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REFLECTIONS ON THE TRAINING OF THE TEACHER/A-TUTOR AND THEIR PERFORMANCE IN DISTANCE EDUCATION

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Abstract: This study aims to analyze the role of the teacher/tutor in the actions aimed at the Distance Education course (EAD), and describes the possibility of this professional in the performance in several issues, in which most of the time it makes the journey difficult., considering the issue of improvement as a constant need for the necessary training in the student's learning process. From this perspective, through the development of the present study, it was possible to perceive that competences, knowledge and ability are preponderant and necessary factors in the conduct of a policy that strengthens training, in order to improve the professional teacher/tutor to a practice in the pedagogical scope. didactic, capable of reflecting more confidently in the classroom of the virtual environment, the methodological questions, which aims at an approximation of trust between the teacher/tutor and the student. Based on this perception, he sought to approach several authors in an interaction process that allowed to reveal the determinants that interfere in the question of the formation of the referred professional. This way, the bibliographic study deepened and reflected a diversity of questions, opening paths to an understanding of the proposed study. Among the theorists, I highlight some of the body of work: Machado and Machado (2004), Moran (2006), Aché (2013) and Magalhães Junior (2015).

Keywords: Tutor role; Adequate training; tutor skills.

INTRODUCTION

This study is a bibliographic research and the researched place is the bibliographic databases, such as the Periodicals of the Coordination for the Improvement of Higher Education Personnel CAPES and Google Scholar, on sites about Distance Education

(EAD) and Brazilian articles. which must bring matters related to the theme "Essential tutor competences for the good performance of the student in EAD" such as: the fundamentals of EAD, the role of the tutor, the skills required to play the role of tutor, the essential competences of tutor for a good student performance in distance learning, the ability to properly interact between tutor, student and course content.

In this dimension, it is possible to point out that the research emerged from the current educational environment in which the EAD model has been gaining strength after the phenomenon of globalization, provided by the internet, helping Brazil to improve its indexes and promote inclusion. The revolution caused in recent decades by the increasingly accelerated introduction of Information and Communication Technologies (ICTs) has helped to break down barriers in the fight for advances in education in Brazil.

This way, every educational process needs time for reflection and maturation, where communication between teacher and student, in the form of dialogue, prevents an automated sensation without dynamism. EAD did not come to replace, but to expand and complement traditional teaching, aided by new communication technologies (ICTs), transcending the physical classroom.

Therefore, the difficulties are found in factors such as a large extension of the country, regional and cultural differences and precarious structures that do not guarantee the quality of education. As for the methodology of this modality, we have observed throughout our practice that there are difficulties in finding support from institutions with regard to the constant improvement of what was learned in training through distance learning, often having the tutor as a professional trained to correct tasks

and clear up doubts, without respecting the human and affective involvement, on which EAD must be based.

In this context, this work seeks to better understand the structure and needs that involve tutoring, in order to suggest actions by institutions and in order to improve the role of this professional who is directed to the full use of the course by the student, without the pretension of to completely satisfy the questions of this system, but to serve as an incentive for further discussions and reflections on the subject.

In this perspective, we sought to gather a list of articles and websites on the subject, which essentially try to find knowledge and research related to the questions:

- a) what is the role of the tutor within an ODL course?
- b) is the tutor safe and aware of his/her role in the distance learning course?
- c) what are the essential skills of a tutor for a good performance of the student in ODL?
- d) what can be done to improve the tutor's competence potential?
- e) how to improve your skills?
- f) does the tutor's constant training interfere in his interaction with the student?

The articles researched are recent, preferably published after the adoption of the guiding document, called Quality References for Higher Distance Education (MEC, 2007), but some articles written before this date are also used because they are reference authors in the education, like Paulo Freire, and/or for the richness and clarity of ideas they present. Throughout this work, authors who help to understand more issues related to the theme are presented within the theoretical framework.

