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Establishment of Satellite Schools

Motricity in Autism Spectrum Disorder

Highlights

The Level of Emotional Intelligence

Adult Education & Evaluation Methodology

Discovering Thoughts, Inventing Future

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O Corpo Ganha Lugar Na Educação Inclusiva: Um Olhar Para A Motricidade No Transtorno Do Espectro Do Autismo (TEA)

By Elizabeth Rodrigues De Oliveira Pereira, Ediclea Mascarenhas Fernandes, Dr. Helio Ferreira Orrico, Sandra Regina Barbosa, Sonia Mendes, Luciana Perdigão & Franklin José Pereira

Universidade do Estado do Rio de Janeiro

Abstract- PEREIRA, Elizabeth Rodrigues de Oliveira. *The body takes place in Inclusive Education:* a look at the Autism Spectrum Disorder Motor Skills. 2020 Dissertação (Mestrado em Educação, Cultura e Comunicação) – Faculdade de Educação da Baixada Fluminense, Universidade do Estado do Rio de Janeiro, Duque de Caxias, 2020.

This research concerns to Autism Spectrum Disorder (ASD) children and adolescents teaching-learning process Disorder (ASD) children and adolescents with emphasis on the student's potential and not what is lacking. The main aims of this study are for analyzing the importance of motor skills for the ASD learner to develop, as well as to discuss the inclusive perspective and to reflect on the traditional teaching method and on a teaching that treats the body in a perspective seen in a broader and less stereotyped language, referring to Henri Wallon readings who guides the work with the human being in a global way, Vigotski and the man's conception as someone who transforms and is transformed in relationships arising from a particular culture, respecting and recognizing the differences, and Michel Foucault regarding the "discipline and docile bodies notion" due to the fact that the school is compared to the barracks, prisons, hospitals, because of employed hierarchy and normalizing sanctions.

Keywords: *autism spectrum disorder. inclusive special education. body. learning.*

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O Corpo Ganha Lugar Na Educação Inclusiva: Um Olhar Para A Motricidade No Transtorno Do Espectro Do Autismo (TEA)

Elizabeth Rodrigues De Oliveira Pereira [α], Ediclea Mascarenhas Fernandes [σ], Dr. Helio Ferreira Orrico [ρ], Sandra Regina Barbosa [ω], Sonia Mendes [¥], Luciana Perdigão [§] & Franklin José Pereira [χ]

Resumo- PEREIRA, Elizabeth Rodrigues de Oliveira. *O Corpo ganha lugar na Educação Inclusiva:* Um Olhar para a Motricidade no Transtorno do Espectro Autista (TEA). 2020. Dissertação (Mestrado em Educação, Cultura e Comunicação) - Faculdade de Educação da Baixada Fluminense, Universidade do Estado do Rio de Janeiro, Duque de Caxias, 2020

Esta pesquisa é concernente ao processo de ensino-aprendizagem das crianças e adolescentes com Transtorno do Espectro do Autismo (TEA), com ênfase no potencial do aluno, e não o que lhe é deficitário. Os principais objetivos deste estudo são analisar a importância da motricidade para o educando com TEA desenvolver-se, além de discutir a perspectiva inclusiva e refletir sobre o método do ensino tradicional e sobre um ensino que trate o corpo numa perspectiva vista sob uma linguagem mais ampla e menos estereotipada, remetendo às leituras de Henri Wallon, que orientam o trabalho com o ser humano de forma global, Vigotski e a concepção de homem como alguém que transforma e é transformado nas relações decorrentes de uma determinada cultura, respeitando e reconhecendo as diferenças, e Michel Foucault, no que concerne à noção da "disciplina e corpos dóceis", devido ao fato da escola ser comparada aos quartéis, prisões, hospitais, por conta da hierarquização e das sanções normalizadoras empregadas. O corpo que ganha o lugar na Educação, é aquele cuja concepção já foi repleta de incertezas e críticas; poderia ser relativo a todo corpo, porém é o TEA que assume sua posição nesse contexto intelectual e físico, transformando o paradigma biomédico arraigado durante tanto tempo, em uma concepção emancipatória no cenário educacional. Para a realização do presente estudo, uma escola pública da rede municipal de Duque de Caxias, situada no 3.º Distrito, foi escolhida por ser o 2.º Polo de Educação Especial Inclusiva, primeira unidade de ensino a ser adaptada na década de 1990 para a implantação das classes. Através da Lei Berenice Piana ou Lei 12.764/12, entre outras legislações abordadas nesta pesquisa, o TEA teve assegurado seu direito a todas as políticas de inclusão no país. A perspectiva do estudo possibilita a conscientização em torno do TEA, assim como otimizar sua inclusão escolar. Como Metodologia, foi realizada uma Observação Participante, com um registro de campo, entrevistas semiestruturadas com os responsáveis e professores das classes regulares e de Atendimento Educacional Especializado (AEE) no intuito de analisar a construção do conhecimento no TEA e sua relação com o que é vivenciado na Escola e na Família. A escola pesquisada oportuniza o educador a vivenciar abordagens diferenciadas, colocando-se no lugar dos educandos com autismo, auxiliando-os a interagir sem imposições, respeitando suas singularidades; bem como escuta às famílias, conforme os resultados obtidos, abrindo espaço para concepções, metodologias e perspectivas para educação inclusiva de alunos com TEA.

Palavras-chave: transtorno do espectro do autismo. educação especial inclusiva. corpo. Aprendizagem.

Abstract- PEREIRA, Elizabeth Rodrigues de Oliveira. *The body takes place in Inclusive Education:* a look at the Autism Spectrum Disorder Motor Skills. 2020 Dissertação (Mestrado em Educação, Cultura e Comunicação) – Faculdade de Educação da Baixada Fluminense, Universidade do Estado do Rio de Janeiro, Duque de Caxias, 2020.

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among what is experienced at school and family. The researched school gives to the educator an opportunity for experiencing different approaches putting himself in students with Autism's place helping them to Interact without impositions, respecting their singularities, as well as listen to the families, according to obtained results, opening space for conceptions,, methodologies and perspectives for ASD students inclusive education.

Keywords: autism spectrum disorder. inclusive special education. body. learning.

I. Introdução

A inclusão é uma luta contínua e árdua que deve ser de todos, permitindo que em seu interior, a pessoa com deficiência possa desenvolver-se e mostrar sua relevância como membro participante e importante neste mundo. A pessoa com deficiência não necessita ser vista como um ser diferente a se estudar, e sim como um ser humano pleno de seus direitos como cidadão inserido no contexto sociocultural, participando, interagindo, comunicando-se com independência e autonomia, rompendo com o prisma paternalista pelo qual ainda é rotulado.

O Autismo, hoje denominado Transtorno do Espectro do Autismo ou TEA, sempre me despertou o desejo de pesquisa, e após a leitura de um livro da Prof.ª Regina Leite Garcia (2002), intitulado "O Corpo que Fala Dentro e Fora da Escola", onde são abordados vários artigos a respeito do corpo num contexto geral, refleti sobre o educando com TEA no ambiente escolar, assim como as transformações ocorridas para a sua integração não só no contexto educativo, mas, na cultura na qual encontra-se inserido.

Por outro lado, outro autor também chamou minha atenção quanto à questão do rechaço a qualquer forma de discriminação, e em outro ponto a "docilização dos corpos": Michel Foucault. Neste estudo, o corpo e seus usos na escola mediante as práticas pedagógicas utilizadas, remete à reflexão de como os dispositivos disciplinares e biopolíticos[1] historicamente, naturalizaram-se nas instituições escolares na forma de mecanismos de controle sobre os corpos.

Segundo Probst e Kraemer (2011) o ponto de partida desta análise, é a hipótese de que a noção de corpo, da qual a escola se apropria, não é algo dado, que o corpo é construído historicamente, podendo variar de uma sociedade (cultura) para outra, de uma época para outra. Os dispositivos de disciplina e biopolítica[2] controlam e massificam os seres humanos, enquanto que o ato de ensinar não é só "transferir conhecimento", e educar é "saber escutar, reconhecer que a educação é ideológica, disponibilidade para o diálogo e querer bem aos educandos", no pensamento de Freire (1996).

