

Investigating the Process of Adapting Teaching Practices of Business Administration:

From Classroom Teaching to Distance Education

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Abstract

This article investigated how adaptation occurred in teaching practices of an environment for a Classroom Teaching Environment Distance Education in teaching higher level. The research was conducted through a case study in a Brazilian university, the undergraduate degree in Business Administration, with the perspective of analysis, educational sciences. The research methodology used in this study was based on literature review, exploratory research on the case study, in-depth interviews with teachers and research of three units of analysis: the teaching, the semi-face and distance learning. The research results have identified differences in effectiveness between classroom learning and distance education in two respects: the practices of teaching and learning and student autonomy. Furthermore, the result of research and evidence suggests that there is complementarity between practices when associated in the context of education of administration.

1. Introduction

Saying that classes held in e-learning are copies of the traditional classroom does not match the universe of possibilities within that option in this format of learning, although it is a constant challenge for teachers. Educators were trained in a culture where classroom teaching was the only alternative. However, now faced with the possibility of teaching e-learning and classroom courses. Thus, it is up to each teacher to seek a new way to make the learning environment motivating and interesting. As for the student, it is the pursuit of knowledge, sometimes individually in either group in virtual environments, which is the fuel of evolution in learning. In this line of discussion, according to Gutierrez and Prieto (1994), the e-learning has some advantages over the conventional school environments, such as the breakdown of geographical barrier, the lowest financial cost, flexibility and time space (students attend classes anywhere) and mainly the self-discipline. Moran (2000), corroborates this perspective and also highlights that in this dynamic process, it is interesting to learn researching, writing combine with audiovisual and information through internet search, chat, email, and other resources available.

The main objective of this article is to see how are tailored the strategies teaching practices and learning environment from Classroom Teaching to E-learning Education. Thus, we carried out a case study in teaching at the undergraduate level at the University of Vale do Rio dos Sinos - UNISINOS located in south of Brazil. Interviews were conducted with professors from the University following a logic of

cross-analyzes from three units of analysis. The three units of analysis adopted to conduct the investigation were: i) the classroom modality: common practice of regular courses at any level, where teachers and students are always in a physical location, called the classroom; ii) half-classroom: is partly in the classroom and elsewhere in the e-learning, this mode being 80% of the classes in person combined with 20% by distance education; iii) e-learning: the typical distance education, carried out through the use of technological resources.

2. Procedures for collecting data

The research was conducted from a case study at the University of Vale do Rio dos Sinos - UNISINOS, one of the largest private universities in south of Brazil, with approximately 27,000 students in undergraduate, graduate and extension, in both modalities classroom and e-learning. Thus, this paper used the case study as a research method. Justified the use of the case study for the following reasons: i) allows us to understand and analyze in greater depth the phenomena related to the adaptation of teaching practices in a learning environment for classroom teaching and e-learning education - distance education, ii) allows the study of a contemporary theme and important to the understanding and development of the subject teaching practices and their application against two different teaching contexts.

The survey analysis was conducted through analyzes cross-examination of three units. The three units of analysis adopted to conduct the investigation were: i) the classroom modality: common practice of regular courses at any level, where teachers and students are always in a physical location, called the classroom; ii) half-classroom: is partly in the classroom and elsewhere in the e-learning, this mode being 80% of the classes in person combined with 20% by distance education; iii) e-learning: the typical distance education, carried out through the use of technological resources. It is noteworthy that were selected for the interviews in this research professors with the following characteristics: i) Analysis Unit 1: be a teacher in classroom learning, be a teacher in modality 80/20% (80% e-learning, and 20% classroom) and being a author teacher and or tutor teacher in discipline 100% e-learning; ii) Analysis Unit 2: be a teacher only in the classroom, iii) Analysis Unit 3: be a teacher only in modality 100% e-learning.

The process of gathering information included the following stages of development: i) elaborated a roadmap for semi-structured interview based on literature; ii) underwent the screenplay for evaluation and validation for two experts teachers and researchers in the subject in order to make the instrument more robust before applying it on the field, iii) set the script from the placement of specialists iv) applied a pilot interview with a teacher to verify the applicability of the instrument in practice before committing to use it as a formal research instrument of this study v) reset up small details of the instrument from the pilot test aiming to improve it; vi) interviews were conducted in depth supported by these scripts with UNISINOS teachers, three of whom were from Analysis Unit 1, two were in Analysis Unit 2, and three were part of the Analysis Unit 3; vii) finally, the interviews were transcribed, passed by content analysis from Bardin (2002), were compiled and processed data with the aim of structuring the information obtained for the purpose of the study.