To facilitate understanding, the authors and their contributions are cited according to

the division of labor:

The theoretical part, exploring the literature on the planning, implementation and management of distance learning, is based on authors such as Coelho (2015), who discusses the role of tutoring in the management dimension of the transformation process of distance learning courses and reflects the relationship, tutor, teacher and student; Novello and Laurino (2012) who specify the issue of re-signification of distance learning with the implementation of interaction between tutors and students; Colares and Mesquita (2010) clarify the issue of management in the training of teachers and students, in the distance modality. Almeida (2003) explains the importance of digital learning environments as educational tools that must be understood as a means and not an end. Benetti et al. (2008) provide a historical overview of several issues that permeate distance education, from the reality of higher education in Brazil, the insertion of ICTs and the roles played by teachers, students and tutors. *techioet al.* (2008) present the idea that the process of distance education, with its planning, implementation and management, needs to live up to organizational competitiveness, demanding competences from tutors to form such human capital; Reis (2010) contributes by analyzing the role of the tutor within the molds of a globalized society, which is challenging, with its paradigms impregnated by traditional teaching and by the still unknown form of mediation using ICTs.

The bibliography used to contextualize the theoretical part of distance education, with regard to distance tutoring systems, contributes to the understanding of this theme in Abreu (2015), who analyzes the role of the tutor and his attributions with the to outline the profile of this professional; Machado and Machado (2004) focus on the

clarity of the tutor's role in the performance of their function and focus on their training. Souza *et al.* (2004) discuss the role of tutors, their importance and their knowledge needs for mediation via a technological platform. The profiles and needs of the teacher in distance learning are more complex than in face-to-face education and this way the role of the tutor as a link between teacher and student, via telematics, also becomes complex and all the more necessary. Aché (2013) presents an overview of the skills and abilities of tutors in the role of interlocutors in the Distance Education modality; Nobre and Melo (2011), analyze articles referring to the competences of tutors in undergraduate and graduate courses, their different nomenclatures and describe their ways of acting, making comparisons; Lobo (2016) analyzes the tutor's practice within a higher institution and describes its relationship with the individuals involved in an EAD course (multidisciplinary team). With the reading and reflection of these works, ways are opened so that the objectives of investigating the role of the tutor within an EAD course and of punctuating and describing the types of competences required of a tutor are fulfilled.

And, finally, to deepen the specific theme "Essential competences of the tutor to the good performance of the student in EAD", which the present work proposes, there is a reflection and comparative analysis of the different concepts, models, theories and tools addressed in this article. research, Balbé (2003), reflects the issue of new concepts, inserting knowledge in the distance modality, highlighting the tripod: teacher, tutor and student responsible for the construction of learning; Magalhães Junior (2015) reflects the need for continuous training of the tutor with specific training, as well as concepts that reflect the tutor's practice. Oliveira

and Santos (2013) delve deeper into the knowledge and difficulties encountered, as well as the skills necessary for the exercise of tutoring. The research demonstrated, with the presentation of tutors' reports, the need for training as a central element for overcoming difficulties in performing the function in the EAD modality. Nunes (2013) makes a brief survey of productions that deal with the tutor and his role, identifying him as an active and fundamental actor in the student's learning process. Borges and Souza (2012) discuss the essential competences for the good performance of the tutor, as well as their role in distance learning, detailing a little more the management, pedagogical, application of computer resources (technological) and socio-affective competences, as well as some of its specifics. Oliveira and Santos (2013) address the difficulties encountered by tutors, mainly due to the lack of experience in their training. Zivianiet *al.* (2008), in their research, bring up the problem of tutors accumulating parallel jobs and being aware of the need for permanent training; Aché (2013) discusses the role of the tutor within the multidisciplinary team and their skills to strengthen the distance learning student in the various possibilities of direction, leading to autonomy and developing co-authorship. It also defends the need to include public policies regarding continuous improvement (permanent training). Thus, it is possible to discuss the proposal to reflect on the interference exerted by the tutor in relation to the student's performance, as well as discussion, demonstration and suggestions taking into account the conclusions reached with the data collection on this study, fulfilling the objectives of suggesting actions so that the tutor's skills are improved, within the final considerations of the bibliographic research.

It is worth mentioning that, due to the scope of some articles, they are used in more than one part of the work, according to the opportunity.

JUSTIFICATION / PROBLEM / CHOICE OF THEME

According to the researched literature and cited above in the Introduction, one of the problems found in distance education concerns the issue of the teacher's/tutor's potential skills, since there is no investment for adequate training, thus requiring a process of continuous training., mainly because, according to Magalhães Junior (2015), HEIs have been carrying out a training practice that is distanced from reality.

In this dimension, it is observed that several authors address the issue of little investment by institutions in the training of tutors as a relevant item for the improvement of distance learning courses. In addition to Magalhães Junior (2015) who emphasizes the need for continuous training with specific training; Nunes (2013) identifies him as an active and fundamental actor in the student's learning process. Oliveira and Santos (2013) address the difficulties encountered by them, mainly due to the lack of experience in their training.

