categories involved with the pedagogical tasks: (1) prior knowledge; (2) given scientific knowledge; (3) critical reflection and questioning; (4) interactions and groupings; (5) intentionality and autonomy; (6) formative assessment; and (7) relationships between theory and practice. We will show how these categories which would facilitate the analysis and the construction of teaching in a liberating DL. We understand that they are interdependent, but a separation of explanatory nature is made.

1. PRIOR KNOWLEDGE

Teaching requires respect to the knowledge of the students. [...] Why do not establish an 'intimacy' between the fundamental curricular knowledge to students and the social experience they have as individuals? (FREIRE, 1996, p. 30).

For the teacher of a class can consider the prior knowledge of students, it is necessary that the pedagogical design of the course (PDC) has proposed activities in which students are provoked to speak or write about what they know about the contents and themes, and can expose that the teacher and classmates, and even provoke exchanges of preliminary ideas, to begin studies. The PDC is done before. Then comes the implementation of the proposals in VLE and only after the pedagogical mediation. For this last one it may know what the students already know, planned activities is needed from the PDC. These activities will ensure that students remember life and personal experiences and knowledge related to the content and topics to be studied, organizing their thoughts and memories. By reading what colleagues wrote and see different views of their own experiences, life experiences and previous reflections will be retrieved, and the exchange of ideas will also advance the understanding and comprehension within the theme, thus, in the remainder of the studies, the teacher can, and should, consider and respect this prior knowledge. By doing the pedagogical mediation, with assistance and guidance, the teacher will not give “shots in the dark” (explain without knowing which are

the difficulties and curiosities) neither “bark up the wrong tree” (teach what they already know). So the idea is to start by engaging in dialogue with students, and among students, and with what they think and know about the topics to be studied, and therefore, always questioning and start taking notice of this knowledge they bring. That will depend primarily on the PDC and the pedagogical action afterwards.

1.1. Relationship between themes and life of the student

Right at the start, the activities will stimulate connections between content and the personal level, students background, the context where they meet their wishes, what they may need, and their potential and possibilities. That survey will arouse and warm up the interest on the subject.

Generally, the distance between the ideas of the course and the student is greater than DL distance. Repeatedly (as also in formal education) the themes are treated with indifference to the reality of the students. It becomes a complex factor of dialogue, understanding and establishing meanings and logical connections between students background and what is outworked. To find the links between the personal level and the studied themes, at an experience of a group of learners, it's needed that the group of students and teachers know each other, developing opportunities, this way they can talk about what is possible in relation between their lives and the subjects to learn and to be learned. Freire talks about the space and the conditions about how to commit itself:

It's a shame that the social school nature, what there is in informal, in the expertise which is lived in it, of formation or deformation, it's being neglected. They say almost uniquely that teaching, teaching that sadly almost always understood by transfer of knowledge. I do believe that one reason that explains that overlook around everything that happens at espace/time of the school, it's not that it isn't the teaching itself, that has been a tiny comprehension that what education and learning are. Actually, it gets away unnoticed to us those were learning socially, that men and women, historically, have discovered that is possible to teach. If it would be clear to us that was learning we easily notice how important is the informal experience on the streets, squares, work, classrooms, schools yards where the students' gestures that administration staff, teachers staff cross each way full of meanings (FREIRE, 1996, p. 43, 44).

To retrospect and exchange knowledge and the haunt for the relation between subjects and life's passions from each one,

help to build up a didactic contract, an authority acceptance by the educator then, this way, the students are able to make a committed work.

2. GIVEN SCIENTIFIC KNOWLEDGE

After placing the prior knowledge on the agenda, it is necessary to delve into studies and by informing themselves and take ownership of understandings already available. If there is already text that systematizes the knowledge to be studied, we need to found, take ownership of them and make them available

to the students. It is natural the teacher merges in some specific knowledge.

I need to own and renew specific knowledge in my field whose curiosity is restless and my practice is based. How to alphabetize without precise knowledge about language acquisition, on language and ideology, techniques and methods of reading and writing education? (FREIRE, 1996, p. 80).