3. Results

3.1 The Practice of Teaching and Learning in Classroom Teaching

In this section, we discuss the results of the first Analysis Unit, on the classroom modality.

Topic 1 - Planning. Respondents believe that planning activities as teaching are primarily based on reading the set menu agenda for other teachers and or by himself, about the discipline that he is going to teach or will teaching, as well as other books that comprise it. Thus, deepen knowledge on that subject and can create different possibilities for learning and exchange between teacher and student. Thinking about the content covered in the classroom brings security and also helps to build up the organization chart of individual planning. To establish this class plan, there is an exchange of experience with other fellow teachers, who build something more complete. Based on this structure, to believe be a practice similar to other forms of education, such as e-learning.

Topic 2 - Support student. In the opinion of the teachers interviewed, the student support occurs towards him justify what they do, to understand their duties and be motivated. This can be set precisely in the relationship between student and teacher. In this respect, the teacher during class realizes individual details, stories of life and can use empathy, affection as communication tools. Considers that, in e-learning education, you lose a bit of "color" found in the real world and the support is done completely different, more formal, and somehow cooler. Thus, they can be find dissonances between the two modes of support and motivate the student.

Topic 3 - Setting Goals. The way how are established learning goals for students in classroom teaching and e-learning education, in the opinion of the respondent is distinct. In classroom teaching, believes that students can express themselves globally, whether through the spoken word, writing, gestures and other instruments, which facilitates the teacher to better understand the evolution of the student. In addition, during class are used examples of market situations, which are discussed and compared to authors or subjects discussed at that moment. In his opinion, this rich teaching materials is often the result of a student's motivation to contextualize the issue addressed to their daily work. Thus, learning grows in a unique way and, therefore, is that many of the graduates in attendance exceed their limits, their goals were pre-set at the beginning of the semester academic activities. But in e-learning education, believed to be somewhat flexible, more formalized, perhaps by losing the perception by the enthusiasm of students motivated by interest in the subject matter.

Topic 4 - Help adequate facing obstacles in education. For those students who choose classroom teaching, overcome obstacles, barriers to learning can be minimized by attention and attitudes of teachers. Wherever possible, the teacher puts himself always available to solve questions during breaks and at the end of class, reserve a space for those students who need aid in particular, provided they are willing to change and seek help needed. Sometimes there are also more shy students who do not expose their difficulties in public except upon delivery of work or even in the exam. In this case, it was found that the classroom teacher cares about shows that he is uncomfortable with the situation and discusses the student to encourage the overcoming of obstacles experienced by the student. In respondent's view, the opportunity generated in classroom learning overcomes barriers of time and space and every problem can be solved or helped individually. Differently to face, believe in distance education aids are given more extensive and widespread.

Topic 5 - Establishment of relationship between teacher and student. In the view of respondents, the convivial atmosphere with regard to the respect, confidence and promoting self-esteem and self-confidence on the part of the student is given briefly to know the life history of each student, so the personal empathy. During the interview, it was reported the story of a student with serious personal problems and that the grade of the semester, was evaluated with 0.1 and was about to give up the discipline. They talked teacher and student and then the teacher can better contextualize the meaning of that university student and how it could change your life from choices. Following the semester, while Grade B, which is the second review of the semester, the same student got a score of 10 and thanked him for the advice and intensely held discussion with the teacher. This topic could be considered the most difference between this two types of education (classroom and e-learning). The interpersonal relationship enhances learning opportunities and enables often change or recovering student, who believes not occur similarly in e-learning education.

Topic 6 - Channels of communication, negotiation, participation and construction. One of the teachers interviewed believe that the negotiation and construction practices in the classroom are similar in all forms of education, especially in stiffness in negotiating dates set. The class participation in seminars or in chat rooms on the Internet can sometimes be similar for evaluation.

Topic 7 - Enhancement of student autonomy. In the opinion of respondents, on the one hand the affection is much more evident in classroom teaching, on the other hand the autonomy of students in e-learning education is a determinant characteristic in the e-learning education. The incentive to search for information on alternative means such as the internet, audio-visual, images, Second-Life, part of the virtual learning environment. Students from one side of the monitor, teachers from others and both can be in several places. The search for content covered in class in e-learning education beyond the classroom and virtual space brings her distinct elements, according to individual autonomy and motivation of students and teachers.