One of the problems found in EAD is that tutors do not have their skills potential fully developed, which is one of the causes of the student's lack of motivation to participate in the EAD course, generating the guiding question "How does the competence of the teacher/tutor interfere in the ODL student performance? Aché (2013, p. 28) makes clear in his field study, the need for continued training for tutors:

In view of the demands of the work of tutors in distance education, continuous training with frequent training is of paramount importance, so that these actors, whether in

person or at a distance, become increasingly prepared to perform their various roles, with more security., quality and efficiency, always valuing the use of an adequate and clear language, and according to the specificities of the modality, always in a playful and friendly way towards all those involved in the process

In this sense, this work is justified by the relevance of the initial and continuing education of teachers/tutors, considering that this aspect directly influences student performance. Addressing this issue is necessary to understand how the development of a teacher's/tutor's skills can make him/her more competent in interfering with the interaction of all those involved in the distance learning course.

The learning model of a distance course also brings new attitudes of the individuals involved, and self-discipline and collaboration are essential for the formation of the course participant, as the basis depends on responsibility, autonomy, communication and interactivity. For Lobo (2016, p. 3),

What matters is the configuration of learning for an educational impact different from those used in the face-to-face course. In this sense, the student's autonomy and interest in learning are necessarily linked to the development of the professional's practice who deals with distance learning.

Therefore, it is of considerable importance to deepen the studies on the tutor's role so that the course participant's performance, regarding the orientation of studies, difficulties presented, relationship with colleagues, the use of tools and strategies within the platform, support bibliography, realization of tasks, proposed exercises, ability to relate theory and practice, aid for self-learning, be fully satisfied at the end of distance learning courses.

Exploring issues such as description of the history and foundations of EAD, investigation of the tutor's role within an

EAD course, what and how are the required competencies of a tutor, interferences exerted by the tutor in relation to the student's performance, suggestions of actions so that the tutor skills are improved, a great reflection is presented in order to collaborate with a more efficient preparation for the tutor role. The consequence is the improvement of the quality of the course to which he belongs, forming a student with self-awareness and balanced posture, knowing how to participate in a present way in the discussions, making him evolve to the point of adding values in the constructions of collective knowledge, expanding his worldview, in short, collaborating with the society in which they live.

OBJECTIVES

To correspond to the problematizing questions, the group defines the objectives of the work:

General objective

To analyze the tutor's role in the actions aimed at an EAD course, in order to enable an adequate training of their continuing education, so that it is possible to reflect more safely their practice in the daily life of the virtual learning environment.

Specific Objectives

- a) Investigate the role of the tutor within an EAD course;
- b) Score and describe the types of skills required of a tutor;
- c) Reflect on the interference exerted by the tutor in relation to the student's performance;
- d) Suggest actions for the tutor's skills to be improved.

WORK ORGANIZATION

The work is divided into three parts, organized as follows: the first part, which is the Introduction, consists of the presentation of the theme and its nuances, the justifications and objectives of the study. In the second part, the theoretical frameworks that support the research are exposed, especially with regard to aspects concerning the planning, implementation and management of distance learning, with emphasis on the area of tutoring systems in distance courses, deepening the theme "Essential competences of the tutor to the good performance of the student in the EAD". Finally, the third part contains the final considerations.

RESULTS AND DISCUSSION

THE TUTOR'S ROLE WITHIN AN ODL COURSE

In the context of the increasing expansion of distance education, it is increasingly necessary to study and understand the roles of the actors involved in the development of this modality. The way in which digital technologies, in particular the computer and the internet, have assumed a prominent role in education is a point of agreement with the author who leads us to evaluate technological tools as a starting point for institutions that offer distance learning courses, to carry out this task. – most of the time – for marketing purposes only, reproducing face-to-face teaching with adaptations of mere chance.

All the actors involved have their importance, it is worth emphasizing the importance of the tutor's role as: advisor, interactive and mediator. These assignments are of paramount importance for both the student and the group that each tutor receives periodically.

We believe that the experience brought by the face-to-face education teacher can contribute in a relevant way to the tutoring

of distance education, because with each class we receive to take care of, we learn much more, bringing to our practice innovative possibilities for learning.

