

## An Overview of the Entrepreneurial Process in Distance Education (DE) of UNESA

Ricardo Gaz\*

\* (Professor Titular, University Estácio de Sá, Brazil)

### ABSTRACT

This article presents a panoramic view of entrepreneurship of Distance Education (DE) at University Estácio de Sá (UNESA) of Brazil. It is based on field research, interviews and bibliographical research on the processes of teaching and learning in Distance Education (DE), especially those used in academic education. The aim of this article is to show the existence of the entrepreneur process in the Distance Education of University Estácio de Sá (DE-UNESA). To this end, the article takes a qualitative approach denoting interpretative grounds and connects the entrepreneurial process with the DE-UNESA. It presents a graphic illustrating the entrepreneurial process model by adding the factor-educator or educational. In addition, describes information about DE-UNESA backdrop developer of a continuous educational entrepreneurship.

**Keywords:-** Distance Education (DE), Education, Entrepreneurship.

### I. INTRODUCTION

Amarilla Son (2011) recommends that if the teaching-learning process is built from the praxis, i.e. in a social-historical subject dated, and the possibility of the man meet his objective reality, then all the effort in producing media that win the distance as a way to operate its reality cannot be denied or neglected by education. If communication technologies fall within the context of human existence and serve as support for the construction of reality, such as letters, telegraph, television, videos, computers, etc., education, therefore, cannot refrain from thinking, to promote and to make use of such technologies, as long as they work together for that purpose first, resuming the promotion in the sense of freedom, autonomy and collaboration.

Thus, in the context of Distance Education (DE), although different conceptions DE has been implemented and practiced, since technical means made possible the transport, the transmission and receipt of textbooks, the word of the teachers, tutors or mentors, as well as the results of student activity, the wide acceptance of this solution is confirmed from the 70 (Peters, 2006).

More broadly, the DE has been gaining strength and can be perceived which is a strategic. It is a resource for both nonprofit institutions and companies of various formats at global level in order to develop its professionals as a pedagogical resource itself for schools and universities or educational organizations graduate their students.

The author (Saba, 1988) launches the hypothesis that in teaching and DE, virtual proximity not only optimizes the dialogue, but also the structure.

The DE becomes a strategic tool in that it varied motivations arise from the use of new technologies, and in the case of education, especially in view of the ease and interest of young people and society as a whole in the handling of the new equipment available in liquid modernity in which you live (Bauman, 2001).

Worldwide, there is a tendency to promote progressive corporate education through distance learning, as well as being an educational resource for the training of professionals is also a logistics operation with use of New Information and Communication Technologies (NICTS), optimizing time, distance and energy (Gaz,2015).

In terms of formal education that's true too, coming in a growing, as it is a necessity in terms of educational policy for the country that aims to equalize the differences in educational level, reflecting directly on education indicators and certainly influencing other indicators, especially the economic development propels national level.

However, not all organizations, both in Brazil and in the world, have achieved effectiveness or even applicability.

The following is the history of the use of DE at the University Estácio de Sá (DE-UNESA), an educational organization that comes triumphed in the Brazilian market and is able to apply fundamentals entrepreneurs in practice.

### 1.1 History, the difficulties and the beginning of the educational differentials in DE-UNESA

The DE-UNESA, the use of the methodology of Distance Learning (DL) started in 2006 to attend

classes with 20% online, that is, regular courses that have introduced disciplines belonging to the programmatic content using only the virtual distance education, without requiring physical rooms, of course resources in need of an academic campus (verbal information<sup>1</sup>).

In 2009 the University evolved into distance learning, deploying 100 online courses, courses in Human Resources and Marketing. It is noteworthy that the Ministry of Education and Culture authorizes and encourages the use of DE formally even in disciplines of face-to-face manner, i.e. the use of Information and Communication Technology (ICT) in the learning process (verbal information).

The DE-UNESA started strongly in several institutions in the model tele presence focused on poles, where students go to a classroom, attending school with the physical presence of a tutor and receive the course material. In this approach, the DE-UNESA uses the satellite structure so that classes are transmitted and tele for online content. The teaching materials used were chapters from physical books and printed, purchased from publishers and delivered to the student's House, and additional support.