Topic 8 - Assessment of skills, efforts, skills and processes. Corroborating the speech of teachers in topic 3, related to Goal Setting, it was found that teachers believe that classroom assessment in classroom is more complete than the e-learning with regard to the efforts, skills and processes. In the classroom, you can combine different knowledge intrinsic, deep, internal showed by the students through gestures, expressions and body interactions among students, knowledge extrinsic shown in presentations of papers and exams. In e-learning education, the dynamic evaluation is restricted to textual formats. Throughout the semester, the professor says that could change the pace of the class as its partners evolve with the content, while in the e-learning this process is ongoing.

Topic 9 - The learning product between classroom teaching and e-learning. The product resulting from classroom teaching and e-learning education is different in the perception of the interviewee. It was evident, since the face is the "heat" of classroom relations, but on the e-learning process tends to be "cold". In the classroom, there is a constant interaction between students themselves and between students and teachers, where each individual adds to his exposure. There corporal expression, the personality that is expressed in every attitude. Even when students are tired, problems at work or personal, this is also a wealth of information. The classroom student may have the opportunity to expand their network of personal contacts between colleagues, who personally talk during breaks, makes group of work. The presence of the individual multiplies the possibilities of motivation and makes students who are committed more efficient, according to the professor. Next, we present the results of interview that

investigating the practices of learning teaching of the second Analysis Unit: the e-learning.

3.2 The Practice of Learning Teaching in E-learning Education

In this section we will present the analyzes made with the two teachers interviewed in the second Analysis Unit, on the e-learning modality.

Topic 1 - Planning. As for the planning, respondents had different opinions. One considers that the planning practice in e-learning education is different from classroom because on the e-learning the responsibility of planning is the author teacher, and in the classroom modality is by the teacher himself that administering the subject. As for the other respondent, in his view this practice is the same in both modalities, because although author teacher organizes the discipline, this development seeks to align the same aspects that are addressed in e-learning.

There is a clear divergence in this topic. On the one hand, the first respondent had an understanding of planning practice as an action performed by different actors (author teacher - responsible for developing the content of the discipline, and tutor teacher - responsible for the implementation and interaction with students during the course of discipline) and judged from that criterion to characterize them as different. For another perspective, the second respondent had another point of view for this analysis and judgment in its speech. This took into account the logic related to the content and skills covered in the course, fitting that both modalities planning practice is the same.

Topic 2 - Support student. In another perspective of the previous topic, this topic was convergence among respondents. Both pointed out that this practice occurs differently between classroom and e-learning modality. The first teacher pointed out that there is a greater possibility in e-learning interaction (student-teacher and student-student) through tools that best explain these issues to support the student. In the same way, the second respondent pointed out that this divergence between this practice occurs because of the e-learning support for students happening so timeless and continuous through dialogue over the proposed modules. Thus, the student has different way of interacting with the teacher, forum, chat, email etc, which is not observed in the classroom.

Based from this convergence among respondents, which, according to them, the e-learning method has some advantages over the classroom in this practice. That's because it offers a greater number of tools to support students with regard to do it to know, understand and be interested in the discipline. Linked to this, their ability to support timeless provides a faster return and directed to the specific questions of the student without necessarily exposing the large group, as happens in some cases in the classroom.

Topic 3 - Setting Goals. In this topic divergence occurred between the classification of respondents. The first interviewee pointed out that there is similarity between both modalities, as there is little difference in attendance since in the classrooms it usually occurs at a specific time, and on the e-learning it occurs during the course whenever you start a new module. The second believes that this practice is the same because the goal is to search for the particular range of competence and, therefore, the tasks are worked according to the skills that the course aims to develop the student, regardless the modality. Again, it is noticed that the two teachers had the perspective in their responses about this practice, different units of analysis since the first addressed issues related to the means by which the goal setting occurs, and the second reported about the focus of the objective practice, believing that perspective in both modalities are equal.

Topic 4 - Help adequate facing obstacles in education. Respondents converged in their answers. Both believe that the process helps students face obstacles where they face differs between classroom and e-learning modality. Both agree in this difference pointing out that the e-learning has greater speed in responding to students' questions, and have a more personalized and individualized. It is believed that the convergence of respondents occurred since the e-learning modality has a platform that is intrinsic to the modality, allowing work to more targeted and individualized responses to students. While in the classroom that may inhibit student more afraid of being exposed in front of the large group classroom.