For Litwin (2001, p. 102) “The difference between the teacher and the tutor is institutional, which leads to important pedagogical consequences”. Tutor interventions in distance education, demarcated in a different institutional framework, are distinguished according to three dimensions of analysis (Litwin, 2001, p. 102), as follows:

a) Time – the tutor must have the ability to make good use of his time, which is always scarce. Unlike the professor, the tutor does not know if the student will attend the next tutoring or if he will contact him again to consult him; for this reason they increase the commitment and risk of your task.

b) Opportunity – in a face-to-face situation, the teacher knows that the student will return; that if he does not find an answer that satisfies him, he will ask the teacher or his colleagues again. However, the tutor is not sure. You have to offer the specific answer when you have the opportunity to do so, because you don't know if you will ever get it again.

c) Risk – appears as a consequence of privileging the time dimension and not taking advantage of opportunities. The risk is to allow students to follow with a partial understanding, which can turn into an erroneous construction without the tutor having the opportunity to warn them. “The tutor must take the opportunity to deepen the theme and promote reconstruction processes, starting by pointing out a contradiction.

For Niskier (1999), the distance educator brings together the qualities of a planner, pedagogue, communicator, and IT technician. The tutor starts to assume a role never seen before in the history of our education. He needs to add experiences, provide strategies,

face obstacles and consolidate affective relationships with his students within a virtual learning environment, always respecting the limits of each member of the group.

We do not consider the tutor to be the main element of the teaching-learning process, but “one” of the important elements for the construction of this learning. Machado and Machado (2004, p. 4-5) highlight: “The tutor-teacher acts as a mediator, facilitator, encourager, researcher of knowledge, of practice itself and of individual and group learning.”

This practice established between tutor and student is possible through the diversity of tools that we can find today in a virtual learning environment, such as: discussion forum, chats, e-mail and many other means of communication. And it is up to the tutor to organize, guide and direct this diversity of communication in a pleasant and democratic way, because with each contribution of the students and their medication, the teaching-learning process can be built and shared among all. This time, there are several aspects in the formation of competences that are required from the tutor for a good performance of their work. Skills development.

THE TYPES OF SKILLS REQUIRED OF A TUTOR

As previously mentioned, the insertion of information and communication technologies (ICTs) is a fundamental factor for the characterization of the current context of higher education in Brazil, since its alternatives of use have expanded the possibilities of offering higher education through educational programs the distance.

This offer of higher education EAD brought with it new roles played by teachers, students and tutors, with specific characteristics of this teaching modality, given that the work with distance education highlights the relevance of

some competences that are often different or absent from the face-to-face teaching.

The tutor, for example, is a figure that practically does not work in face-to-face teaching, as it has a role concerning the distance learning reality. The purpose here, therefore, is precisely to address and analyze which skills are necessary for the exercise of teaching in distance education, especially with regard to the tutor.

In general terms, this professional must enable students to explore all available resources, participate and promote collaborative learning environments, develop autonomy and independence in studies, allowing the achievement of the foreseen objectives and providing the student with the establishment of a student attitude that will positively serve their continuing education throughout their lives.

Many authors have already worked with this issue, even using different nomenclatures to describe what would be ideal when doing tutor teaching, that is, the knowledge that this tutor must have. In general, we agree with Perrenoud *et al.* (2001), when they propose theoretical and practical knowledge, the former being declarative, that is, to be taught, and the latter contextualized, that is, the results of the daily experiences of the profession.

Taking into account these two types of general knowledge and given the set of knowledge, skills and attitudes that the tutor role requires, we list two types of competences, identified by Tecchio *et al.* (2008) as technical and behavioral skills.

Technical competences consist of the knowledge and skills needed by the tutor, and can be conceptualized as follows (TECCHIO *et al.*, 2008):

a) Knowledge of work routines, which is to know how activities must be carried out during the mentoring process;

b) Basic computer knowledge, which is to know the virtual learning environment (VLE) of the course and all its tools, as well as knowledge of search and research tools on the Internet and operationalization of software relevant to student interaction and learning;

c) Full knowledge of the discipline taught, that is, knowledge and mastery of the content of the discipline for which he is responsible;

d) Knowledge about distance education, which concerns the fundamentals, methodologies and structures inherent to distance learning, that is, knowing the main characteristics of this teaching modality;

e) Interpersonal relationships, which is the ability to establish networks and relationships, managing conflicts, cultivating affinities and relationships with and between students;

f) Communication, which is the ability to transmit and receive information in a clear and objective way, both in oral and written form;

g) Teamwork, which consists of exchanging and sharing information, knowledge and objectives, in order to achieve the purposes established through joint action.