A noção de "corpo", na presente pesquisa, é concernente à uma emancipação, ou seja, uma ruptura com a visão fragmentada do ser, o corpo visto, não como fonte de pecado, nem como degradação, mas, capaz de ter "voz", mesmo quando esta não puder manifestar-se da forma cotidiana nos educandos com TEA, cujo nível de severidade está entre 2 e 3 na classificação do DSM-V, onde há necessidade de suporte para ser compreendido (RIOS, 2015).

O corpo que ganha o lugar na Educação, é aquele cuja concepção já foi repleta de incertezas e críticas; poderia ser relativo a todo corpo, porém é o TEA que assume sua posição nesse contexto intelectual e físico. A lógica inclusiva valoriza o educando e a construção de seu conhecimento, rompendo com a tradição autoritária e o controle corporal criticado por Foucault, no intuito de manter a liberdade, o diálogo e a interação.

Veiga-Neto (2003) coloca que, com base em Foucault, se pode compreender a escola como eficiente dobradiça, capaz de articular poderes que nela circulam com os saberes que a enformam, e nela se ensinam, sendo eles pedagógicos ou não. E acrescenta que o referido teórico não é um "salvacionista", tampouco um remédio para a Educação, nem para o mundo, mas, sem dúvida, um grande estimulador.

A escolarização dos educandos com TEA representa um desafio devido à variabilidade do quadro, no qual se apresentam indivíduos em aspectos e graus diversos, com destaque para a comunicação, aprendizado, adaptação em atividades de vida diária e nos relacionamentos pessoais, havendo alguns com bastante dificuldades na interação, enquanto outros aceitam-na de forma passiva, porém resistentes à manutenção desta interação, de acordo com Klin (2006).

Este trabalho apresenta como objetivo principal, discutir a inclusão do educando autista na instituição escolar, no que concerne à motricidade, uma vez que o TEA ou Transtorno do Espectro do Autismo requer um olhar mais sensível e estratégias que

[1] Biopolíticos: Relativos à Biopolítica e seus mecanismos.

[2] Biopolítica: Ciência interdisciplinar que estuda a integração e reconciliação da sociedade moderna e de suas instituições com a infraestrutura de apoio orgânico básico (natureza, clima, saúde do solo, pureza das águas,etc).Termo utilizado por Michel Foucault em "A Vontade do Saber", de 1976, relacionado às formas de poder (e de poder-saber) sobre os processos vitais nos campos da saúde, da higiene, da produção e reprodução. (https://www.arca.fiocruz.br/handle/icict/25699).

O termo biopolítica, em Foucault (1999), designa um modelo de poder que, ao ser exercido não governa apenas os indivíduos por meio de disciplinas, mas passa a ter o foco no governo de toda a população. POI - É S I S – REVISTA DO PROGRAMA DE PÓS-GRADUAÇÃO EM EDUCAÇÃO – MESTRADO – UNIVERSIDADE DO SUL DE SANTA CATARINA, Tubarão, Número ESPECIAL: Biopolítica, Educação e Filosofia, p. 103 - 119, 2011).

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respeitem as características inerentes aos seus diversos comportamentos.

Wallon, Vigotski e Foucault e seus pensamentos, são citados devido à grandiosidade de suas obras, ressignificando saberes, cada um exprimindo suas concepções, buscando pontos em comum no intuito de reestruturar o processo educativo. Vigotski, apud Cunha (2017), cita que o ambiente escolar quando preparado e adequado à diversidade discente, é surpreendentemente progressivo no estímulo de vivências. O pensamento de Foucault abordando criticamente a disciplinarização dos corpos traz-nos a reflexão sobre o que pode ser mudado no ambiente escolar diante da Educação Especial Inclusiva. Wallon completa essa matriz, com o intuito de analisar a questão do corpo com o TEA e as práticas pedagógicas.

O corpo na escola é um referencial para todas as disciplinas, além de ser um corpo em movimento, deseja conhecer-se e ser conhecido, de dominar suas estruturas motoras. Se for um corpo fragmentado, reprimido, não conseguirá transpor-se, permanecendo apenas numa "visão reducionista e dicotômica de homem e de corpo", no pensamento de Cornelsen (2007). A noção de "corpo integral" se fez presente durante toda a observação realizada na escola, diante das práticas educacionais apresentadas, as quais valorizaram a criatividade e a espontaneidade de cada educando com TEA.

Dessa forma, corpo do educando com TEA, surge no cenário educacional para oportunizar o reconhecimento de seus saberes, através de seus "corpos indóceis", suas expressões e vivências, viabilizando novos olhares acerca de seu desenvolvimento. Daí, o intuito de pesquisar e analisar o trabalho realizado na E. M. Santa Luzia, localizada no bairro Parque Equitativa, 3º Distrito do Município de Duque de Caxias/RJ, com a Educação Especial concernente à motricidade dos educandos com TEA matriculados na instituição e as mudanças pelas quais a escola passou, que apesar de seu espaço físico apresentar-se pouco acessível, com salas das classes regulares e classes especiais com quadros, tabelas, prateleiras com jogos e materiais didáticos, mas, ainda desprovidas de recursos tecnológicos, possui uma rampa entre os dois corredores principais que se encontram em níveis diferentes, um banheiro adaptado para cadeirantes e pessoas com dificuldades motoras, avisos e indicações em língua de sinais; porém, todo o corpo docente e a comunidade local estão atuantes na Educação Inclusiva, participando de reuniões, encontros, auxiliando a escola na difusão dos conhecimentos e ideais.

a) *Dos estudos de Kanner e Asperger ao Cid-10 e Dsm-V: um percurso histórico*

O termo Autismo originário do grego "autós", significa "de si mesmo", sendo empregado pela primeira vez pelo Psiquiatra suíço Eugen Bleuler, em 1911, o qual tentou descrevê-la como a "fuga da realidade e o retraimento interior dos pacientes acometidos de Esquizofrenia" (CUNHA, 2012, p.20).

Em relação à etimologia da palavra, de acordo com os autores Lotufo, Muller-Granzotto e Muller-Granzotto (2012), o autismo significa "a si mesmo" ou "comportamento de voltar-se para si mesmo", como ensimesmamento psicótico.

O autismo já esteve em várias categorias como síndrome comportamental, neuropsiquiátrica e/ou neuropsicológica, transtorno invasivo do comportamento, transtorno abrangente do desenvolvimento, psicose infantil, etc. (BAPTISTA E BOSA, 2007).

Na categoria de esquizofrenia e psicose infantil, o autismo apareceu nos principais manuais da Organização Mundial de Saúde (OMS), a Classificação de Transtornos Mentais e de Comportamento da CID-10 e da American PsychiatricAssociation (APA), o Manual Diagnóstico e Estatístico de Transtornos Mentais (DSM-V), permanecendo durante um bom tempo, até chegarmos à recente classificação TEA (Transtornos do Espectro do Autismo).

O psiquiatra austríaco Leo Kanner, naturalizado americano, publicou as primeiras pesquisas relacionadas ao autismo, em 1943. Kanner constatou uma nova síndrome na Psiquiatria Infantil denominada a princípio, de "Distúrbio Autístico do Contato Afetivo", devido à observação clínica de crianças que não se enquadravam em nenhuma das classificações existentes na Psiquiatria Infantil, e ao descrever onze crianças, entre 2 e 11(dois e onze) anos de idade, 3 (três) meninas e 8 (oito) meninos, Kanner observou 3 (três) categorias:

1. Inabilidade no relacionamento interpessoal;
2. Atraso na aquisição da fala;
3. Deficiências motoras;

Em 1949, referiu-se ao mesmo quadro como uma síndrome, sendo percebidas outras características comuns à maioria das crianças:

1. Sérias dificuldades de contato com as pessoas;
2. Ideia fixa em manter os objetos e as situações sem variá-las;
3. Fisionomia inteligente;
4. Alterações na linguagem do tipo inversão pronominal, neologismos e metáforas;

Enquanto Kanner se aprofundava em Autismo, o médico austríaco Hans Asperger observava crianças com um quadro semelhante ao descrito por seu colega, mas, que apresentavam características diferentes, concernentes à presença de intelectualidade e uma maior capacidade de comunicação, o qual Asperger denominou-o de Psicopatia Autista (CUNHA, 2012, p.22).

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Todavia, mais tarde, levou seu nome, cobrindo características que não foram levantadas, incluindo casos de comprometimento orgânico. Porém, ressaltou que as crianças descritas em seus estudos, eram dotadas de inteligência superior e aptidão para a lógica e a abstração, apesar de interesses excêntricos.