The study process needs to be fed by information but it is not enough just present the knowledge and give explanations. Scientific manuals and textbooks offer explanations and information organized according to the knowledge which is already established and accepted by universities. Such information can be made available to the students in the form of text, or video, playing an exhibition-explanatory lecture, or even via video movies such as documentaries, with good script and external images and dynamic production. But the construction of knowledge requires more than just being a spectator. The student interaction with the content, articulating questions, application experiences, critic and analysis, comparison of point of views from other individuals in relation to the same content is required.

Knowing that, it goes beyond repeating what they already know. For more enshrined to be the existing scientific knowledge, no book or explanation that is the answer to any problem, nor any that are arguably definitive. Students have different styles of thinking and reading and so each one will receive and make use of these books, information and explanations differently. Let us also remember that in addition to knowledge that

is wealthy (accepted by the class of scholars) there are those who are under discussion and elaboration, or re-elaboration. Either way, the educational process cannot deliver knowledge in a smooth-running changeover way, hoping that all students drink from the same source. That would be the same as determining that the students must memorize and repeat.

Lecture isn't only issuing announcements. Progressive pedagogy and critical proposes the questioning, discussion, reflection and challenges through practical action. We cannot allow the course becomes a "banking education", putting us to present explanations, spoken, written or video recordings playback and charging what was given. This isn't correct. First, because even this wealthy knowledge is relative. May be extended, modified or even overthrown. Second, because, depending on the context, the truths can have different meanings and uses. Third, because when we reconstruct the knowledge, selecting and discussing information and linking them to our passions and problems, better we understand contexts in which each knowledge fits and can be applied and this will allow us two things: the first one is the transit between theory and practice. The second one is that when we rebuild the knowledge, after the period of the course or discipline has expired, we will continue the construction of knowledge by ourselves, the study process will not be watertight. So we should work the academic knowledge, but in a problematic way, reflecting on real situations and individuals, and linking them to the understandings, the contexts and curiosities of the students.

In short, we must have available an information and explanation base about the themes and content, as a reference. And given this, some activities should provide situations so the students can minimally take ownership of that information.

Working the reading of a text might be the most commonly way found in the courses and disciplines (not only in DL, but also in formal classes). Even in an open and collaborative dialogue, critical and creative study course can't miss the academically accepted and established knowledge's texts. "Reinventing the wheel" would be a great loss of energy.

But explanations and studies don't need to come 'above all'. It's no use to answer what wasn't asked, explain before whet curiosity. If it is a DL course, to plan it, we can put the callouts available and call them for discussions on suitable occasions. Freire (1996, p. 68, 69) reminds us how important it is to whet the curiosity that makes us inquiring from not only perceive things, but deeper into the knowledge of them, looking for ways and means to transform reality, recreating it. The dialogicity is the teacher's role in a critical education class. We talk about being curious, show it and cultivate students' curiosity.

As a teacher I know that without the curiosity that drives me, what worries me, what inserts me in the quest, I do not learn or teach. Exercise my curiosity correctly is a right I have as a person and the corresponding duty to fight for it, the right to curiosity. With the domesticated curiosity I can reach rote memorization profile of this or that object, but not the actual learning or full knowledge of the object. The construction or production

of knowledge of the object implies the exercise of curiosity and their critical ability to 'step away' from the object, to observe it, to limit it, to split it, to 'surround' the object or make your methodical approach, their ability to compare, ability to ask (FREIRE, 1996, p. 85).

Stimulate inquiry, critical reflection on the question itself, what is meant by this or that question instead of passivity in the face of teacher's discursive explanations, types of responses to questions weren't made. This doesn't really mean that we should reduce the teaching activity for the preservation of the pure necessary curiosity comes and goes of questions and answers, which are sterilized bureaucratically. The dialogism do not deny the validity of explanatory and narrative moments in which the teacher talks about the object. The key is that the teacher and the students know that their posture is dialogic open, curious, inquisitive, and not passivated, while talking or while listening (FREIRE, 1996, p. 86).