Behavioral skills, on the other hand, refer to the attitudes that characterize a good performance of the tutor, conceptualized as (TECCHIO *et al.*, 2008):

a) Organization and Planning, which consists of defining the procedures and actions to carry out activities in an organized and effective manner to achieve the objectives;

b) Pro-activity, which is the ability to take initiative for new ideas, solution of possible problems and actions to change and improve the learning environment as a whole;

- c) Self-motivation, which is persistence in following your goals and firmness in carrying out tasks and activities;
- d) Empathy in dealing with people, altruistically, perceiving and taking into account the needs of others;
- e) Emotional balance, especially in conflict situations, maintaining a continuous and friendly behavior;
- f) Flexibility, for a good adaptation to environment variations, new activities, different studies and occupations that may arise, different student profiles, among others;
- g) Commitment and assiduity, which are largely linked to dedication to work, availability of time to carry out tasks, interaction with students, in favor of the goals and objectives to be achieved;
- h) Leadership, which is the ability to assign tasks, inspire and motivate the work of others, always seeking to carry out activities relevant to the desired objective;
- i) Creativity, which is the ability to innovate in carrying out tasks, in solving problems, in the use of available resources, aiming at an increasingly accentuated performance.

It appears that there are many aspects that constitute the skills required of a tutor. To facilitate the understanding of such classification, we present yet another division, presented by Borges and Souza (2012), which summarizes the aspects described above and complements the idea of the knowledge that a tutor really must have for a good performance of his work.

Thus, competences are organized into four main groups: pedagogical competence, socio-affective competence, technological competence and self-evaluative competence (BORGES; SOUZA, 2012).

Pedagogical Competence comprises the pedagogical aspect, that is, what teaching-

learning methods support learning, both collective and individual. Here are some specific strategies of the distance learning modality, such as the discussion forum, for example, which is essential for the interaction of tutors and students, as well as for the construction of knowledge (BORGES; SOUZA, 2012).

Socio-Affective Competence, on the other hand, covers interpersonal aspects, such as communication, creativity and socialization, which are essential for a pleasant environment. For Borges and Souza (2012, p. 6), such competence involves “skills linked to the relationship with the student, the affection developed during the teaching-learning process and the creation of a virtual environment based on welcoming and respect for others”. One can cite as an example the fact of knowing the student, having a cordial language, being attentive and helpful, encouraging participation, pointing out the facilities, addressing the difficulties guiding their overcoming, highlighting the student’s growth, among others.

Technological Competence, in turn, involves technical aspects of the virtual learning environment (VLE), the use of its tools and the mastery of information and communication technologies (ICTs). According to the authors, this competence can be defined “by the ability to manage technological resources, having technical knowledge to answer students’ doubts and, mainly, to propose the use of different strategies, according to the proposal of the offered course” (BORGES; SOUZA, 2012, p. 6). Here, we highlight the actions of providing feedback using the available tools, using e-mails to answer questions and guide tasks, intermediating virtual contact between the people involved in the teaching-learning process (teacher, student, tutor), intermediate communication between

student and technical team to clarify doubts regarding the use of available technologies, among others;

Finally, the Self-Assessment Competence consists of the tutor's reflection and understanding of his own performance, aiming at the recognition and improvement of his work (BORGES; SOUZA, 2012). This last competence takes up the knowledge discussed here and reiterates the importance of initial and continuing education for tutoring professionals. There are studies on the difficulties encountered by the tutor in his training, given that the lack of experience is common, that is, the tutor commonly comes to know this new pedagogical practice necessary for distance education in the performance itself. That is why it is essential that he constantly analyze his performance and seek alternatives for continuing education.

THE INTERFERENCE EXERTED BY THE TUTOR IN RELATION TO THE STUDENT'S PERFORMANCE

There are many factors that lead students to drop out of their courses, even with the development of many technologies and ease of access. It is convenient to reiterate the importance of awareness and conduct that can reduce these rates, especially with regard to the interference exerted by the tutor in relation to the student's performance, regarding aspects such as course planning, production of didactic material, virtual environment, communication media, management and evaluation. For this, it is worth noting that both the institution and the students feel a failure to adapt to the methodology applied in distance courses, not being sufficiently clear about the role of each element involved in a distance course, which makes it difficult to develop and its conclusion.