At the beginning of the process occurred so much resistance on the part of the students and the teachers (verbal information). Students for cultural issues and education of their parents were attendance at school and the teachers to be used with synchronous education mode and also received their knowledge of form.

It is noteworthy that in de mode is asynchronous and knowledge are obtained in virtual form, requiring a change of habits of both the students and the teachers.

In addition, it requires a paradigm shift, where the technology is used for the purpose of leisure and entertainment, shall be applied under educational.

Fits to emphasize that under Brazilian educational, the DE-UNESA has committed to joint efforts between all its professionals, since the design of e-learning courses to the own online content in itself.

In this context, as teach the authors (Abbad, Carvalho and Zerbini, 2006), the courses taught in the EAD promote study in different places, situations and times.

DE-UNESA's approach doesn't defend neither adheres to a theory, ontology or epistemology.

His decision to differentiate internal interactions to the student of the other – out of a vision of classes and exclusive application in group format, indicates focus on a specific type of learning in the era of connectivism. An era in which the connectivism, for

example, asserts that learning should no longer be considered an internal activity and individualistic, both from the point of view of the student have to learn solely by myself how from the point of view of always having to learn with the presence of group of students in class (Siemens, 2004; Anderson; Dron, 2012a, 2012b).

## 1.2 Objective

The main purpose of this article is to show the existence of DE-UNESA entrepreneur process by assisting in the process of maturation of entrepreneurship in formal education at a distance from the country.

This entrepreneurial process is illustrated by means of a graphical model that engages more a result that is the educator or educational. This result factor is crucial and important goal of every educational organizations in Brazil and worldwide.

In this sense, the article as a whole illustrates the way that the DE-UNESA performs in your virtual educational process since its inception, characterized by a continuous entrepreneurship and eventual mode of the New Information and Communication Technologies (NICTS) without disqualifying the models of education in traditional face-to-face format and at the same time.

## 1.3 Methodology

This is a descriptive research that according the author (Gil, 2009), the descriptive research are intended foremost to description of the characteristics of a particular population or phenomenon or the establishment of relationships between variables.

This research is also due to the bibliographical relevance of theoretical-methodological reasons the study, by searching subjects such as: Education, Entrepreneurship and New Information and Communication Technologies.

Thus, in accordance with the classification methodology (Vergara, 2004), this research as the end is too descriptive and bibliographical.

In addition, as recommended by author (Creswel, 2007), from the objective proposed by this article, a qualitative approach is considered the most appropriate for the research, qualitative research essentially interpretive.

## 1.4 Hypothesis

This article proposes through study, bibliographical research and field work in a Brazilian University that applies the entrepreneurial process integration with education, specifically with relation to the DE, the NICTS provide primarily a contribution in the formation and maturation of the people in educational terms.

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<sup>1</sup> Interview granted by SUCH, Guy [2015].  
Interviewer: Ricardo Gaz. 2015 in Rio de Janeiro.  
.Amr file 1 (53 min).

It parts of the assumption or hypothesis that is possible to perform continuously a process education entrepreneur, particularly in and through DE.

### 1.5 Justification

The entrepreneurial process is something sought by companies around the world that primary purpose is profit.

On the other hand, education in general, though it may also target a placement of professionals in the market, walks towards your training in terms of aggregation of knowledge and experience.

However, this article apparently against the grain of those purposes comes to introduce the possibility of integrating education and entrepreneurial process, including adopting Essentials or deploying educational practices entrepreneurs.

For so much, a graphical model of the entrepreneurial process is used principally in this case the factor-educational or educational results.

Furthermore, with adequate logistics and ICT support catalyzes this entrepreneurial process and that with a computer and digital technology interaction generates more enriching to educating your educational process, and the educator the role of mediation and appropriation of tools and mechanisms so that the learner use the informational diversity contained in screens and broadening their possibilities of choices (Gaz, 2015; Valente, 2008).