As crianças diagnosticadas com Síndrome de Asperger são consideradas por muitos como "autistas de alto funcionamento", às vezes chamadas de "savants" (sábios), as quais denotam inteligência global normal, mas é comum que sejam desarticuladas, com habilidades raras e dificuldades extremas.

Normalmente possuem aptidões matemáticas e excelente memória para guardar datas e números, desenvolvendo também obsessões compulsivas. Devido ao fato de não apresentarem deficiência mental ou problemas na fala, estas pessoas podem levar uma vida com qualidade, mesmo com alguma perda na área socioafetiva. E a partir de Kanner, muitos outros pesquisadores surgiram e foram aos poucos, registrando suas ideias hipotéticas sobre a origem do autismo e dos conceitos traçados, advindos de suas experiências com pessoas acometidas pela síndrome (ORRU, 2012; CUNHA, 2017).

Romero (2016) cita que em 1976, o psiquiatra Ritvo, passou a considerar o autismo como um distúrbio do desenvolvimento. Outra psiquiatra, LornaWing, especificou 3 (três) áreas deficitárias da pessoa com autismo, a saber:

1. Imaginação;
2. Socialização;
3. Comunicação; de acordo com Pereira (2012), estas áreas são conhecidas como Tríade de Wing.

Teixeira (2013) aponta para a área da imaginação do indivíduo autista com ausência do conceito "Teoria da Mente", ou a capacidade que o ser humano tem de ser colocar no lugar do outro, reconhecendo emoções por suas expressões faciais, corporais e seus comportamentos.

Klin apud Romero (2006) relata que outro psiquiatra, Michael Rutter, em 1978, propôs quatro critérios para a definição do autismo, que são:

1. Atraso e desvios sociais, não só como função de retardo mental;
2. Problemas de comunicação, novamente não só em função de retardo mental associado;
3. Comportamentos incomuns, tais como estereotipias e maneirismos;
4. Início antes dos 30 (trinta) meses de idade. Outras referências de pesquisadores como Simon Baron-Cohen e Uta Frith consideram o autismo uma patologia caracterizada por déficits em módulos cognitivos (BRASIL, 2013).

Conforme Moraes et. al (2017), a frequência dos diagnósticos de TEA vêm aumentando por décadas, mas pesquisadores não concordaram se a tendência é um resultado de uma maior conscientização, detecção aprimorada, definições em expansão, um real aumento na incidência, uma combinação destes fatores ou a natureza complexa destas alterações nas desordens que mudam suas definições clínicas no decorrer do tempo.

Orrú (2009, p. 25) relata que com o crescimento de pesquisas sobre o assunto, o autismo foi classificado pela 1ª (primeira) vez, no Manual Diagnóstico e Estatístico passou a denominar dos Transtornos Mentais, DSM III, da Associação Americana de Psiquiatria (APA), em 1980, como Transtorno Global do Desenvolvimento (TGD). Depois, Transtorno Invasivo do Desenvolvimento (TID).

A Classificação Estatística Internacional de Doenças e Problemas Relacionados à Saúde - CID-10 - mantida pela Organização Mundial de Saúde (OMS), conceituou Transtornos Globais de Desenvolvimento como:

> Grupos de transtornos caracterizados por alterações qualitativas das interações sociais recíprocas e modalidades de comunicação e por um repertório de interesses e atividades restrito, estereotipado e repetitivo. Estas anomalias qualitativas constituem uma característica global do funcionamento do sujeito em todas as ocasiões.

No ano de 1994, no Brasil, a Política Nacional de Educação Especial adotou o termo, Condutas Típicas, para designar alunos que com síndromes, quadros psicológicos, neurológicos ou psiquiátricos que ocasionassem atrasos no desenvolvimento e prejuízos no relacionamento social, que necessitavam de atendimento educacional especializado, segundo Romero (2016).

Em 2009, com a reelaboração do mesmo documento, denominado de Política Nacional de Educação Especial na Perspectiva Inclusiva, o termo Transtorno Global do Desenvolvimento, (TGD), passou a ser utilizado, de acordo com Fernandes et al. (2009, p.155).

O Autismo não é mais considerado como um tipo de psicose, nem esquizofrenia; trata-se de um Transtorno Invasivo do Desenvolvimento (TID), e atualmente, um Espectro (BRASIL, 2013, p. 24). Por existirem diferentes manifestações comportamentais e vários graus de acometimento, o DSM V, da Associação Americana de Psiquiatria (APA), publicado no ano de 2013, denominou o Transtorno do Autismo como Transtorno do Espectro Autista, agrupado dentre os Transtornos do Neurodesenvolvimento (BRASIL, 2013).

Na data de 27 de Dezembro de 2012, foi recentemente sancionada no Brasil, a Lei Nº 12.764, conhecida como Lei Berenice Piana[3], que instituiu a

[3] A lei n.º 12.764 (BRASIL, 2012) ficou conhecida como Lei Berenice Piana, nome da mãe de uma criança autista que lutou pela sua aprovação, estabeleceu o autismo como deficiência, com direito a ações e serviços, com vistas à atenção integral às suas necessidades de saúde e escolarização, incluindo: diagnóstico precoce;

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Política Nacional de Proteção dos Direitos da Pessoa com Transtorno do Espectro do Autismo, reconhecendo as pessoas com TEA como pessoas com deficiência, para todos os efeitos legais (BRASIL, 2013). A lei ora sancionada, ao tempo em que protege, elimina toda e qualquer forma de discriminação, reafirmando todos os direitos de cidadania deste público alvo. O mencionado marco legal foi apresentado na seção secundária 1.3.. Este é importante para viabilizar, direitos a um diagnóstico precoce, tratamento, terapias e medicamento; acesso à educação; à proteção social (benefícios, cuidados e moradia); ao trabalho e às provisões adequadas de serviços que lhes propiciem a igualdade de oportunidades(COLAÇO,2018).

b) A educação especial e sua trajetória

Fernandes e Glat (2005) relataram que a educação de alunos com necessidades educativas especiais[4], hojePcDs (Pessoas com Deficiência) nas décadas de 1970 e 1980 ainda era calcada num modelo de atendimento segregado, com metodologia de forte ênfase clínica e com currículos próprios.

Resultante da mudança de paradigma do modelo médico para um modelo educacional, a ênfase não era mais na deficiência intrínseca do indivíduo, mas sim nas condições do meio em proporcionar recursos adequados à promoção do desenvolvimento e da aprendizagem. A tendência mundial da luta contra a marginalização das minorias excluídas, em nosso país, começou-se a divulgar e consolidar princípios que nortearam a filosofia da "normalização", partindo da premissa básica, que as pessoas com deficiências, possuem o direito de usufruir as condições de vida, as mais comuns ou normais possíveis na sua comunidade, como participar das mesmas atividades sociais, educacionais e de lazer, tanto quanto as demais (FERNANDES E GLAT, 2005).

A escola pesquisada possui salas de Atendimento Educacional Especializado (AEE) para educandos com deficiências, alguns inclusos em classes regulares, revelando ser possível, a construção de novos conhecimentos, respeitando, valorizando e impulsionando as transformações no processo educativo. Em momento algum, rechaçou a convivência cotidiana entre as pessoas com e sem deficiência em seu interior, tanto na sala de aula regular quanto nas salas de atendimento especializado, garantindo acesso aos recursos e tecnologias capazes de potencializar o processo de ensino e aprendizagem quando necessário e pertinente, atendendo às singularidades de cada aluno.

Assim, a Educação Especial Inclusiva na E.M Santa Luzia, ao oportunizar a inserção dos alunos com autismo e outras deficiências, reforçou a necessidade das modalidades de ensino suplementar no intuito de ampliar a interlocução com o ensino regular, caminhando juntos para o desenvolvimento das potencialidades de nossos educandos especiais.

c) Lei Berenice Piana ou Lei 12.764: O Tea Tem Vez

Desde os anos 1970, um lema denominado "Nada sobre Nós, sem Nós", vem sendo adotado por militantes do movimento das pessoas com deficiência internacionalmente, resumindo algumas das motivações básicas do ativismo político desse grupo de pessoas, conforme Rios (2017). Não apenas direitos e benefícios no âmbito social foram reivindicados, mas, acima de tudo, o reconhecimento das pessoas com deficiência como sujeitos livres e autônomos, capazes de se posicionar e participar na tomada de decisões em distintas esferas sociais sem a interferência de terceiros, ainda nas palavras da autora.