Also earlier care can be observed (in preparation of PDC) and care during the pedagogical mediation. There are a wide variety of digital formats and media (or means) of communication objects that can be used: pictures, paintings, videos, movies, music, diagrams, maps etc. Therefore, we can escape the monotony, which contributes to the morale and readiness of the students. In this aspect, also include the use of TV programs, radio, newspapers and magazines known by the students, and also the unknown. Treat Current Affairs (news) can also be a dynamizing factor of the studies.

This way, given a subject, it is possible to assess whether there is good variety and dynamics in the communication form. But these communication objects must be linked to the dialogue of seeking knowledge. The PDC, which is previously prepared can take over the use of digital objects in three ways which are quite different. At first, the digital object is provided, given the discipline. In the second mode, the students are asked to capture a text, video, audio or other digital piece on the Internet, related to the theme, presenting to the class and explaining why they chose it. There is a third mode which is output by the students themselves (video, interview, photo, or other digital object). Some objects may still arise in the act of the teaching relationship, even if not provided in the PDC. This enhances and dynamizes the studies. It's what Almeida and Silva (2011) name *web-curriculum*, and it's similar to what Freire spoke about TV.

The world shortens the time diluted: yesterday becomes now; tomorrow is already done. All very fast. Discuss what it says and what it shows and how it shows on television something seems increasingly important. As educators and progressist educators not only cannot ignore the television but we use it mainly discuss it (FREIRE, 1996, p. 139).

And nowadays, TV programs, radio, magazines and newspapers, many of them are recorded and available over the internet, apart of all the internet own content. We use them and especially discuss them.

3. CRITICAL REFLECTION PROBLEMATIZATION

The search for for critical reflection and the problematization under study themes generates motivation. Learning is natural process of the people, because it helps to understand and improve lives.

Hope is part of human nature. It would be a contradiction, unfinished and conscious incompleteness, first humans do not enroll neither thought to join in a constant motion searching, and second, if discover without hope (FREIRE, 1996, p. 72).

But it is common to find hopelessness among students. It can be by studies or in relation to the transformation of life. Students from specialization courses already working as teachers complained of situations of extreme difficulty in their school, which are full of needs.

They used to talk about the lack of manners and families cooperation of their students.

The social life found was very different from the idealized one. Some said, "This is hopeless!" Hopelessness by studies was noticed when the main concern was the final grade. Also among class teachers there was no hope. They used to say that their students, had thick weaknesses in their ability to write, and still complained of a lack of reading habit, saying "this is hopeless". The hopelessness need to be understood and solved.

It must be clear that hopelessness is not a natural way of being human, but distortion of hope is. I'm not the first one human being of hopelessness to be

converted or not by hope. I am, it's the opposite, a human being which hope that, by many reasons, has become hopelessly. Hence that one of our fights as human beings should be given to decrease the objective reasons for hopelessness that immobilizes us. All this seems a huge contradiction that a forward person, who does not fear the progress, that feels bad about the injustices, that resents discrimination, which is struggling for decency, that fights against impunity, refusing cynical and immobilizing fatalism, is not critically hopeful. The smooth-running changeover of the future, in a mechanistic view from History, from Left or Right parties, leads to death or authoritarian denial rule of dreams, utopia, hope. It's in the mechanistic intelligence and therefore definite factor from History which the future is already known. The struggle for a future on beforehand known comes from hope. A smooth-running changeover of the future doesn't matter in the name of what, is a violent cavity between social human nature and historically consolidation." (FREIRE, 1996, p. 73).

The treatment of hopelessness leads us to moments and situations of passion for studies.

It must start with teachers training (formal and others). DL is quite common the dichotomy between those who are planning the PDC (named teacher), and who will monitor the students work (named tutor). It's what Ribeiro Oliveira and Mill called "Taylorism dichotomy between those who think and those who perform"(2010, p. 89).

This contributes to the hopelessness, and the operation within technical rationality.

It is usual, before starting a subject, there is an occasion where the teacher who has done the PDC give instructions to articulate to the students in several classes. But, giving directions or answering questions it is not enough. It's needed some time and work on situations and collective studies, involving the various roles about collaborative teaching, and the PDC has the opportunity to be known, and collectively reconstructed. On these occasions, we discuss the strategies and insights on how to explore the activities with the students, so that everyone feels in a partnership. This continuing teaching education should continue periodically after the commencement of classes, relying on the results that students are presenting.