### 1.6 The Entrepreneurial Process and the resulting Educational Factor

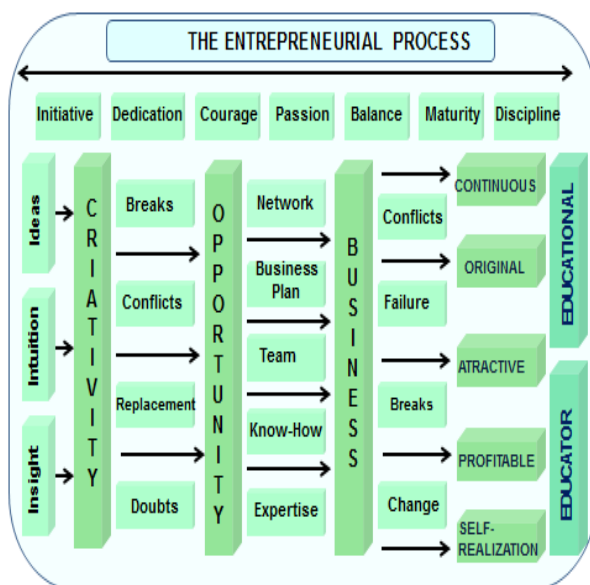


Figure 1- Graphic model – the Entrepreneur Process and the resulting Educational factor or Educator

## II. PRACTICAL FUNDAMENTALS ENTREPRENEURS OF DE-UNESA

The teaching materials and supplementary of the discipline is available on virtual library of the course in pdf. The editors ' business model allows this practice (verbal information).

Another unique feature of the DE-UNESA, both the strategic-management-marketing is about teaching the material free of charge. Fit note that this teaching material is a differential complementary to free study and learn, not of the bibliography of the discipline (verbal information).

A point to note is the model adopted for the DE-UNESA that allows the creation of poles by partners for the implementation of this courses distance education mode (verbal information).

The importance of this model is the possibility of dissemination of knowledge, since it allows the implementation of courses in regions of Brazil that are not Universities, thus increasing the capillarity of the courses and innovating in this format of teaching throughout the country (verbal information).

The implementation of polo with a tutor presence aims to meet the need of many students who have difficulty creating the habit and discipline to study alone.

There is still a cultural aspect of student lead to a place of your choice to receive knowledge.

Thus, the polo will also meet the aspect to avoid loneliness, simulating a student room. The learner visualizes the professor on the screen, showing the class the same way that a face-to-face course and there is still possibility of interaction via chat.

It is worth noting that the structure of the polo serves small towns. The County passes to see the polo that is a unit of distance education as College Hall. Thus, the DE-UNESA is present in several cities providing the training of the local population (verbal information).

Currently, the Internet used as a strategic tool in that learning process and dissemination of knowledge is more extensive than that the structure of the satellite. The satellite requires a more complex structure. The Internet is democratic. Is the model of DE-UNESA being student's house (verbal information).

In addition, in large cities the issue of mobility, due to the distances and traffic jams affect the offset for the poles.

In this context, the DE-UNESA improves the quality of life of the students, avoiding the waste of time to move to a university or polo.

Thus, the DE-UNESA was abandoning the satellite on the logistics and replacing the use of the Internet. In this model, the student becomes a center of education (verbal information).

The model of DE-UNESA is asynchronous (verbal information). The student can perform the course on your space and your time. He can attend classes

according to your comfort. The various interactions: student-teacher, student-student, student-tools, student-student-content environment occur asynchronously.

E-learning tools of DE-UNESA enable student receive the knowledge through textual, through video lessons, through slides (verbal information).

In this way, the student can choose the way to build your knowledge.

In addition, there are features of sound, image and animation in textual content, differing from the common e-learning courses that use basically reading an article or chapter of a book (verbal information).

Another great advantage of DE-UNESA is the concept of class with professors instead of tutors; merely a transmitter of information such as the name itself is originated: tutorial. The student knows the online faculty has access to your resume including latest online curriculum vitae (verbal information).

The DE-UNESA uses technology to the learning process. In this context, don't work the sentence: "the student can't learn". The human being learns in every moment. Each person learns in a different way.