Segundo Santos (2018), a Lei nº 12.764 de dezembro de 2012 institui a Política Nacional de Proteção dos Direitos da Pessoa com Transtorno do Espectro Autista (TEA) e as garantias, de forma específica para o seu cumprimento. Também conhecida como Lei Berenice Piana, é sem dúvida um marco no que tange a proteção das pessoas com transtorno do espectro autista. O dispositivo vai muito além de meramente estabelecer diretrizes para a proteção dessas pessoas, cujo Artigo 2º, relata que a pessoa com transtorno do espectro autista, terá direito a um acompanhante especializado nas classes comuns de ensino regulares.

Segundo a Lei,

> Parágrafo único. Em casos de comprovada necessidade, a pessoa com transtorno do espectro autista incluída nas classes comuns de ensino regular, nos termos do inciso IV do art. 2º, terá direito a acompanhante especializado.

atendimento e acompanhamento multiprofissional; nutrição adequada e terapia nutricional; medicamentos; moradia, inclusive residência protegida; mercado de trabalho; previdência e assistência social; acompanhante especializado na escola.

[4] O termo "necessidades educativas especiais" foi utilizado para designar as necessidades relacionadas aos alunos que apresentam elevada capacidade ou dificuldades de aprendizagem. Esses alunos não são, necessariamente, portadores de deficiências, mas são aqueles que passam a ser especiais quando exigem respostas específicas adequadas. A noção de necessidades educacionais especiais entrou em evidência a partir das discussões do chamado"movimento pela inclusão" e dos reflexos provocados pelaConferênciaMundialsobre Educação Especial, realizada em Salamanca, na Espanha, em 1994. Nesse evento, foi elaborado um documento mundialmente significativo denominado "Declaração de Salamanca" e na qual foram levantados aspectos inovadores para a reforma de políticas e sistemas educacionais. A Declaração de Salamanca, portanto, estabeleceu uma nova concepção, extremamente abrangente, de "necessidades educacionais especiais" que provoca a aproximação dos dois tipos de ensino, o regular e o especial, na medida em que esta nova definição implica que todos possuem ou podem possuir, temporária ou permanentemente, "necessidades educacionais especiais" (MENEZES, EbenezerTakuno de; SANTOS, Thais Helena dos. Verbete necessidades educacionais especiais. *Dicionário Interativo da Educação Brasileira - Educabrasil*. São Paulo: Midiamix, 2001). Disponível em: <https://www.educabrasil.com.br/necessidades-educacionais-especiais/>. Acesso em: 05 de nov. 2020.

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Santos (2018) ressalta, que antes da lei, as pessoas com autismo não dispunham de legislação específica para que tivessem os seus direitos de acesso à educação assegurados e o acompanhante especializado é um exemplo disso, visto que não estava previsto em legislação anterior. E continua o autor que, apesar da previsão legal, é sabido que boa parte das pessoas com TEA, só conseguem a efetiva dos seus direitos recorrendo ao poder judiciário.

Regulamentada pelo Decreto n.º 8.368, de 2 de dezembro de 2014 (BRASIL, 2014b), a Lei Berenice Piana , nome da mãe de uma criança autista que lutou pela sua aprovação, estabeleceu o autismo como deficiência, com direito a ações e serviços, com vistas à atenção integral às suas necessidades de saúde e escolarização, incluindo: diagnóstico precoce; atendimento e acompanhamento multiprofissional; nutrição adequada e terapia nutricional; medicamentos; moradia, inclusive residência protegida; mercado de trabalho; previdência e assistência social; acompanhante especializado na escola.

A Lei é um marco do uso do termo Transtorno do Espectro do Autismo (TEA) em documentos oficiais e instituiu a política nacional de proteção aos direitos das pessoas com transtorno, considerando as seguintes definições para o quadro:

I - deficiência persistente e clinicamente significativa da comunicação e da interação sociais, manifestada por deficiência marcada de comunicação verbal e não verbal usada para interação social; ausência de reciprocidade social; falência em desenvolver e manter relações apropriadas ao seu nível de desenvolvimento;

II - padrões restritivos e repetitivos de comportamentos, interesses e atividades, manifestados por comportamentos motores ou verbais estereotipados ou por comportamentos sensoriais incomuns; excessiva aderência a rotinas e padrões de comportamento ritualizados; interesses restritos e fixos (BRASIL, 2012, p. 1).

A denominação TEA também está presente em Diretrizes de Atenção à Reabilitação da Pessoa com Transtornos do Espectro do Autismo (BRASIL, 2013). Publicado pelo Ministério da Saúde, o material oferece orientações relativas aos cuidados com a saúde e atendimentos de habilitação e reabilitação às pessoas com TEA para equipes multiprofissionais que atuam na rede pública.

II. Metodologia

A abordagem aplicada na referida pesquisa é a observação participante ou observação ativa, consistindo na participação real do conhecimento da vida, seja da comunidade, de um grupo ou de uma situação determinada, na concepção de Gil (2011).

O presente estudo foi realizado a partir da visão concernente à motricidade do educando com TEA (Transtorno do Espectro do Autismo), tendo a escola como o local para auxiliar suas atividades pedagógicas, diante de projetos incipientes relativos à Educação Inclusiva, buscando a conscientização de todas as esferas sociais, a ampliação de recursos, o uso de tecnologias voltadas para a aprendizagem e capacitação, acessibilidade e bem-estar.

Para tal propósito realizaram-se visitas a uma escola municipal de Duque de Caxias, a Escola Municipal Santa Luzia, na qual estão matriculados educandos com TEA, com a finalidade de observar, pesquisar e avaliar o desenvolvimento motor mediante as atividades desenvolvidas, como também o processo de inclusão, buscando reflexões acerca das metodologias aplicadas.

Duque de Caxias é um município do Estado do Rio de Janeiro, situado na Baixada Fluminense e faz parte da região metropolitana. Tem 465,57 Km^2 de extensão e mais de 872 mil habitantes, dados do IBGE de 2010, divididos pelos quatro distritos que o compõe. Tendo as Rodovias Washington Luiz e Rio-Magé como principais vias de ligação e passagem, bem como a Avenida Presidente Kennedy, as quais abrangem, em toda extensão, os acessos aos distritos.

Economicamente, apresentou um grande crescimento nos últimos anos sendo a indústria e o comércio as principais atividades. Há cerca de 810 indústrias e 10.000 estabelecimentos comerciais instalados no município.

O Município de Duque de Caxias conta hoje com 178 escolas municipais. Toda a ideia da pesquisa no caso, a observação participante, para que esta se torne "um instrumento válido e fidedigno de investigação científica", necessita ser controlada e sistemática, implicando na existência de um planejamento cuidadoso do trabalho e uma preparação rigorosa do observador, no pensamento de Lüdke e André (1986).

Duque de Caxias traz em sua história, a implantação da Educação Especial no ano de 1979 como também o surgimento de movimentos sociais, sendo um deles a Associação de Pais de Excepcionais, o qual contribuiu na resistência para a ampliação na oferta de serviços, fiscalizando, encampando junto ao Poder Público, instituições que violavam direitos das Pessoas com Deficiência. Em 1989 com a criação da Divisão de Educação Especial da Secretaria Municipal de Educação, fóruns sociais emergiram imbuídos na comissão de estudos e propostas para a Lei Orgânica do Conselho Municipal de Direitos da Pessoa Portadora de Deficiência em 1990 e a Divisão de Atendimento aos Portadores de Necessidades Especiais da Secretaria de Ação Social, em 1991 (FERNANDES, 1991).

A pesquisa foi realizada com 10 (dez) educandos, no caso, sendo observados, 10 (dez) professores e 10 (dez) respectivos responsáveis, com o auxílio de um cronograma das visitas, de modo a

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observá-los semanalmente, no horário integral para que houvesse novidades, sem comprometer as atividades educativas. O material utilizado para a coleta de dados foi um diário de pesquisa, com a finalidade de elencar algumas questões importantes para a pesquisa, registrando os objetivos e problemas emergentes.

