



The importance of innovative pedagogical practices in the training teacher towards acting in EAD

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ABSTRACT

We live in the technological age, in which the teacher is appointed a digital immigrant and needs to be able to plan and propose diversified activities to digital natives (apprentices) however, it is perceived that in the initial teacher training there *is a gap*¹ related to the use of Digital Communication Technologies and Information (TDIC), a fact that directly impacts pedagogical practices. It is notorious that the learners of this generation evoke didactic strategies that not

only make them protagonists of their learning but help them develop skills and competences for life. In this context, the general objective of this work was to promote innovative pedagogical practices in teacher education to work in distance education. From the readings performed, it is concluded that it is still a distant reality to insert innovative pedagogical practices in teacher education since, the mark of a traditional teaching still perpetuates both in face-to-face teaching and in education to distance, either due to the lack of knowledge of the new methodologies, as well as the resistance of teachers to change their teaching practice out of fear or insecurity. This research has a qualitative approach and the theoretical foundation was constructed through bibliographic reviews, articles, books and journals.

Keywords: Digital Literacy, Teacher Training, Active Methodologies, Pedagogical Practice, Innovative, Distance Education.

1 INTRODUCTION

Education plays a very important role in the formation and personal and professional development of the citizen. In this sense, several studies are carried out in order to make the teaching-learning process more stimulating, meaningful and efficient.

It is known that the modality of Distance Education (Distance Education) is increasingly present in the lives of Brazilians, for several reasons: cost, convenience, flexibility, etc. This is corroborated by the 2019 Census of Higher Education, which indicates that THE had a jump to more than 1.5 million, which results in a growth of 378.9% compared to 2009, data released by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), an agency of the Ministry of Education (MEC).

According to Moore and Kearsley (2007, p. 1):

The basic idea of distance education is very simple: students and teachers are in different places during all or much of the time they learn and teach.

Being in Local Distinct they Depend on from some kind from technology towards transmit information and them provide one means to interact.

Santos and Soares (2011) affirm that in recent decades it is noticeable, in general, the increase disinterest of students in the way that the contents are addressed, considering that we live in a complex and highly technological society in which it is necessary to develop skills and skills not only to meet academic demands, but also to build life projects (MORAN, 2015).

In this regard, active teaching methodologies emerged in the 1980s as an alternative to the conservative teaching model and passive learning (MOTA; ROSA, 2018), and can be applied in both face-to-face and IN-FACE mode.

However, many teachers have difficulty in innovating their pedagogical practices because they do not feel prepared to implement them with their students; in addition, much of the teaching category has training limitations for the use of Digital Information and Communication Technologies (DicT), a fact that hinders the effectiveness of these practices in non-face-to-face contexts, as occurred in the Covid-19 pandemic (LUDOVICO et 19 (LUDOVICO et 19) al., 2020).

Because of the above, it is noted how fundamental it is that the initial teacher training empowers, in fact, the teacher to face the challenges of teaching in contemporaneity, because if we want autonomous and qualified students to solve problems, we need to act with innovative methodologies that promote this construction. Moreover, continuing teacher education also assumes great relevance, since it allows reflection on the pedagogical practices adopted, in order to improve them and find solutions to the problems of academic daily life (OMITTO et al., 2018).

That said, the general objective of this study is to promote innovative pedagogical practices in teacher education to work in THE. Having specific objectives: (i) Identify pedagogical strategies that collaborate for the development of skills and skills in the teaching-learning process, in THE; (ii) Point out the contributions of digital literacy in initial and continuing teacher training.

2 RESEARCH METHODOLOGY

The research methodology adopted in this work has a qualitative approach, because, second Minayo (2009, p. 21), this kind from approach is "works .com o universe Of meanings, motives, aspirations, beliefs, values and attitudes." For the authors, these human phenomena are part of the social reality, because the human being distinguishes by thinking about what you do and by interpreting your actions from the reality lived and shared with Your Similar.

As for the objectives, this research is defined as descriptive, which aims to systematically describe a situation, problem or phenomenon (RICHARDSON, 2017). From the bibliographic research, the

theoretical foundation of the research was constructed, since, to base the ideas present in this work we use the analysis, concepts and theories of other authors and researchers, to build a genuine and robust content. Thus, the composition of this research was based on bibliographic reviews: articles, books and journals relevant to the theme in question, that is, active methodologies, teacher training and education the distance.

3 INNOVATIVE PEDAGOGICAL PRACTICES IN DISTANCE EDUCATION

We started the discussion with moran's (2015) quote that corroborates our thinking on Innovative Pedagogical Practices in Distance Education:

Educational institutions attentive to change fundamentally choose two paths, one softer - progressive changes - and the other broader, with profound changes. In the softer path, they maintain the predominant curriculum model – disciplinary – but prioritize greater student involvement, with active methodologies such as teaching by projects in a more interdisciplinary way, hybrid or blended teaching and the classroom reversed. Other institutions propose more innovative, disruptive, discipline-free models that redesign the project, physical spaces, methodologies, based on activities, challenges, problems, games and where each student learns at his or her own pace and need and also learns from the others in groups and projects, supervised by advisory professors (MORAN, 2015, p.15, our griffin).

We agree that educational institutions have the freedom to choose the most viable way forward in the face of the transformations that affect education caused by the advancement of information and communication technologies, and this choice has to be aligned with the Institution's Political Pedagogical Project.