Only well prepared and supported teachers can overcome the despair and make a progressive education. Freire also questions:

Stumbling on human pain, we wonder around a multitude of problems. To do as educators working in a context like this? There is even what to do? How and what to do? (FREIRE, 1996, p. 74).

These human delusions, are among teachers and students, and certainly will be in Distance Education. Freire takes advantage of them to find motivations of study.

I would feel more than sad, desolated and making no sense for my presence in the world if there is strong and indestructible reasons convince me that human existence takes place in the field of determination. Field where one could hardly speak of options, decision,

freedom, ethics. Tomorrow is not something pre-given, but a challenge, a problem. [...] It is also why it does not seem possible or acceptable a naive position or, worse, slyly neutral position of those who study, whether the physicist, biologist, sociologist, mathematician, and thinker of education. No one can be in the world, with the world and with others in a neutral way. I can not be in the world wearing gloves on hands just wondering. Convenience in me is just a way for the inclusion, which implies on decision, choice, intervention in reality. There are questions to be asked repeatedly for all of us and make us see the impossibility of studying for studying. Studying uncompromisingly as if mysteriously, suddenly, we had nothing to do with the world, one outside and distant world, with us and we from it. [...] In favor of which study? For whom? Against which one? Against whom?" (FREIRE, 1996, p. 74)

World changes implies the dialectic between the denunciation of dehumanizing situation and the announcement of its overcoming, in the background, our dream (FREIRE, 1996, p. 77).

There are many ways to monitor and well support the ones who will act as teachers. The staff of UNB has created a specialized course specifically for it. They took this course to 55 people who have been contracted to work in the classrooms, along with 1501 students who were teachers in the early years of elementary school. For them, a course would not exist without the other (COUTINHO; TELES 2010, p.3). Those ones who had been teaching in specialization were also teachers-authors

(or teaching discipline) in another course. The working conditions of teachers in pedagogy that will be practiced. Among these conditions we quote: the reserved schedules for meeting between teachers will be monitored and (initial and ongoing) salaries, hiring mode, the permanence and continuity of teachers ... It is necessary to allow the contents connect with each life reality. This dialogue will always be a unique construction that is born of the inquiry of issues.

4. INTERACTIONS AND GROUPINGS

I've seen many people believe that in the DL is not feasible to propose group work, but the experiences of which I have participated, such as Project School Management and Technologies (ALMEIDA, 2007, p. 42) it has always been used and proved to be a good teaching strategy. In some courses in DL, the main communication is done through printed material (sent or delivered by hand) and materials on the VLE (virtual learning environment). Usually are texts with some illustration. Preti explains that each textbook is different from each other and that, with some care with the language, can motivate the students, and so would be established pedagogical mediation (PRETI, 2010, p. 25). I think we all have known some good textbook from formal classes. But the pedagogical mediation can be much more than communication through printed or posted material on the VLE.

There are also computer programs that allow human-computer interaction (as in video games). For Demo, the games are great for generate learning, because they create challenges and generate "intense joy

at the winning of steps until the final bid" (DEMO, 2009, p.7). But apparatuses of this type are difficult to be built and limited to certain situations and functions. In most of the existing games, the most requested skill is the speed and the reflex and not the reflection and reasoning. Even when available, their action will be increased if there is social relation linked to them. We understand that these materials can be great, they generate provocation and problematization, with constant questioning, opposing views, and by these generate reflections and even develop certain skills of action, but the dialogue and the pedagogical mediation that happen **between people**, with the teacher and colleagues (by VLE) is quite different. The VLE creates the opportunity to a relationship of continuity, over days and weeks, between teacher and colleagues. In many courses, DL or not, communication between classmates is not sufficiently requested. It is possible to learn by yourself, but we learn more, and more easily when we are in communion. When building material for a course in solitary thinking learning, okay. It's an option, sometimes desired. Another are the courses that are provided for classes with few students (around 25), all studying the same program of topics and disciplines, beginning and ending each step together. If we can have interaction roundtrip, if we can speak and be heard, then leave them to talk and listen to a speech built upon dialogue rather than a priori, we can propose group work. The two-way interaction, can lead to full dialogue. Under these conditions, we can have open relationships between the study subjects and the context of the reality of the students' life and genuine problematization.

