

The Distance Education Student Profile Of The IFSC Health Management Course

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ABSTRACT

The general objective of this research is to know the profile of the distance education student of the IFSC Health Management Course. In order to do so, a descriptive qualitative and quantitative research was conducted through the analysis of the results of two questionnaires that were applied to the students of the health management course of the municipality of Caçador. In a complementary way, three interviews were conducted with the tutors of the course to broaden the understanding of the results. The results demonstrate that the most important aspects in the student's learning process are motivation and continuous interaction. The collaborative work between tutor, teacher and student is fundamental in the construction of knowledge to reach the proposed results. It is concluded that virtual environments are necessary for distance education, but, alone does not allow the learning process to be effective, it is necessary to engage educators in this process.

Keywords - Distance Learning, Profile, Health Management, Learning.

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I. INTRODUCTION

With globalization new opportunities have arisen and nowadays significantly with the development of the internet humanity is having a greater interconnection and this aspect can be well characterized by social networks. Information and Communication Technologies (ICT) have facilitated the dissemination of knowledge, so that technological innovations and new forms of work have been created. One of them is characterized by distance education (EAD), a strategy that responds to contemporary problems such as lack of time, a barrier that previously prevented many individuals from attending a course in a fully face-to-face manner.

This is a strategy that, through specific learning support platforms such as Virtual Learning Environments (AVA), allows the practice of ODL and facilitates the teaching-learning process, as it creates a collaborative environment of knowledge sharing among students, teachers and tutors, allowing new possibilities and contributing to the formation of professionals who often already work in the area and want to be trained. According to Moran (2013) the future will be learning without geographic barriers, where together, individuals will be connected, allowing collaboration and curricular flexibility.

In this sense already exist several technological tools that eliminate the geographical barriers, one of them is the Moodle (Modular

Object-Oriented Dynamic Learning Environment) free software and accessible to any institution that intends to carry out educational projects at a distance. However, some reflections are important in relation to this new virtual learning scenario that tends to grow continuously. What is the profile of the student looking for this form of learning? What are the characteristics of this student? How many students are actually able to take their distance learning course? What strategies could facilitate student needs during the distance learning teaching-learning process?

In view of the above, the general objective of the article is to know the profile of the distance education student of the Health Management Course of the Federal Institute of Santa Catarina (IFSC) For this purpose, a descriptive qualitative and quantitative research was done through the analysis of data resulting from the application of two questionnaires: The first one aimed at characterizing the profile of the student who performs the Health Management Course (EAD), the second objective was to identify the student's perception of the EAD course. To complement the data analysis, three interviews were conducted with the tutors of the course.

II. METHODOLOGY

This is a descriptive qualitative research of the document type. The research was carried out through documentary data collected by the Hunter

Health Management Course, supported by 3 semistructured interviews conducted with 3 tutors of the course. The quantitative data refer to the responses of 31 students who answered two online questionnaires sent by the Course for the evaluation of the discipline in the year 2017. The interviews were carried out in the year 2018 to support the interpretation of the data. Qualitative data were analyzed through discourse analysis.

III. RESULTS

A Figure 1 presents the profile of 31 EAD students from a group of the Health Management Course of the Hunter Pole. 10 topics were analyzed: Sex, Age, Place of residence (personal characteristics), Formation, Time of formation (professional characteristics), Responsible for family income (economic characteristics), Frequency of access to moodle (assiduity / discipline), Difficulties of the student EAD (performance), Internet access site for EAD activities (accessibility), Polo improvement (student suggestions).

TOPICS	ANSWER					
	Female 88,64%			Male 18,36%		
Gender						
Age	> 30 years 51,61%	In between 25-30 years 32,25%	In between 20-25 years 8,8%	They did not answer 6,4%	< 20 years 0%	
Place of residence	Caçador 54,83%	Vidua 12,90%	Tangará 6,45%	Santa Cecília 6,45%	Sala Veloso, Rio das Antas, Calmon, Macieira, Monte Carlo 3,22%	They did not answer 3,22%
Formation	Nursing 35,48%	Odontology 12,90%	Pharmacy 8,8%	Physical Education, Physiotherapy, Administration, Psychology 6,4%	Social work, Architecture and urbanism 3,22%	They did not answer 6,4%
Training time	1-5 years 48,38%	5 a 10 years 41,93%	10 a 15 years 6,45%	> 15 years 3,22%	< 1 year 0%	
Responsible for family income	Own student 54,83%	Student and spouse 19,35%	Dad 9,6%	Father and mother 6,45%	Mother and student 3,22%	Spouse 3,22%
Frequency of access to moodle	Weekly 58,39%	Every two days 29,35%	Daily 9,6%	They did not answer 3,22%		
EAD Student Difficulties	Teaching-learning style 35,48%	Understanding the assessment EAD 22,58%	Feedback with teachers and tutors or a distance 22,58%	They did not answer 12,90%	Difficulties with ICTs 6,45%	
Local de acesso a Internet para realização das atividades EAD	Home 87,09%	Work 9,6%	Pole 3,22%	Others 0%		
Polo improvement	Physical structure 38,71%	Face-to-face support 29,35%	They did not answer 29,35%	Physical structure and face-to-face support 6,45%		

Figure 1. Profile of the EAD student from the Health Management Course. Source: Data from the Hunter Pole

According to the information presented, it is possible to notice that the majority of the students are women (80.64%), this confirms the research carried out in 2016 by Capes (Coordination for the Improvement of Higher Education Personnel) that indicate that there are 165,564 women enrolled and graduates in master's and doctoral courses, while men totaled 138,462, a difference of approximately 19% (CAPES, 2018). In relation to age the highest percentages are students with more than 30 years of

age (51.61%) and 25 to 30 years (32,25). As the course in health management is focused on updating and specializing mainly, the professionals who already work in the area are professionals who are in full productive capacity and choose the EAD to expand their knowledge.