The tutor's need to emphasize, from the beginning, that there must be autonomy, communication and interactivity, leads to greater responsibility combined with the constant exposure of the duties of each segment, resulting in resilience to improve involvement and commitments, which leads to a relevant interference for the good performance of the student, as we will discuss next.

The content inserted in the Political Pedagogical Project (PPP) of the institution is fundamental, being the first step towards a new look at the knowledge of this teaching modality, since it organizes, gives meaning and unity to work, coherence to actions, contextualizes objectives; it also substantiates needs, constituting a process of reflection so that the results reach all those involved.

Taking this into account, it is possible to plan a PPP that enables tutor empowerment regarding the quality of the teaching material and the importance of communication with the student, promoting actions aimed at their success and performance. for *Tecchioet al.* (2008), tutors, in the case of distance education, play a relevant role in the success of the course. "The tutor is always someone who has two essential characteristics: mastery of the technical-scientific content and, at the same time, the ability to stimulate the search for answers by the participant" (EMERENCIANO; SOUSA; FREITAS, 2001, p. 4).

Not only is being familiar with PPP, but it is also essential for the tutor to master the art of communication for the success and progress of their students in an ODL course. In a study carried out by *Zivianiet al.* (2008), communication with their students is a constant concern on the part of tutors who try to maintain a frequency of contact every two weeks, explain their functions to students at the beginning of the course,

provide autobiographical information in order to get closer and take into account the particular situations that affect the progress of these students, even without the institution requiring it, showing that communication has a special emphasis with regard to distance courses: it is necessary to preserve confidence in quality, offering, in addition to the Internet, the most diverse ICT channels such as e-mail, telephone, video conference, video classes, in order to facilitate consultation, interaction and interaction between professors, administrative staff, tutors, area coordinators, specialists and course participants, including in the case of group work, as if they were side by side, feeling welcomed and consequently motivated to continue the distance course. Lobo (2016) supports the idea that contemporary society has distance learning as a new education system that aims to communicate teaching, with the tutor as a professional who conducts interaction in the virtual environment. Effective communication fostered by the tutor helps to improve the quality of the interaction process between those involved in this teaching modality and collaborates to improve the achievement rate.

According to Nobre and Melo (2011), the pedagogical mediator needs to include the potential of bidirectional communication in his performance in distance learning, as well as the careful, ethical and professional exercise, as he is the one who makes the link between the teacher-author (represented through the classes and didactic material), the available media and the course participants. This statement reiterates that a collaborative community leads the tutor to interfere in the student's performance, weaving bridges, strengthening the group so that each student gains confidence for new leaps and communicative exchanges, promoting acceptance and conditions to reduce the fear of exposing himself, opening the student for

freedom and autonomy in conducting their own learning.

As well as interaction, another important interference is for the tutor to master the content of the didactic material, which has the function of organizing the development and dynamics of the course and also constitutes a support instrument, favoring learning, as reiterated by Zivianiet *al.* (2008, p. 4):

Mastery of the content is an important condition for the tutor's work. The local tutor must be able to initially establish a bond with his class, creating a comfortable and collaborative atmosphere. It must stimulate learning, fostering the habit of research, help students with doubts and cooperate in solving problems that may arise during the course.

Following the dynamics of the content, the tutor will emphasize the criteria that attract, instigate, encompass, dialogue and accompany the collective construction, following a dialogic language (in a conversational tone and in the first person) of a cooperative nature, in which the student is the center, bringing a reflective conception aimed at the construction of knowledge, in addition to contextualizing the content, paying attention to flexibility and respect for the diversity of cultures. Supporting people's interaction, including with the teacher, stimulating student autonomy, presenting links that extrapolate the possibilities of paths contained in the material, paying attention to the idea of unfinished knowledge within the virtual environment. Every team will be trained in learning to learn, because no one is ready.

In this sense, the distance learning manager is the main responsible for also carrying out actions with the tutors, so that they feel responsible and committed to the interferences for the good performance of the student, helping to idealize the detailed planning, organizing the distribution of tasks, directing in the sense of motivating, supporting

the needs of physical and technological infrastructure, evaluating, finally, a work with multidisciplinary teams. As it is an educational process, the focus is turned to the education and training of people, directing their behavior towards the democratic side and respect for their collaborators, even reflecting in the institutional evaluation. According to Aché (2013, p. 28),

Managerial competencies are those most directly related to administrative and course management issues, in addition to several others related to student participation in the VLE. It is also about the tutor's ability to act in planning and effective communication with the coordinators of the pole, the course, tutoring and with the students, in all the routines of the course in which he works, especially observing what the political-pedagogical project prescribes. of course.