Topic 5 - Establishment of relationship between teacher and student. In this regard, respondents agreed that there is a difference in establishing relationship between teacher and student. As justification, pointed out that unlike the classroom, in the e-learning education environment is established based on the interaction of different tools available, always in search of the proximity and the possibility of more individualized relationships. It is believed that this convergence in response can be explained because the e-learning provides a larger relationship and interactions between students and teachers and between students themselves, making this relationship occurs informally and flow better.

Topic 6 - Channels of communication, negotiation, participation and construction. In this topic, while one of the teachers pointed similarity, another highlighted the difference between the two modalities. The first respondent justifies its classification reporting that, in its view, the small differences are the means by which this practice occurs. In e-learning education, for example, there are chats and forums, but overall in both modalities it is similar. The second teacher points out that this practice differs between the two modalities, because in the e-learning, the communication channels are all virtual and asynchronous majority. The only synchronous activity is doubt chat, that is, by the way, rarely used by students. It is notice that in view of teachers this practice is not equal due to the possibility that the e-learning education modality provides in terms of variety of means, while in classrooms does not.

Topic 7 - Enhancement of student autonomy. Were met divergence between the responses of the interviewees. While the former believes that this practice is different, the second sees it as similar. In the context of the first classification is highlighted that the e-learning leverages more student autonomy due to the intrinsic characteristics of the modality. The second, points out that there are some tools in e-learning education that can enhance that, unlike the classroom that is less flexible. Note that the divergence between the teacher appears because the first emphasizes the difference between the modalities, already second only indicates that the part of the tools and logic of e-learning are more conducive to this practice occur.

Topic 8 - Assessment of skills, efforts, skills and processes. Again the respondents differ in their opinions regarding this practice. While one point that they are different, the other believes that are similar. The first interviewee pointed out that they are different, because in the e-learning education course evaluation has practically already structured by the author teacher, while in classroom who develops the plan is the same teacher who runs the discipline. The second respondent indicated that seek to assess the same competencies in e-learning education and classroom, with varying details of the assessment with regard to what was being worked on by e-learning discipline or classroom. Were note that the difference between the answers of respondents considered arises because different perspectives in their responses. While

the first answer considering the actor who performed the evaluation, the second considered the product generated by it.

Topic 9 - The learning product between classroom teaching and e-learning. Teachers differed in their responses. The first indicated that visualizes difference in this practice in front of the two modalities, because believes that it is clear that those who fit the e-learning modality go very well and those who do not adapt are going very badly. In the classroom, this process is not as extreme. The second indicated similarity because only differ in small dots due to the characteristics of each modality, regarding that the interaction in the classroom modality is easier, because it is personally. However, if the student has interest and seek knowledge as well as the continuous interaction with the teacher and students, the product can be equal. Were found that, while the first difference relates issues related to intrinsic characteristics of the modality, the second points to issues concerning the profile of each student.

3.3 The Practice of Learning Teaching 80% e-learning combined with 20% e-learning.

In this section, we present the results of interviewed conducted with three teachers who belong to the third Analysis Unit, a mixed mode where 80% of the course is made occurs in person and 20% e-learning.

Topic 1 - Planning. Two respondents said the practice of planning is broadly similar, but with minor adjustments. Among these, one said the change is made in exercises and activities proposed. For the third respondent is the difference in the proposed activities, but planning is similar. Once it became clear that despite agreeing on the similarity between the classroom and e-learning in planning the teaching performance, the differences seem to occur in the selection of activities and exercises themselves.

Topic 2 - Support student. In this topic, two teachers responded be similar. Both agree that the physical presence provides monitoring each student, while on the e-learning support is done in writing. The third respondent, who found differences in student support, said the review of the student and the controls are more consistent in e-learning education compared to classroom. We observed no correlation between the three respondents, however the advantage of e-learning education suggested by the third could be explained by the features that the platform provides used.

Topic 3 - Setting Goals. The three respondents agree that setting targets is made equally. However, the third respondent added in response to the idea that the learning agreement is done in an informal manner with the participation of students in this type of education.