III. Dialogando os Resultados do Campo com Vigotski, Wallon e Michel Foucault

Para compreender o processo de inclusão na educação, os três autores supracitados estabelecem um paralelo entre suas ideias, resguardados seus campos de atuação e seus pressupostos. É sabido que Vigotski e Foucault tomaram uma posição crítica relativa às práticas de exclusão cultural e do emprego de mecanismos disciplinares derivados de uma supervalorização de uns em detrimento de direitos dos outros considerados "desviantes" (MARQUES, 2009).

Segundo Foucault (2003), a sociedade moderna impunha mecanismos desenvolvidos com a intenção de disciplinar os corpos, ordenar comportamentos através de normas e instituições, e como as diferenças eram percebidas e tratadas. Assim, o estudioso enfocou as formas de poder esquadrinhador, o qual consistia na ordenação dos espaços físico e social, com o objetivo de posicionar pessoas e/ou grupos, estabelecendo seus limites e perspectivas (MARQUES, 2009). O que dizer em relação ao pensamento de Vigotski e Wallon? Ambos defenderam que as interações sociais favoreciam a libertação das consciências envolvidas, oportunizando novos saberes. Observações realizadas durante as falas dos professores e responsáveis, remeteram ao fato que a escola é um elo de integração entre eles, que em nenhum momento prevaleceu a postura autoritária e punitiva, tanto em casa quanto na instituição, confirmando a existência de um vínculo importante e conciliador.

Sabendo que as interações sociais entre grupos heterogêneos são condições fundamentais para o desenvolvimento do pensamento e da linguagem, pensamos que quanto maior for o grupo de relações em que a criança participar, seu desenvolvimento será melhor. A escola, assim, torna-se um espaço social capaz de observar, ouvir, perceber e identificar os conhecimentos, os valores, a cultura de sua população, além de desenvolver programas educacionais apropriados, apoiando seus professores, e incluir também a família.

Dessa forma, as falas dos responsáveis e professores coadunaram-se no pensamento sobre o processo ensino-aprendizagem dos educandos com TEA, valorizando o que eles apresentam, e não aquilo que ainda lhes faltam; todo o tempo auxiliam a reestruturação mental, buscando um novo equilíbrio, novas estratégias para as atividades pedagógicas.

Como exemplos observados na Escola, durante um trabalho de Matemática na turma de 7º Ano de Escolaridade, o aluno autista de 16 anos, D., prestava atenção em toda a explicação da professora, e auxiliado pela mediadora, ia conseguindo solucionar os problemas. Num determinado momento, ao sentir o nível de dificuldades aumentar, precisou ir até a mesa da professora a fim de receber mais orientações. Conseguiu resolver mais uma vez. Conseguiu fazer sozinho, embora recorresse em alguns momentos, à mediadora e à professora. Seu colega de 17 anos, por ser mais lacônico, expressou-se com o olhar para nós e para seu caderno, com voz bem soprosa pediu-nos auxílio. Após explicações cuidadosas, ele foi respondendo às questões.

As mesmas impressões foram revisitadas nas turmas do Fundamental. No 2º Ano de Escolaridade, o pequeno de 7 anos, A., estava todo feliz por construir um autoditado sozinho, a partir de vários fonemas escritos pela professora na lousa. Ele foi associando e conseguiu fazer tudo! Depois, foi brincar com os coleguinhas de massinha, onde reproduzia objetos e até "pontes", porque tinha visto fotos que tinham pontes. No 3º Ano, o outro educando de 9 anos fez um ditado auxiliado pela professora, porém reconhecia as letras e os sons. Durante a aula de Informática, leu fonemas nas estorinhas, nos "banners", mostrando-se satisfeito com o seu desempenho. Na Classe Especial, os educandos realizaram atividades afins com o grau de dificuldades, embora D. e B., ambos de 17 anos, consigam elaborar de forma mais clara as tarefas, visto que conhecem fonemas e números, assim como formam palavras.

Os educandos J., D., R., com 9, 10 e 17 anos respectivamente, ainda não-verbais, iniciaram progressos a partir dos estímulos verbais e visuais realçados nas atividades dirigidas a eles, as quais incluíam movimentos, sons, mini-passeios, objetivando a atenção, a capacidade de observar, descobrir as novidades, estimular a imaginação.

Durante as entrevistas com os responsáveis, alguns me relataram a respeito da dificuldade em auxiliar os filhos nas disciplinas, porém, esforçam-se para esse objetivo levando-os à explicadores na própria região, recebendo orientações dos professores; alguns responsáveis possuem um grau de instrução, e tentam fazer o melhor possível pelos filhos. A questão da afetividade mais uma vez se pronuncia, desta vez dentro do círculo familiar, através das estratégias disponíveis, para que possam suprir as necessidades e estender a função da escola ensinando suas crianças e jovens. Nesse contexto, as propostas de Vigotski vislumbraram somente as potencialidades das crianças, e não seus insucessos.

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Wallon concebeu o desenvolvimento psíquico da criança de maneira dinâmica, por estágios que formam uma unidade e que seguem uma ordem necessária ao seu surgimento. Cada um deles apresenta características próprias e prepara o surgimento do seguinte, não linear, comporta retrocessos e crises; além disso, as dimensões afetiva, motora e cognitiva estão em constante comunicação (PERDIGÃO, 2014). Tudo isso corrobora com os relatos dos familiares, que em momento algum, mostraram-se insatisfeitos, e sim esperançosos com os progressos apresentados, assim como os professores, que vêm buscando novas formas de intervenções pedagógicas. Um dos alunos com TEA, D., de 16 anos, estava ensaiando a dança da Festa Julina que realizou-se na data de 19 de Julho de 2019, apesar de preferir ficar na assistência de outros eventos; no instante em que percebeu como todos esperavam por ele, sentindo-se valorizado, quis participar, estar junto com todos os colegas de turma. Isso para ele foi uma experiência gratificante e inovadora.

Na turma do Ensino Fundamental, no 7º Ano, as professoras de Matemática, Português e Geografia, costumam realizar atividades as quais alguns educandos regulares auxiliam os com TEA, como a escrita, cálculos, mapas, no intuito que essa troca propicie as relações sociais, enfrentando as barreiras e as limitações impostas pelo despreparo com o qual ainda nos deparamos. O mesmo vem sendo realizado nas turmas do 1º segmento, também auxiliado pelo professor de Educação Física.

O professor está sempre, em seu esforço pedagógico, procurando criar Zonas de Desenvolvimento Proximal (ZDP), isto é, atuando como elemento de intervenção, de ajuda, segundo a concepção vigotskiana, atuando de forma explícita, interferindo no desenvolvimento dos alunos, provocando avanços que não ocorreriam espontaneamente. Vigotski, dessa forma, resgata a importância da escola e do papel do professor como agentes indispensáveis do processo de ensino-aprendizagem. O professor pode interferir no processo de aprendizagem do aluno e contribuir para a transmissão do conhecimento acumulado historicamente pela Humanidade. É nesse sentido que as idéias de Vigotski sobre a Educação constituem-se em uma abordagem da transmissão cultural, tanto quanto do desenvolvimento (FREITAS, 2000).

Concernente ao saber dos autistas é previsível que na escola, pode potencializar a circulação de novos discursos, desmontando relações cristalizadas e viabilizando o surgimento de inovações transformadoras das práticas escolares (BIALER, 2015). Daí, outro assunto a ser explorado, é o domínio do professor sobre os educandos, pois a mudança de paradigmas oportunizou uma nova concepção em torno da autoridade dentro e fora do contexto escolar.

A diferença entre autoridade e autoritarismo consiste em que a primeira, tem a ver com o poder que as pessoas reconhecem, prestigiam e lidam com ela de forma harmoniosa, estabelecida de acordo com a situação e está baseada no diálogo, enquanto que a segunda reflete uma imposição e absolutismo, os quais interditam o processo de humanização, remetendo às pessoas à sujeição e à opressão (MARQUES, 2009, p.95).

O corpo da criança torna-se objeto de manipulação e condicionamento, onde o que fugir à norma deve ser corrigido e/ou punido, em conjunto com um tipo de saber que permite rotulá-lo como "indisciplinado ou problemático", ou um saber que pode qualificá-lo e valorizá-lo. Dessa forma, os teóricos convergem em seus pensamentos ao defenderem a inserção de todas as pessoas como agentes de mudança, diante das transformações que vêm refletindo no ambiente escolar. O educando de forma geral está aprendendo a ser mais crítico; nós, professores, não somos os "carrascos", pois também sofremos mudanças em nosso pensamento e em nossas ações, porém, solicitamos a ordem e o respeito, inerentes à educação. Os movimentos já não são mais contidos de maneira ferrenha. E de acordo com Bialer (2015), o papel da escola na inclusão de autistas, não deve ser distinto de uma de suas funções educativas: o respeito à diferença.