Innovative practices consist of strategies that have been thought of in the current technological context as methodological proposals that facilitate teaching through

Experiences e Experiments where o pupil é protagonist of the your learning. With These New new (active) methodologies have emerged that seek to encourage student participation from manner Active e Engaged Valuing o knowledge e your context social. Fits clarify methodologies are guidelines that guide the teaching and learning process being Implemented by middle from strategies Approaches e Techniques Differentiated (BACICH; MORAN 2018).

According to Lovato et al (2018), active methodologies are pedagogical strategies in which the student is the central protagonist of their learning, while teachers act as mediators or facilitators of the process.

Teaching methodologies can be active, agile, immersive and analytical as we summite in the table below:

Table 1- Overview of innovative methodologies.

Types of methodologies	Principles	Types of Learning	Focus on The Instructional Planning and Design Matrix
Active Methodologies	Student protagonism	Active and collaborative	Performance
Agile Methodologies	Technological mobility, attention saving	At the right time, tailored, in your way and in your rhythm.	Time
Immersive Methodologies	Engagement and Fun Learning Experience	Experiential learning, experiencing a real situation	Media and technologies
Analytical Methodologies	Adaptation/customization	Learning trails	Evaluation

Source: Adapted. Filatro (2018)

The new pedagogy, different from the traditional one, realized that The TDIC can be great allies for the application of active methodologies through combinations of games and proposition of challenges that retract real situations of professional and personal daily life. In this agenda of active methodological possibilities, we can identify: 1) Problem-based Learning (ABP); 2) Team-based Learning; 3) Peer instruction; 4) Project-based Learning (ROSA JUNIOR, 2015).

In the specific context of THE, active methodologies have been guided by several scientific papers published in the nanals of the International Congress of Distance Education, (BLANCO, L 2020), in reason from than a pedagogy in EAD Need be Displaced from transmission/deposit of information for dialogue and construction autonomously and Collaborative Of students (SPANISH; WOULD; SOUZA; SCALLOP 2018). Anyway in full 21st century, it is not plausible to conform to the educational behavioural view so Criticized by Paulo Freire, in which the students healthy Seen how Mere Receivers from Content.

4 THE IMPORTANCE AND CHALLENGES OF DIGITAL LITERACY IN TEACHER EDUCATION

The integration of TDIC in education has caused changes in the teaching-learning process, and to this day represents a challenge for teachers in their pedagogical practice. The initial or continuing training of teachers, previously traditional, cannot pass unharmed to these changes, because it makes no sense to train teachers to act in a context that no longer exists, where traditional teaching does not supply the need of contemporary society merely technological.

Although we are in a digital age, "teaching a class mediated by technology remains an arduous task" (Moreira, 2012, p.1), and one of the difficulties encountered is the lack of teachers and tutors prepared to use technologies and tools in pedagogical practice. This lack of knowledge of the possibilities that technology brings to education entails a traditional and linear teaching that does not interest a digital native student, reflecting directly on the quality of teaching resulting in the dropout and abandonment of the courses.

It's not enough just to offer a pedagogical environment full of tools and applications. The content has to make sense to the student, the goal has to have a purpose, on the contrary, the virtual environment will serve only as a deposit of information, without the interaction and interactivity of the students, without that exchange of knowledge and experiences.

Teacher training has to prepare the teacher for the pedagogical practice that the technological context requires, where the teacher knows not only how to use digital tools and resources, but that they have a pedagogical purpose in their classes, so that it can combine with the context of the student and contemporary needs and demands. Because the teacher is forming a student to act critically and actively in society. In this sense, we highlight that their initial training often interferes directly in this process, because the teacher who had his traditional training, will have difficulties to teach with Technologies if not stimulated and empowered through continued training of digital technologies in practice Pedagogical.

When we talk about teachers' digital literacy, we refer not only to the issue of using technology and tools in a technical and functional way. Being digitally literate implies understanding the use of writing and contemporary language in technological supports (Goulart, 2007). In distance education it is essential that the teacher trainer and virtual tutor have this understanding of literacy in teaching practice so that it does not fall into the trap of thinking that just using the tools is teaching. Digital literacy in teacher education allows the teacher: to use THET in classes and activities in a collaborative, participatory and reflective way, and the resources that web 2.0 in addition to virtual learning environments, essential in the context that education is inserted, allowing the teacher to experience experiences that were not possible to perform in traditional teaching, since at this time there were no current technological tools and resources.

5 FINAL CONSIDERATIONS

One of the most discussed issues in these last two years was the issue of the use of active methodologies in the teaching-learning process and the difficulty of its implementation in Distance Education, at the risk of reproducing a traditional teaching technical and banking for not being able to integrate them into teaching practice for two reasons: for lack of knowledge and for not knowing how to apply in practice contextualizing with the student's daily life.

In the EAD the mediation is carried out specifically by the virtual tutor, who maintains direct contact with the student, and it is necessary that the tutor has beyond the competence and skills to work with the contents, also know the technology and tools that help in activities and communication with students. The institution has to worry not only about the digital platform that the course will be offered, but with the professional profile of teachers and tutors so that students can be constructively mediated through active tutoring.

However, we noticed that there is a deficiency in the provision of continuing education courses, especially for tutors, who address the methodologies active in distance education. And this implies directly

the quality of teaching that is offered in the institution reflecting situations of abandonment and dropout of the courses.

The study we conducted highlights the need to reflect teaching practice in THE, alternatives and ways to overcome the gaps in teacher education in the face of need from integrate a technology in teaching through from Methodologies Active Innovative. This summary Opens space also towards Discussions Future e Depth than Consider upon whole o Role e a autonomy Of Students a practice teacher e the Methodologies Active Integrated the Technologies Digital Of information e communication in education a distance.

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