The challenge is figuring out how to teach to the student. Some people prefer to learn listening to content, other reading the content.

The implantation of a face-to-face classroom is simple: a room, a teacher and a white board, while the implementation of DE-UNESA is complex, requires hardware and software structure, for example: 240 million issues are performed per year, i.e. are stored 240 million of annual records of who did the exercise, when done, which exercise, kind of proof, hit percentage (verbal information).

This information allows you to determine the quality of the question. The issues database of DE-UNESA has 150.000 issues (verbal information).

In addition, this mode requires the training of the teacher, i.e. the person disciplines need to train to become a teacher of DE-UNESA.

The University has enabled professors 768 providing courses on e-learning mode. Innovation is one of these goals (verbal information).

The platform used for the DE-UNESA is the web class. The tool meets the needs of the University, especially the need of innovation (verbal information).

For example, implementation of the Forum of Doubts, in which the teacher can catalog questions of students, if they judge that doubt can be of several students. The teacher can also produce doubts autonomously, i.e. anticipating the questions of a student who has not yet been mentioned. The teacher writes the doubt and explains in a micro-class about the subject (verbal information).

Another example is the tool called Feedback Commented, that regardless of whether or not the issue hit, the student can listen to a teacher's explanation because the alternative is correct or wrong. Further, the DE-UNESA provides interaction between teachers who go to University to record video lessons you have questions, write commented jigs (verbal information).

Attendance in class, the teacher's College to teach and discipline the classroom without having contact with other colleagues. On the model of the DE-UNESA model develops interaction skills. An important point is the electronic subtitles videos classes considering aspects of accessibility for the hearing impaired. In addition, it favors students who have greater ease of learning reading than listening. And yet, facilitates research, the student types in a Word and the video back to the matter at hand (verbal information).

The process of entrepreneurship in DE-UNESA is so substantial, as illustrated in the Fig.1, that some of their applications are being brought to the classroom courses. The University carries out permanent investments aiming at a continuous entrepreneurship in both the model and the use of Information and Communication Technology (ICT). The change is caused and triggered (verbal information).

### III. CONCLUSION

Despite the DE-UNESA in your home receive a high range of resistance to its implementation, that is, teachers in general understand that classes should be synchronous online and that these were not considered major classes or educational officers or teaching, the current process is identified as an entrepreneur, becoming a reference in the country in relation to the DE.

The success of DE-UNESA gave why there was the initiative of three fundamental components: the educational strategy, the educational policy of the Ministry of Education and Culture of Brazil (MEC) and the fundamental support of the Rectorate of the University (verbal information).

Moreover, in terms of e-learning technology of DE-UNESA, it opened with the internet going beyond the model satellite telepresential. All that are in the satellite model are going to the online model, in the mode of transmission over the internet. Logistics is much better, because even though broadcast studios, broadcast lab, the internet is what has made the process work and spray for more than 23 States of Brazil. The portfolio currently of DE-UNESA encompasses about of all disciplines 800 courses – 20% online and 100% DE. The transmission time and convenient flow are not buildings, but the internet is making it democratically (verbal information).

It's the same system since it began in DE-UNESA, being improved in terms of technology, generating a capacity of.

The UNESA has currently with more than 300,000 undergraduates and 10.000 postgraduate (verbal information).

All polos-DE become educational centers that cooperate in the development of that city, as these where there is internet, democratically, possibility to implement the model of DE-UNESA.

The idea of DE-UNESA is: "every house of the student is your polo", heading for "each device is your polo" (verbal information).

Moreover, in terms of global futures in relation to two great formats in face-to-face and DE, the trend is the hybrid, where the classroom of the future will no longer be if segregation is DE or in person. Interaction techniques and the use of technology increasingly will be present in the classroom.

On the other hand, the implementation of activities in the physic presence form of the course of DE-UNESA is for example dynamics and technical visits.

The vision of the future is free education discover how the student learns. All the information is on the Internet. The student does not need to go to university to obtain information and the role of the University is the student orientation (verbal information). This orientation can be a big challenge and essential motivation to put into practice or being a full limit and an unsolved problem.

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