Knowledge is not the same as information, and therefore can not be transferred, or given. The verb "take" class is not suitable for the educational relationship. Best guess is that the class is done with the active participation of many people and all are individuals of wills, stories, previous knowledge, certainty, intelligence. So, the result of a pedagogical action can not be seen as something defined, but will be the result of this interaction between people, focused on curiosity, understandings and meanings created by those people.

To Valente (2003, p.30), shares in DL can be seen as belonging to one of three major approaches: broadcast (broadcast), virtualization of the traditional class or "virtual togetherness". The approach of "virtual togetherness", the proposals are more open, "Emphasize the interaction between the participants and the development of collaborative work" (Prado, 2006, p.101). The internet and the VLE are seen as a means to "develop educational work based on human learning network" (p. 102). "Multiple interactions between the participants and the development of actions to encourage reflection, purification and reconstruction of knowledge are sought" (Prado, 2006, p. 102).

The implementation of a virtual environment when it is guided by an educational design that focuses on student authorship, reflection, re-drafting and the (re) construction of knowledge, presents a sufficiently open and flexible configuration, allowing re-planning and the re-structuring of the course before completion. In this sense, its configuration favors interaction, sharing productions, experiences

and reflections among participants (PRADO, 2006, p.102).

The way and possibilities of mediation by the teacher and between colleagues should be thought from the PDC, the starting point. Then the educational relationship will depend on the action of the teacher in class. The interaction spaces may be well or poorly availed.

The forum is one of the VLE tools. It can be used so that each student leaves a message, in response to the proposal given, without entering into a relationship with others. Each one speaks for itself and the dialogue around the content does not happen. In some cases the teacher says "I'm here to answer questions". Clear doubts are as if they could talk only about what was given to read, or video lesson. Looking for DL course that has been accomplished, we can observe how the communicability was.

All understanding, if not mechanistically "worked", if has not been subjected to the alienating "care" of a special and increasingly menacing common type of mind that I am calling "bureaucratized" necessarily implies communicability. No intelligence – unless the process of understanding itself is distorted – which also is not understander communication. The great task of the thinking subject is not right to transfer, deposit, deliver, give away to another, taken as a patient of his thinking, the intelligibility of things, facts, concepts (FREIRE, 1996, p. 37).

It's possible to provoke students to articulate their ideas and experiences with the contents of the text database; can see to it

that few consider the ideas of others, so there are clashes and constructions cooperatives among students, and in their relationship with the teacher in class. So that each student can learn from his relationship with colleagues, a coherent teaching action is needed.

The writing is often difficult. When writing in response to a proposal of the course, one will need to organize their thinking. The speaking is different from writing. It accepts imperfections in higher dose, is volatile, it passes. The writing remains and this leads to a greater concern for their preparation. The speech can be built with the collaboration of the listener who makes faces, expressions, questions and statements. Writing requires greater individual reflection, and this is important as a basis for times of fellowship and collective exchanges.

All group work, conversation, forum etc. will require introspective moments, in which each one prepares yourself individually for what they will share. This way, the dialogue leads to deepening and enriching studies. An educational relationship, which provides and operates the exchange of ideas between people and leads to a group construction, leads students to greater introspection and individual thought than when practicing an education "each for himself."

We can think of four different groups:

- (a) **individual work** – that encourages introspection, reading, solitary reflection ...
- (b) in **small** groups (2-5 members) – which favor more intense interaction; each member feels more committed;
- (c) **larger** groups (5-10 members) – cooperation is more difficult, but allowing greater diversity of views and skills;
- (d) **the general collective class** - which will

create opportunities for broader interactions and facilitate the teacher's mediation. That is why the PDC should explore the different possibilities for grouping, in the course of the study activities.

5. INTENTIONALITY AND AUTONOMY

In distance education courses, work proposals and materials for all "classes" are already on the VLE before beginning the discipline and are the same for many classes. And so the question arises: would be, despite this condition, possible to make a problematization-based education?