Tudo isso contempla para uma nova prática pedagógica, na qual o nosso compromisso como educadores de construir uma escola aberta às mudanças, não só da disciplina, seja também emissor de técnicas adequadas à diversidade presente no espaço social, valorizando a acessibilidade, extinguindo estigmas, enaltecendo a afetividade para que a Educação seja sempre para todos.

A escola pesquisada vem propiciando um ambiente acolhedor, para que os educandos com TEA possam progredir dentro das suas próprias potencialidades e aproveitamento escolar. Em conjunto com o Ensino Regular, educar todos de uma forma pela qual se sintam inseridos, oportunizar a ressignificação da Escola Pública e combater as práticas excludentes que ainda insistem em adentrar e dificultar seu verdadeiro sentido são princípios fundamentais ao processo de inclusão, vivenciado em seu interior diante da questão da heterogeneidade e da diversidade, proporcionando trocas de conhecimentos e habilidades, assim como valores importantes no reconhecimento de nossas diferenças, para que juntos possamos valorizá-las e respeitá-las, contribuindo de alguma forma, para a construção social e histórica da realidade.

Michel Foucault foi um crítico das instituições de ensino e de todas as outras que utilizam a ordem, a disciplina e o poder a fim de "criar corpos dóceis". O estudioso é base fundamental para analisar,

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diagnosticar o nosso presente, através de abordagens inovadoras para entender as instituições e os sistemas de pensamento. Corpo dócil não é sinônimo de corpo obediente. Corpo dócil significa um corpo maleável e moldável, em que a modelagem atua no nível do corpo e dos saberes, resultando em "[...] formas particulares tanto de estar no mundo – no eixo corporal –, quanto de cada um conhecer o mundo e nele se situar – no eixo dos saberes" (FOUCAULT, 2008, p.352).

Vigotski criticou certos elementos, dentre os quais o modelo tradicional de ensino, denominado por ele, de "velha escola", a qual o professor não leva em conta a experiência de vida do educando, Foucault estudando sobre a instituição de ensino usando do poder disciplinador para limitar e podar o conhecimento a ser aprendido e qualquer possibilidade de desenvolvimento pleno como sujeito, para que se adapte aos padrões preestabelecidos Ao adotar tal procedimento, desconsiderando a experiência dos educandos, a escola nega os saberes com os quais o alunado chega a ela (MARQUES, 2009, p.96).

Foucault (2003, p.174) descreveu a escola como "espaço fechado, recortado e vigiado", e mesmo com essas características, a educação vem passando por momentos de transição, proporcionando à escola, mudanças e experiências significativas. A escola pesquisada, a todo o momento, demonstrava compreender a essência do pensamento infantil e todos os seus valores sociais, baseando-se nos pressupostos dos teóricos estudados.

Wallon destaca as emoções e a linguagem como domínios funcionais no desenvolvimento da criança. Afirma ainda que o desenvolvimento da criança pode ser visto tanto por seus atributos inatos, quanto como um reflexo dos valores sociais. Nesse sentido, a educação deve satisfazer as necessidades orgânicas, relacionais, afetivas e intelectuais para que haja a construção do "eu" e sua relação com o outro e com o mundo dos objetos.

Outro exemplo foi o aparecimento de um caramujo africano num canteiro da escola, aguçando a curiosidade de outro aluno autista A., este com 17 anos. Ele, intrigado com o animal, ficou diversas vezes me chamando a atenção para que eu olhasse também. Sinalizei que aquilo era sujo, poderia trazer doenças graves, que era proibido tocar nele. Ele acatou. Andando pela quadra, viu outro menor. Novamente, chamou a atenção. De imediato, fez o sinal "não", que não podia mexer nele. Este aluno é ecolálico, embora entenda e conheça palavras, falando pausadamente.

Na sala de aula, desenhou um caramujo. Este episódio me pareceu como "tautologia" ou repetição da palavra, no caso "caramujo" para definir por meio do desenho, o tanto que ficou curioso.

Os resultados esperados estão acontecendo, porque todos os esforços cooperam para isso; com base nos três estudiosos escolhidos, concepções novas vão surgindo, os professores vão transformando suas atitudes e pensamentos, atualizando suas práticas educativas, derrubando mitos, preconceitos e receios. A E. M. Santa Luzia busca seu espaço ao contemplar as modalidades de ensino tão imprescindíveis à inclusão das Pessoas com Deficiência, para contribuir cada vez mais na difusão da Educação Especial na cidade de Duque de Caxias.

IV. Considerações Finais

As observações realizadas fizeram-me constatar o compromisso profissional dos educadores, assim como o empenho dos responsáveis em garantir a aprendizagem dos educandos com TEA, através de diversas práticas educativas. O desafio da Educação nos dias atuais, seja corroborando com a inclusão, com o respeito à diversidade, seja com a valorização da pessoa do professor, remete-nos às transformações na Escola, assim como na própria sociedade.

Dentre as 178 escolas da Rede Pública do Município de Duque de Caxias, a Escola Municipal Santa Luzia é tida como um dos exemplos a serem seguidos no que se refere à diversidade de possibilidades às crianças e jovens com Autismo, respeitando os diferentes níveis de cada um, através da oferta de Classe Especial a quem necessite dessa modalidade de ensino, assim como o apoio da Sala de Recursos juntamente com as Classes Regulares e as atividades de Educação Física, ou seja, uma Escola partícipe, atuante, preocupada com as diferenças e oportunidades inerentes aos educandos com o intuito de ajudá-los a se adaptar e superar todas essas dificuldades.

O acesso às escolas otimizou um novo olhar para a diversidade, fazendo jus ao direito da escolarização de crianças e jovens com TEA, sem estigmas, sem paternalismo, respeitando sua individualidade sociocultural. Também ressalto que a inclusão se configura como real e presente, tendo como eixo norteador a própria Lei Berenice Piana ou Lei 12764/12.

Na literatura científica foram encontrados artigos, teses e dissertações desmistificando o transtorno, narrando pesquisas novas, resultados satisfatórios, novos recursos e técnicas com o intuito de capacitar cada vez mais os profissionais envolvidos, assim como o próprio educando. Outras publicações ainda se encaminham para tal intento. O corpo do autista ao ser estimulado pode exprimir a sua maneira de se comunicar com o mundo, sendo verbal ou não, por meio de expressões e movimentos, porém, participante, intenso, mostrando-se ao mundo, afirmando seu existir.

Esta pesquisa não para por aqui; ainda há bastante assunto para ser estudado, ampliando horizontes em torno do TEA, ansiando por novos progressos. Cada vez mais, nosso olhar transponha

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obstáculos que insistem em surgir, que possamos nos espelhar em exemplos vivos de persistência, os quais nos enriquecem de sabedoria e vivências. E que outros "nascidos em um dia azul" possam preencher as lacunas desse nosso mundo com muitas cores!

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The Level of Emotional Intelligence of English Language Students with Learning Disabilities from the Point of View of their Parents

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Abstract- Emotional intelligence is an important factor in the well-being of students, whether regular students or students with learning disabilities. The category of students with LDs always face challenges to adapt and adjust in society and in the school environment. This study aimed at revealing the emotional intelligence of English language students with learning disabilities in Aseer region. The study sample consisted of (140) students with learning difficulties. To achieve the objectives of the study, the emotional intelligence questionnaire was developed and consisted of (45) items, divided into five areas: knowledge of emotions, emotional management, sympathy, empathy, and social competence. The validity and reliability of the questionnaire was ensured before application and data analysis. The results showed that the overall degree of emotional intelligence among students with learning disabilities was low. The results also found that regular students have higher emotional intelligence than students with LDs. The study recommended developing training programs to develop emotional intelligence for students with learning difficulties, and conducting a descriptive and experimental study dealing with other types of intelligence among students with learning disabilities and other special education categories and comparing them with regular students.