The highest index was Caçador 54.83%, logically this number is due to the fact that the polo studied is located in this city. Vine 12.90% is also very close to Hunter. Although the Course is EAD, once a week the course is synchronous ie the classes are present during the theoretical modules.

The majority of the students' training is nursing 35.48%, followed by dentistry 12.90% and pharmacy 9.6%, mainly because the course is aimed at health professionals.

The training time with the highest index was 1 to 5 years 48.38%, this shows the average time it takes the student to find a job after graduation, since most of the students are over 30 years old and work in the area.

Most students are self sufficient 54.83 regarding the economic issue also confirms the profile of a student who already works in the area at one time and possesses financial conditions and personal motivations to qualify.

In relation to attendance / discipline 58.06% access the moodle weekly or every other day 29.03%.

These numbers are not greater, because according to one interviewee, "most are students who work, are on duty and often can not adapt to schedules, they try their best to meet the demands of the course if they do not work the interactions with teachers and tutors would be greater "E2. Despite this, these are good numbers since the course is aimed at working students and the vast majority completes the course successfully.

With regard to the difficulties of the EAD student who is most striking is the teaching-learning rate 35.48%, according to the tutors there is a time of adaptation of the student himself with the tool is a way of learning, hitherto unknown to the student. According to the tutor, "the first step is like a filter, some do not adapt, but those who pass this step usually manage to complete, although there is an effort to rescue that student" E3. In the same direction tutor 1 adds "without a doubt the most critical period is the beginning, the first two curricular units, where we have greater student dropout" E1.

According to the data provided the average number of students dropping out at the intervention project stage is 19%. It is possible for the student to withdraw to request a return to the course, and can validate the subjects that have been approved. This information emphasizes some of the peculiar characteristics of the student choosing ODL, so there

are some strategies to stimulate interest and cognition to learn in this innovative way. According to Belloni (2006) the ideal for EAD is a more mature student with learning autonomy, who knows how to meet deadlines. According to one of the tutors, "it makes all the difference when the teacher helps the student with this technology used, the teacher must keep the student's interest motivating and encouraging" E2.

As for the place of access to the Internet to carry out the EAD activities the great majority were home accesses 87.09%, followed by access of the workplace 9.6%, which allows greater convenience and flexibility of alternative schedules to study. This information indicates that most of the students have a computer with internet access, a fact that is not a reality for many Brazilian students, it is important to point out that in the EAD some is essential that the student has a computer with internet access to carry out the proposed activities.

Regarding the improvement issues at the pole, 38.70% indicated the physical structure. According to one of the tutors "it would need to improve the polo structure, to have laboratory, library, to have a tutor in person at all poles to stimulate the student" E3. The second question was the attendance 29.03%, in relation to this information tutors signaled difficulties in the phase of the intervention project, "the student disappears, the lack of face-to-face meetings in the intervention project phase often disrupts the progress of the student, to be present virtually, to animate, to motivate and to sensitize the student, helps a lot in this process "E1. As other ways to improve this process were also mentioned: Skype between student and teacher at the beginning of the intervention project, according to a tutor: "we perceive in defense how much the teacher contributed when there is such virtual interactions," one of the difficulties in the intervention project is the solitude of the student. "

In general, in order to reduce student evasion, two paths were pointed out: 1) greater presence, according to the tutor's speech: "when teachers went at least once in each unit in the pole the results were better, it makes a difference, you understand that really has someone who is there, who is in touch in interaction, who is available and has something to exchange "E2. 2) Interactive instructions for the student to learn to deal with the tool itself: "could have a video, something to sensitize, a preparatory to the intervention proposal, we observed in this last group the difficulty of students to deal with it and the addictions of the face-to-face "E3.

IV. CONCLUSION

In view of the information presented by the questionnaires and interviews, it is concluded that the success of the EAD student depends on factors such as: the tool used; the previous knowledge that the student has of computer science to use the tool; the way tutors monitor and encourage students to always seek to rescue those students who are leaving the group; the role of the teacher in the way of instigating and motivating the search for knowledge always seeking to bring the student closer; the face-to-face meetings that help to bring the student closer to the course using the technological support available at the polo.

Although technology facilitates the sharing of knowledge and brings innovative solutions in several areas, contrary to what can be imagined, in what concerns education alone does not allow the teaching-learning process to be effective. In order for the EAD student's learning process to actually take place, a process of reflection is needed on how actions are performed. This process of interaction between tutor-student-teacher must be constantly reevaluated, since several situations can change the progress of the student's knowledge construction.

According to the results presented by this research, the collective construction of knowledge is essential, motivating the student and establishing a continuous frequency of communication are fundamental strategies for the student to realize that he is not alone in the process of learning from a distance.

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