As an educator, I constantly warned regarding this respect that also means that I have for myself. [...] The incompleteness that made us become conscious ethical beings. Respect for the autonomy and dignity of each person are an ethical imperative and not a favor that we may or may not grant each other. Precisely because we can circumvent the ethical rigor of ethics and sliding into its negation, so it is essential to make clear that the possibility of unethical behavior can not receive other option but to transgression. The teacher who disrespects the curiosity of the student, his aesthetic taste, his restlessness, his language, more precisely, its syntax and its prosody; the teacher who mocks the student, that minimizes, which mandates that "he put in his place" the faintest sign of their legitimate rebellion as much as the teacher who disclaims the fulfillment of its duty to set limits on the freedom of the student who shirk the duty of teaching, living respectfully present the formative experience of the student, transgresses the fundamental

ethical principles of our existence. It is in this sense that the authoritarian teacher, so even that drowns the freedom of the student, dwarfing their right of being curious and restless, much as the licentious teacher, radical breaks with the human being – its inconclusiveness assumed that is rooted in ethics (FREIRE, 1996, p. 59, 60).

Analyzing these words, again we can see that on both occasions, prior to the educational act, when it is done the PDC which is then implanted in the VLE, as during the educational act, within each group of students with his teacher, should have the care and the ability to provide freedom and authority, autonomy and intentionality. The balance of these forces is always tense, but super desired. Chances to hear and be heard, there is collective work, not subordination but collaboration should be part of a permanent move from curriculum guide. This democratic dialogue (respectful) must include professionals (teachers and others) and also students.

When you learn with a certain freedom, after the expiry of the period of the course there is a greater propensity to ease or continuity in studies of spontaneous and opportunities that life will allowing each. In a closed course, it is common that, after the end of the course, people stop studying, and even quickly forgets what they saw.

Let us take care of giving freedom. But it is necessary, despite the distance, having a teacher alongside students all the time and taking care of the the intentionality of the educational process. You need to monitor searches and discoveries, and not only the result or final product.

It's my common sense that warns me that exercise my authority as a teacher in class, making decisions, guiding activities, establishing task, charging the individual and collective production of the group is not a sign of authoritarianism on my part. My authority is fulfilling its duty (FREIRE, 1996, p. 61).

And this monitoring and educational mediation care is needed with the handling of attention, trying not to get people out of focus or become limited. In case the distance, we don't see a surprise or indignation in faces, nor hear side conversations that could denounce the lack of interest. We must walk carefully and be alert to the signs from VLE itself.

If we put too much information, too many issues, we can lead students to lose focus of their studies in certain periods. If we do not bring new information and new questions in certain periods, studies can result in something poor and smooth-running changeover. And there lies the challenge and the qualifications of the teacher in class.

As a teacher, if my option is progressist and come being consistent with it, if I can not afford the naivety to think myself equal to the student, unaware of the specifics of the job of the teacher, I can't, on the other hand, deny that my key role is to contribute positively to the student check with the maker of your training with the necessary help of the educator. [...] my presence that can either be helpful as can turn disturbing of the restless search of students [...] tuned I must be with respect to my work might mean as a stimulus or not the necessary break with something amiss seated and waiting for overcoming (FREIRE, 1996, p. 70).

As liberating teachers we can and should respect the knowledge of experience made the understanding of the world that each one brings with himself, as well as challenge ourselves and to them to deepen the social readings critically. In the case of the Open University System of Brazil (UAB in Portuguese), we had students who were public school teachers doing specialized distance courses. In licensure, there were young with all the good and bad characteristics of those who just got out of high school, public or private. Vices would be a curse and a malformation of many that were welcomed into our courses error. We should accept and try to understand them, but at the same time, aim out of those positions.

On the one hand, I can't fit me or 'convert' to the naive learn of popular groups on the other, I can't be really progressist, arrogantly impose my knowledge as true. The dialogue that will challenge the popular group to consider their social history but also the social experience of its members, will reveal the need to overcome certain knowledge that, denuded, will show their 'incompetence' to explain the facts (FREIRE, 1996 , p. 81).