Keywords: *emotional intelligence, english language, students with learning difficulties.*

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The Level of Emotional Intelligence of English Language Students with Learning Disabilities from the Point of View of their Parents

Mohamad Ahmad Saleem Khasawneh

Abstract- Emotional intelligence is an important factor in the well-being of students, whether regular students or students with learning disabilities. The category of students with LDs always face challenges to adapt and adjust in society and in the school environment. This study aimed at revealing the emotional intelligence of English language students with learning disabilities in Aseer region. The study sample consisted of (140) students with learning difficulties. To achieve the objectives of the study, the emotional intelligence questionnaire was developed and consisted of (45) items, divided into five areas: knowledge of emotions, emotional management, sympathy, empathy, and social competence. The validity and reliability of the questionnaire was ensured before application and data analysis. The results showed that the overall degree of emotional intelligence among students with learning disabilities was low. The results also found that regular students have higher emotional intelligence than students with LDs. The study recommended developing training programs to develop emotional intelligence for students with learning difficulties, and conducting a descriptive and experimental study dealing with other types of intelligence among students with learning disabilities and other special education categories and comparing them with regular students.

Keywords: emotional intelligence, english language, students with learning difficulties.

I. Introduction

Goleman (2012) indicated that emotional intelligence helps an individual succeed in life, maintain healthy relationships with friends and family, as well as in the processes of social adjustment. Determining the level of emotional intelligence of children in school is necessary for teachers, parents, counselors and teachers of learning resource rooms. It provides them with an important picture of the child's performance in classroom situations, and important data on the child's personal aspects, his social and emotional skills and his level of development, which helps them to provide the child with appropriate programs and activities for their social and emotional growth and progress (Qatami, 2009).

Individuals' learning disabilities are linked to their emotional intelligence. Al-Zayyat (2007) argues that there is a close relationship between developmental learning difficulties, academic learning difficulties, and social and emotional behavior difficulties. Behaviors related to emotional intelligence became important in the field of learning difficulties. There is consensus among different organizations concerned with learning disabilities to include the definition of learning difficulties, social and emotional behavioral difficulties, and social skills difficulty as a qualitative area of consequential learning disabilities or associated with developmental and academic difficulties.

Therefore, it is important to study emotional intelligence among students with learning difficulties, as it is directly related to the educational and social difficulties that this group of students face. The purpose of this study is to reveal the differences in emotional intelligence among English language students with learning disabilities in Aseer region, Saudi Arabia.

a) Research Questions

The present study seeks to give answers to the following research questions:

1. What is the level of emotional intelligence among English language students with learning difficulties?
2. Are there any statistically significant differences at (α=0.05) between the level of emotional intelligence among students with learning disabilities and regular students?

b) Significance of the Study

The significance of the current study is determined in two aspects:

The theoretical significance: Identifying the differences in emotional intelligence and its level among students with learning disabilities will add an important aspect in defining the concepts of learning difficulties. This will happen by shedding light on an important topic that combines cognitive mental abilities on the emotional side and the social behavior of students with learning difficulties. This study may provide educational and psychological literature in the field of human intelligences and the field of learning disabilities by focusing the research on concepts and theories of emotional intelligence for the category of students with learning disabilities and regular students.

The practical significance: This study will inform those in charge of special education programs in the Ministry of Education to design programs that develop emotional intelligence among students in general, and students

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with learning disabilities in particular. The study will also direct the attention of researchers and specialists in this field on one of the aspects of learning disabilities related to emotional intelligence.

c) Delimitations of the Study

Human limitations: This study was limited to students with learning disabilities and regular students in Aseer region, Saudi Arabia.

Spatial limitations: This study was applied in the elementary schools within the Educational Administration in Aseer region.

Time limitations: This study was applied during the second semester of the academic year 2020-2021.

II. Literature Review

This literature review includes educational and psychological literature related to learning disabilities and the characteristics of this emotional and social group, and their impact on human intelligence. This section explains modern theories on multiple intelligences and the types of human intelligence, and then reflects on the topic of emotional intelligence, and its relationship with learning difficulties.

a) Learning Disabilities

Learning disabilities as a type of disability are relatively recent. This term gained popularity in the mid-sixties and early nineties, and research in it extended to several other branches of science such as psychiatry, neurology, psychological counseling, and the field of people with special needs.

Hallahan & Mock (2013) pointed out that learning disabilities are defined according to the National Advisory Committee on Handicapped Children (1968) as disorders in one or more of the basic psychological processes, which entail understanding or using language, whether verbal or written. This disorder becomes apparent as the inability to listen, speak, read, write, spell, or do mathematical operations.

b) Emotional Intelligence

Emotional intelligence is "the ability of the individual to control impulses, whims, and the ability to read and understand the feelings of others, and to deal with flexibility in the relationships with others." Bar-On (2000) defines emotional intelligence as "the ability of the individual to understand, know and describe himself, to know, understand and relate to others, and to deal with strong emotions and control his impulses, and prepare for change and solve various problems, whether on the personal or social level."

When the theory of multiple intelligences, which includes eight types of intelligence, emerged, it greatly affected the field of learning difficulties. It considered any individual as an integrated person, and if he had deficiencies in a particular field, he would have strengths and creativity in other areas, which leads to a focus on aspects of strength and addressing areas of weakness (Armstrong, 2013).

The importance of the theory of multiple intelligences in explaining the learning difficulties of individuals emerges in terms of the necessity not to view some of the difficulties of individuals as being an obstacle to their creativity and superiority in other areas. A student could be superior in academic performance and could suffer from a series of failures in academic achievement, but it may appear in various other and multiple fields. This may lead teachers and those in charge of the educational process to the need of diversification in the different teaching methods, which are suitable with their different abilities, according to the intelligence that characterizes each individual, and the loss of their abilities and preparations, and this in turn may reduce the problems facing the student.

c) Previous Studies

Ibrahim and Ghanayem (2020) investigated the contribution of emotional intelligence components of predicting social behavior for people with nonverbal learning difficulties in the primary. The study was applied to a sample of 20 male and female students from a primary school in Eltal Al-Kabir city in Ismailia. They were divided into two groups, experimental and controlling group, each of 10 students. This study used the descriptive method and quasi-experimental as well. The findings of the study showed that components of emotional intelligence contributed in predicting positive social behavior among primary school students with nonverbal learning difficulties.

Elsebaey (2019) identified the impact of a training program based on the skills of emotional intelligence in improving the quality of life and the improvement of optimism among a sample of fifth grade students with learning disabilities. The study included a sample of 20 students from the fifth grade of girls' primary school with learning difficulties in reading, divided into 2 groups, experimental and control groups. To find the significance of differences between the mean score, a t-test was used. The quasi-experimental method and the quasi-experimental design was used in this study. This study concluded that the used program has contributed to the development of the sense of quality of life, and also the ability of the individual to process his emotions, feelings, letting go of negative emotions helps to increase the feeling of joy, happiness, calmness, tranquility and reassurance.

Aljumaiah (2018) investigated the level of emotional intelligence among some students with learning difficulties. The study sample consisted of 72 students aged between 10 and 12 years old, this study applied and modified the emotional intelligence scale designed by (Aldidi) and it consists of (63) paragraphs that measure student's emotional intelligence level. This

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study followed the descriptive survey method. The results of the study showed that the average answers of the study sample individuals ranged between low, medium and high.

Rivera-Pérez et al (2020) inspected the relations between cooperative Learning and emotional intelligence in physical education. The study also aimed to discover and compare the using cooperative learning in primary education, secondary education and baccalaureate. The sample of this study consisted of 1332 students (682 males and 650 females), from 13 different schools in Southwest Spain. The participants had to complete emotional intelligence questionnaire in physical education and a cooperative learning questionnaire. This study followed the quantitative method. The results showed the positive association observed between cooperative learning and emotional intelligence. Therefore, it was recommended that teachers should be trained in cooperative learning and its implementation. In addition, teachers should use cooperative learning basic principles in their classes.

Zysberg and Kasler (2017) conducted two studies aimed to investigate the role of emotional intelligence in specific learning disability among students in learning environments and settings and also to test the differences between college students with and without specific learning disability. This study followed the descriptive statistics methodology, and was applied to a sample of 100 students from undergraduate programs in Northern Israel who were selected after advertising the study via email. The mean age of students was 25.77 years old (55% were women). Data such as gender, age, ethnic background, program and year of study was collected online. The results of this part showed appropriate use of the emotional intelligence and self-esteem measures. As for the second part, a sample of 584 senior year college the social sciences students were recruited, the mean age was 24.32 from whom 76% were women and the rest were men. The same measures were used as the first part. For the main variables in this study, the descriptive statistics was reviewed to make sure parametric statistics were applicable. The results were similar to those of the first study, where no differences in the scores among the groups.