Topic 4 - Help adequate facing obstacles in education. The three respondents agreed that aid students occurs differently between classroom and e-learning. As one respondent explained the difficulty of technical problems the platform, another commented that e-learning education provides a student's individualized care where this would be more exposed, the reverse of what occurs in the context of the classroom.

Topic 5 - Establishment of relationship between teacher and student. In this topic, the first respondent stated an interesting fact, the answer that some e-learning students have difficulty to express themselves academically. As for the second respondent, the approach adopted in the classroom and in e-learning education are equal, since the rules are passed on the first day of class as a "relationship contract". Also for the third respondent to establish the relationship between teacher and student is very similar to the relation constructed, varying only in some ways to that.

Topic 6 - Channels of communication, negotiation, participation and construction. Two teachers said they were similar and the third said that such a process in e-learning education is more flexible on dates and evidence of work because in the classroom, the dates are the same for the entire university. The results showed that, although there are both convergent and one divergent responses, it can be stated that the communication channels are similar to each other, because for the respondent who claims to be different because of a rule of the institution and not by the mechanisms of e-learning .

Topic 7 - Enhancement of student autonomy. The three respondents said no difference, arguing that the e-learning requires and challenges students to develop their autonomy during learning. One respondent added his statement justifying the policy pedagogy: "(...) in classroom, in general, the students viewed the teachers as exhibitors of knowledge." It seems clear, in the view of respondents, which provides e-learning education students greater autonomy in the construction of knowledge. This argument is converging with the literature findings (MORAN, 2000; ZIDAN, 2011) suggest that the combination of e-learning and classroom strategy to shorten distances and facilitate communication between teacher and student.

Topic 8 - Assessment of skills, efforts, skills and processes. For the first and third respondent teachers, evaluations are the same in both approaches. As for the second, assessments differ because the in the e-learning, evaluation is composed by participation in forums and essay tests, and write exam has greater weight in the final grade. We conclude by analyzing the three respondents that although the response of the second respondent, there will be difference in the evaluation, because the composition of the note and the weights assigned to each activity variables are left to the discretion of the teacher. Structurally, there is no evidence that e-learning education and classroom different regarding student assessment according to the answers.

Topic 9 - The learning product between classroom teaching and e-learning. For the first and third respondent the result is similar and it is dependent on the degree of commitment of the student. The second interviewee considered different between classroom learning and e-learning education arguing that classroom students are more integrated and motivated in relation to e-learning education. It is noteworthy that it is not possible to say that, the for the three respondents the result is similar. However, it can be said that for them the result of learning is directly associated with the dedication of the student and not the learning environment.

4. Conclusions

This paper aimed to investigate how strategies of learning practices are adapted to an environment in the classroom teaching environment for e-learning education (distance education). To lead the discussion built up a semi-structured interview divided into nine topics of analysis. This questionnaire was formulated from the literature review and subsequently validated with two experts teaching in higher education. As part of the method, in-depth studies were conducted with e-learning teachers, e-learning and classroom teacher, and classroom teachers, allowing thus develop three units of analysis for the preparation of this article.

The result of the discussion and the interviews allowed some considerations more significant. Firstly it was noted disagreement as to the responses of teachers belonging to the same units of analysis studied on the nine topics. The results suggest that there was no consensus not only among teachers of the same units, but also among teachers of different units, when comparing their answers. Another important aspect highlighted in the survey, which was the unit of analysis 80% e-learning and 20%

classroom, there was a part of three respondents no response converging to the same point of analysis.

In the development process of the research, there were some limitations to the study, among which we highlight two. The first refers to the existence of natural peculiarities of the specific case studied in UNISINOS in terms of e-learning, classrooms and combined (80% e-learning and 20% classroom) education methodologies, preventing a generalization of the analysis and results. The second limitation relates to possible specific point of view when investigating only the teachers and do not envision the prospect of students in the teaching-learning process in relation to the adaptation of these practices. Despite these limitations pointed out, it can be observed qualitatively as those practices are adapted in one mode to another.

The survey results showed significant differences, present in the analysis of each unit of analysis regarding the nine topics covered between the e-learning modality compared to classroom. That is, there seems to be indications that, although the means are different, the result is very similar. As the possibility of future jobs, envisions the possibility of extending the number of respondents, as well as understand how this occurs in the context studied in another case. Nevertheless, it is believed that a perspective from students would be a great learn opportunity on this process of understanding how the practices are adapted from learning teaching environment for a classroom environment teaching to e-learning education.

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