Our intention can't become impositions. Should be conquest and sharing. To play this symphony of ruptures and overshoot, precise harmony between the previous preparation of materials and objects (the PDC) and the effectiveness of teacher work on student and peer relationships, which depend strongly on the structure of continuing education teachers in class.

6. FORMATIVE ASSESSMENT

Even in some distance education courses with the most progressist and liberating proposals, it is common that, at the time of assessment of learning, falling back into conservative practices. The evaluation must be part of the educational process, it is an important tool, and should not be seen in isolation.

There is a sign of the times, among others, that scares me: the insistence with which, in the name of democracy, freedom, and efficiency, it is stifling freedom itself, and by extension creativity and taste the adventure of the spirit. The freedom of move-in, risking us has been subjected to some standardization of formulas, ways of being, for which we are judged. [...] This is the invisible power of the alienating domestication that achieves remarkable efficiency in what I am calling "bureaucratization of the mind" (FREIRE, 1996, p. 114). Systems of pedagogical evaluation of students and teachers are assuming increasingly as vertical discourses, from top to bottom, but insisting on passing by democratics. The question posed to us as teachers and students of the critical and loving freedom, it is not naturally stand against the assessment of needed rest, but resist with silencers she has been sometimes held methods. The question posed to us is to fight for the understanding and practice of assessment as a tool for determining what-do critical subject to service, therefore, liberation and not of domestication (Freire, 1996, p. 116).

Evaluate well (!) Means evaluating during the whole the learning process, week

by week, activity by activity, and replenish the guidelines and decisions about the progress and development of studies dynamically, considering the partial or procedural reviews. In a few moments, one can resort to instruments of closed evaluation (as tests or questions with predictable answers) accompanied by such collective reflections on issues and positions, but overall, the liberating review should be more open so you do not need limit, or imprison the ideas and theories. In the open review, you can make use of reflective memorials, self-assessment, peer review and many serious, efficient and different means of traditional exams or tests.

When thinking about the duty I have as a teacher, to respect the dignity of the student, their autonomy, their identity in the process, I also think, as I already pointed out, on how to have an educational practice in which that connection that should have to know educating, takes place instead of being denied. This requires me a permanent critical reflection on my practice through which I'm doing a review of my own making with the students. Ideally, sooner or later, if you invent a way by which students can participate in the review (FREIRE, 1996, p. 64).

6.1. Quantitative evaluation

The procedural and formative evaluation does not preclude or invalidate that at the end of the process, there is a summative assessment of learning, with notes of zero to ten, as a general stock of everything that happened in the process. The final evaluation is summative and a good way to give students and educators a simple return to the institution which houses

the course on the results of the teaching and learning process. It also serves to statistical and political decisions.

About learning, we can ask ourselves – Observing the work made and the participation, is it possible to assess learning, step by step? And for cases in which the teacher realizes that there wasn't a good learning, are there ways and opportunities for this to be shown to the student, and that you can work a new attempt? There is room, tools and time to questioning guidelines, which take place according to the response of students? The sequence of activities teaching can go and realizing reorienting according to the learning objectives? Whenever possible, we must apply the knowledge in real situations studied, making trials and then evaluating, reflecting on the results and even weaving new connections reflections with the theories and general ideas for architecting have new experiences.

7. RELATIONS BETWEEN THEORY AND PRACTICE

Study and understand without applying the ideas into something practical, concrete, real, easily becomes blah-blah-blah. Formal classes or distance education, seek relationships between theory and practice is a great forming challenge. Interestingly, we can have movements that go from theory to practice and reverse movements, from practice to theory.

In moving from theory to practice, we seek to apply those ideas in the solution or building something practical, which is not easy. The same idea can be used in countless

applications, some quite different from others. In terms of theories, everything is explained with great consistency, but when you use those ideas in achieving something concrete and real, other variables and details that require action, interpretations, analyzes arise ... the theory is the thinking and the practice of doing . Both thinking and doing can't be donations, but search and conquest by individual and collective work.

But make the practice itself, is no guarantee of good training. What do the activism is doing and does not lead to large reflections, nor the more general learning.