Hence the need for a full training of the tutor to make the class attractive to the student, combining the entrepreneurial spirit with the awareness of their role in society, because the clearer the principles and values are, the easier it will be to deal with dilemmas and with the integrity without deviating from the path. Reis (2010) considers that in distance courses there is a functionalist perspective with an excessive concern for profits, demanding from the tutor an ethical position of values, since he is the communication link between students and the institution, going beyond the mere transmission of content. By living in a just society, the individual is able to act in the same way he preaches, with sincerity and citizenship, which means collaborating to improve. Therefore, periodic planning (and the teacher/tutor, on whom their fidelity and implementation depend) must have the student as a central objective, exercising citizenship fully, resulting in improving their ethical character and seeking evolutionary knowledge together with society at large. which belongs. Motivation is then created,

for both the student and the institution, when each role is made clear, through constant reflection and effective communication.

ACTIONS TO IMPROVE TUTOR SKILLS

Dealing with the ability of the tutor teacher or tutor teacher is primarily to seek to understand the functions and attributions of this professional. There is, therefore, a consensus that the functions of the tutor teacher must be directly and indirectly linked to the set of activities that seek as a final result the success of teaching and learning as a primordial part of the educational process.

It can be seen this way that the issue of success, with regard to the actions necessary for the improvement of the tutor's skills, is primarily to focus on the end result of student learning, which in this case also depends on the tutor's pedagogical profile. to exercise satisfactory tutoring practice. Gonzalez (2005), for example, points out the need to be able to communicate, dynamism, creativity and leadership; initiative to effectively carry out the work of facilitator with the group of students under his mentorship; knowing the reality of their students in all dimensions: personal, social, family and school; have individual and team competence to analyze realities, formulating action plans consistent with the results of analysis and evaluation and have attitudes that are ethically irreproachable, avoiding imposing their values.

This way, it is possible to observe the need to understand the tutor's attributions in order to obtain a good performance of their skills. According to Machado and Machado (2004), the teacher/tutor needs to master the subject he teaches, the principles of the conceptual organization and new knowledge-producing ideas. There is still a need for training constantly updated with courses that improve the use of the practice

of tutorial spaces in the pedagogical-didactic scope.

In this dimension, the mastery of ICTs and Digital Information and Communication Technologies (TDICs) and the reach of the internet stands out as an action for the good performance of tutorial skills. It requires from the teacher/tutor, in addition to knowledge and skills, an adaptation to the dynamics of information and communication, as access to knowledge becomes theoretically more accessible and democratized. In this sense Moran (2006) points out that the fundamental role of this “new” tutor teacher is that of advisor/mediator: advisor/intellectual mediator; emotional advisor/mediator; managerial and communicational advisor/mediator and ethical advisor/mediator, as an explanation for innovative learning.

In this sense, the new technologies in education contributed to the improvement of the tutor teacher’s skills, being, however, all these issues developed in the course of a continuous training process. In developing this writing, it is worth emphasizing the need for academic training.

this (teacher tutor) needs to have an excellent academic and personal training. In academic training, intellectual capacity and mastery of the subject are assumed, with emphasis on methodological and didactic techniques. In addition, he/she must know in depth the subjects related to the subject and professional area in focus. The ability to plan, monitor and evaluate activities, as well as motivate the student to study, are also relevant. In personal training, they must be able to deal with a heterogeneous group of students and possess psychological and ethical attributes: emotional maturity, empathy with students, ability to mediate issues, leadership, cordiality and, especially, the ability to listen. (MACHADO; MACHADO, 2004, p. 6).

We can thus observe that the actions listed by Machado and Machado (2004) affirm the

skills that the teacher/tutor must have for the improvement of tutorial actions. Therefore, it is challenging, but brings up the issue of relevant pedagogical interaction in distance learning. Highlighting the actions in the process of continuing education allows us to say that the improvement of the teacher/tutor in the performance of their skills begins with the actions programmed during the planning of the course/discipline. Contact with students begins with knowledge of the structure of the course/discipline through the proposed activities and meetings with the training teachers, so it must be carried out in advance, effectively (MAGALHÃES JUNIOR, 2015).