When students perform and / or observe phenomena which are involved in the desired contents should then be questioned about factors and present relationships, seeking to deepen the understanding of the phenomenon. This is the opposite movement, from practice to theory. You will need to observe many phenomena, to get them something in common. That's theorizing. Transforming the particularities of general laws. Get ideas for a wider use.

Critical reflection about practice becomes a requirement of the theory / practice relationship without which the theory could go turning blah-blah-blah and the practice of doing, activism (FREIRE, 1996, p. 22).

We need to go from theory to practice and practice to theory, and finally seek to be aware of the two movements. Therefore, it is good that presentation opportunities and communication are created: oral or written, verbal or multimedia. Furthermore,

It is critically thinking the practice of doing today or yesterday that you can improve the next practice. The theoretical necessary critical reflection, discourse itself has to be in such a concrete way that almost be confused with the practice (FREIRE, 1996, p. 39).

We will not be thinking about a given theory, inert, enshrined. We will be reconstructing theories, based on the problematization of reality. In distance learning courses, usually there is no time to class, and to a greater attention, but anytime during the day and the week is a possible time for participation in the course environment. This contributes to diminish the separation between lived experiences and content of the lesson. Increases the relationship between observations, ideas and thoughts we have at any time of the day, in different situations of life, and the discussions that takes place in the course. If you ask us to remember aspects for our daily lives, related to the topics and content of classes, we will remember a few, and many will be forgotten. In a distance course with internet interactions, during weeks in which we study a discipline, we'll remember many of these links and we shall have the opportunity to bring them for collective reflection.

FINAL CONSIDERATIONS

Our analysis and considerations show how the Pedagogy of Autonomy may have application in online distance learning courses . Even Freire has not written for DL without having known VLEs, their thinking may well be used as a basis for DL. We realized that both the preparation of the course and disciplines (work done before) as the education act (class

by class), we have several pedagogical aspects to be built, and it takes a good rapport between the two moments (before and during the educational) relationship, and among people who participate in them so that thought and possible purposes of education to take effect.

It can be concluded by the need for keeping some people from planning and construction of the project that will lead to the course and disciplines, through selection and initial preparation of teachers of the class, to ensure consistency and continuity of work between products and actions, checking the exchange of information, evaluating and reorienting each worker DL, teachers and others. Often the course coordinator of administrative action is taken, but in our view, this should happen based on the observation of the relationship of teaching and learning in classrooms, and reports from teachers who work in various positions, tracking and entering into dialogue, giving guidelines to ensure that there are conditions for exchanges among teachers. Someone needs to call and reconnect the main roles of teaching (responsible for discipline, teacher coordination, pedagogical review of teacher class ...), so that there are no multiple teaching or teacher failure, but a collective teaching, joint, partner and liberating.

The regular teacher will be the next person and so students have great weight in learning. So it is important to receive encouragement and conditions to work in partnership with teachers from other classes, and that together have guidance and support in the process of teaching and learning in relation to the challenges of content under study, the use and exploitation of good

materials and proposals previously created. Therefore, the teacher of the class needs to be strengthened. Need other work in an integrated fashion to his work. From that, some questions emerge:

- What can be done to those who act as teachers in different classes be stronger?
- How to create conditions for these people to develop good knowledge of the content and themes of the course and strategies for critical and progressive education?
- What conditions are necessary for the teacher of the class that has a good educational performance, given the participation of each student and the relationship between students?

Surely the answers will not by precarious employment, and also by organizing times and situations of initial and continuing training of the teachers. A progressist training needs to seek a structure and a coherent education policy.

The adaptation to situations that deny humanization can only be accepted as a result of domineering experience, or as endurance exercise, as a tactic in the political struggle. Give the impression that today accepted the condition as well muted to fight, when you can, against the denial of myself (FREIRE, 1996, p. 76).

[...] The resistance - the organic and /or cultural - are necessary tricks to physical and cultural survival of the oppressed (FREIRE, 1996, p 78.).

[...] In the world of history, culture, politics, I note not to me but to adapt to change (FREIRE, 1996, p. 77).

Distance education should not be banking education. We must place ourselves as individuals of history, seeking education that questions that dialogues and releases for individual and collective authorship in collaboration.

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