This way, it can be said that the actions described depict steps for an anticipatory and planned tutoring action, important for the success of the tutoring process. Effective teacher/tutor guidance can minimize or resolve the problem of dropout during the training process. Finally, the tutor teacher is possible to be understood in the context in which he is inserted. Understand that his entire trajectory in EAD is also marked by the appreciation towards the students as a means that helps the student’s learning and that the students need the help of the tutor teacher.

According to Magalhães Junior (2015), a professional who works directly with the systematic monitoring of the student’s actions, it is necessary a continuous and efficient work of the tutor teacher, in a way that allows the performance of the skills of this professional inserted in a new culture, capable of to contribute with questioning positions.

To Zivianiet *al.* (2008), most tutors think that the training provided by the institution could be more frequent and they are very interested in continuing to train. They claim that videoconferences would be a quick and practical way to promote training and increase their security to act as a tutor, which

is why they spend 50% of their free time for continuing education:

The concern in the satisfactory performance of the function is once again shown when they declare that they understand that the quality of tutoring is an essential element in distance learning and despite the difficulties presented, the tutor considers the experience of acting as a tutor, just like the professional growth. (ZIVIANI *et al.*, 2008, p. 9).

Aché (2013, p. 28) also defends the constant training of tutors so that they correspond to the demands of their work in distance education and become safer and more prepared for the role, adapting to the language, playfulness and *rapport* that the modality requires:

It is necessary that when taking on a tutorship, these professionals participate in training courses and continuing education courses, whether in person or at a distance, so that they are always updated and prepared to carry out their managerial, pedagogical, socio-affective and technical functions.

They are, therefore, actions carried out in the course of a process of continuous training, not forgetting the participation of this professional in systematic courses, qualifying them and giving them a greater opportunity, with regard to the performance of their skills, through an improvement awarded by the institution that values quality work.

FINAL CONSIDERATIONS

We have seen in this study that the question of the role of the tutor teacher is too pointed out as a professional who enables distance learning students to make adequate use of all available resources in the learning environment so that they are able to assume their autonomy in the process. of teaching and learning. In this walk, it is possible to perceive that many other points were defined during this investigation, however the emphasis on the issue of technical and behavioral skills are fundamental points that

guide the good performance of the tutor teacher.

In this dimension, it allows us to reflect on the student's performance when the tutor teacher strengthens communication by interacting with him/her, aiming as much as possible to approach trust in a significant way and within a constant process. This way, it must be noted that the actions of the tutor teacher with regard to skills for their improvement are questions that seek to reflect when this professional performs their activities efficiently and effectively and has as a result allows, so to speak, the successes of teaching and learning.

In the construction of the success of the student's learning, a preponderant factor is inserted in the question of the improvement of the tutor teacher. Machado and Machado (2004) reinforce the need for constant and updated training. In reinforcing this issue, the need for courses that are capable of building new practices inherent in the pedagogical field is considered. The meaning of this question also drives us to explain that the skills of the tutor teacher are inherent to their knowledge and that this knowledge must be constantly improved through continued education.

And also in the course of this understanding, it is perceived the need to have a future research which seeks to deepen a theme specifically focused on the formation of the tutor teacher, seeking in this study the weaknesses in the formation of this professional, as well as ways that enable a pedagogical practice to which understands the various reasons that are necessary for the training process for the professional, tutor teacher, with a study that is referenced by bibliographic questions.

Although a more in-depth study on the above mentioned question is necessary, one cannot fail to notice that the investigation carried out through a bibliographic study

discussed in this context, which has as its theme “Essential competences of the tutor teacher to the good performance of the student in EAD” made it possible to believe that this research will contribute in a specific way, in the sense of clarifying that the objectives set out in the research were in line with what was studied in the authors’ research. As well as clarifies that the understanding in the good performance of the student comes from several issues inserted in the knowledge process and specifically when the professional teacher tutor, clearly exercises

his competences, aiming at the quality of teaching and learning for the student in EAD.

As researchers of this study focused on bibliographic research, it is possible to perceive a great enrichment in the knowledge process in a closer way. It is also worth expressing that although the questions developed in the aforementioned investigation exert different conditions, therefore, the whole set through the knowledge resulting from this research, helps in the construction of new practices for tutor teachers and these are in fact inherent to the topic being researched.

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