III. Research Methodology

a) Population and Sample

The study population consisted of regular students and students with learning disabilities in the elementary schools within the Education Department in Aseer region. The sample of the study consisted of (140) students with learning disabilities, who were randomly selected from students with learning disabilities (50%). This percentage was chosen due to the small number of students with learning disabilities. Regular students were randomly selected as the same number of students with learning disabilities (140 students) as shown in Table (1).

Table 1: The distribution of the study sample

Student	Frequency	Percentage
Regular students	140	50%
Students with LD	140	50%
Total	280	%100

b) Research Instrument

Emotional Intelligence questionnaire: To achieve the objectives of the study, the researcher prepared the Emotional Intelligence questionnaire, consisting of (45) items, in which the researcher used the five-point Likert scale as follows: always (5), often (4), sometimes (3), rarely (2), and never (1).

c) The validity of the instrument

The validity of the emotional intelligence questionnaire was ensured using the validity of the content/the validity of the judges by presenting the initial instrument to (10) judges in special education and psychology. They were asked to express their opinion on the paragraphs of the questionnaire and the accuracy and integrity of the wording of the paragraphs. They provided their notes and their agreement percentage was (80%).

d) The reliability of the instrument

The reliability of the questionnaire was calculated by using the test-retest method, by selecting an exploratory sample consisting of (30) male and female students from the same population of the study. This sample was not from the sample of the study. This exploratory sample included (15) students with LDs and (15) regular students. The correlation coefficients are shown in Table (2).

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Table 2: The coefficients of emotional intelligence questionnaire using the test re-test method and the internal consistency Cronbach Alpha

Dimension	Test re-test	internal consistency
managing emotions	0.87	0.93
Sympathy	0.90	0.92
Social competence	0.93	0.91
The total for the questionnaire	0.90	0.95

It appears through Table (2) that the coefficients of the stability by the test re-test method on the areas of emotional intelligence ranged between (0.87 - 0.93), and all of these coefficients are acceptable for the purposes of this study.

IV. Findings and Discussion

a) Results of the first question

To answer the first question of the study, the mean scores and standard deviations of the emotional intelligence level of students with LDs were extracted as shown in Table (3).

Table 3: The mean scores and standard deviations of the emotional intelligence level of students with LDs arranged in descending order according to the mean score

Rank	No.	Dimension	Mean score	Standard deviation	Level
1	3	Sympathy	2.44	0.77	Medium
2	4	Social competence	2.15	0.73	Low
3	2	managing emotions	2.12	0.74	Low
Total			2.23	0.75	Medium

Table (3) shows that the mean scores were (2.12-2.44). The sympathy dimension came in first place with the highest mean score of (2.44), while the dimension of managing emotions came in last place with a mean score of (2.12). The mean score for the emotional intelligence in total was (2.23).

The mean scores and standard deviations of the responses of the study sample were calculated for each paragraph of each dimension separately.

i. *Managing Emotions*

Table 4: The mean scores and standard deviations of the dimension of managing emotions arranged in descending order according to the mean scores

Rank	No.	Paragraph	Mean score	St. Dev	Level
1	12	He is calm when doing his work.	2.54	1.33	Medium
2	11	He has positive emotions like funny and joking.	2.52	1.07	Medium
3	20	He knows how to stay calm.	2.08	0.97	Low
4	15	He avoids negative feelings affecting his social relationships	2.06	0.90	Low
5	14	He has patience to perform duties.	2.05	0.86	Low
5	16	He can switch from negative feelings to positive ones.	2.05	0.97	Low
7	13	He is focused on performing duties.	1.99	0.86	Low
7	18	He controls his temper when angry.	1.99	0.77	Low
9	17	He can overcome feelings of frustration.	1.98	0.93	Low
10	19	He organizes playtime and fun activities.	1.89	0.83	Low
Total			2.12	0.74	Low

Table (4) shows that the mean scores were (1.89 - 2.36). Paragraph No. (12) which states “He is calm when performing his work” came in first place with a mean score of (2.36), while Paragraph No. (19), "He

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regulates play and fun" in last place, with a mean score of (1.89). The mean score of emotional management as a whole was (2.11).

ii. *Sympathy*

Table 5: The mean scores and standard deviations of the sympathy paragraphs as arranged in descending order according to the mean scores

Rank	No.	Paragraph	Mean score	St. Dev	Level
1	30	He avoid hurting others.	2.86	1.37	Medium
2	25	He loves his friends.	2.78	1.07	Medium
3	26	He loves helping others.	2.72	1.19	Medium
4	29	He enjoys his friendships at school.	2.53	1.07	Medium
5	24	He cares about what happens to others.	2.49	0.87	Medium
6	28	He cooperates with his colleagues.	2.34	1.08	Low
7	22	He understands the feelings of his colleagues.	2.27	1.09	Low
8	27	He can create friendships.	2.24	1.12	Low
9	23	He visits colleagues on their occasions.	2.09	0.92	Low
10	21	He feels the needs of his colleagues.	2.02	0.91	Low
Total			2.44	0.77	Medium

Table (5) shows that the mean scores were (2.02 - 2.86). Paragraph No. (30), “He avoids harming others” came in first place with a mean score of (2.86), while Paragraph No. (21), "He feels the needs of his colleagues" in the last place, with a mean score of (2.02). The total mean score of the sympathy dimension as a whole was (2.44).

iii. *Social competence*

Table 6: The mean scores and standard deviations of the social competency dimensions as arranged in descending order according to the mean scores

Rank	No.	Paragraph	Mean score	St. Dev	Level
1	35	He respects others.	2.59	1.23	Medium
2	39	He likes teamwork.	2.44	1.09	Medium
3	38	He deals with others sincerely.	2.42	1.14	Medium
4	31	He feels being in his group of friends is important.	2.39	1.06	Medium
5	40	He has a good appreciation for the moods of others.	2.05	1.10	Low
6	36	He has good ideas for everyone.	1.99	0.95	Low
7	37	He exercises the role of the leader in his group.	1.95	0.96	Low
8	32	He can solve conflicts within his group.	1.92	0.83	Low
9	33	He can convince others of his point of view.	1.88	0.96	Low
9	34	He can express his group's opinion clearly.	1.86	0.98	Low
Total			2.15	0.73	Low

Table (6) shows that the mean scores were (1.86 - 2.59). Paragraph No. (35), “He respects others” came in first place with an mean score of (2.59), while paragraphs No. (33 and 34) cam in the last place, with a mean score of (1.86). The mean score of the social competency dimension as a whole was (2.15).

The results of the first question revealed that the level of emotional intelligence among students with LDs

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was low. All dimensions of the questionnaire were at a medium level, with the exception of two dimensions, emotion management and social competence, as they came at a medium level. Sympathy came first while the dimension of emotional management came last.

This result could be explained by the way the child perceives himself and others, as it contributes to the high degree of his emotional intelligence. The low perception of students with LDs towards themselves and their abilities led to a decrease in their emotional intelligence level and to the lack of acceptance by peers. This also led to their inability to establish relationships or friendships with their peers, or the inability to continue and maintain relationships, their lack of awareness of the social implications of the various patterns of behavior, their low level of responsibility compared to their peers, and the presence of some problems in controlling their motives and emotions.

The low level of emotional intelligence among students with LDs is due to the existence of developmental and cognitive difficulties that occur for this category, including weakness or poor in social perception. Students who have learning disabilities have reactions in various types of social activities, which are less than the reactions of their peers. They have misunderstanding of situations, and they also have difficulty receiving the feelings of others because of their lack of appreciation for the indications represented by the signs and facial symbols.

b) Results of the second question

To answer the second question of the study, the mean scores and standard deviations of the emotional intelligence level were extracted for each of the students with LDs and the regular students. To find the statistical differences between the mean scores, the "T" test was used, as shown in the following table.

Table 7: Mean scores, standard deviations, and the "t" test for the level of emotional intelligence for both students with LDs and regular students

Dimensions	Students	No.	Mean score	St. Dev	T-Value	Freedom value	Sig.
Managing emotions	Regular	140	4.17	0.50	26.589	270	0.000
	LDs	140	2.12	0.74			
Sympathy	Regular	140	4.15	0.53	21.049	270	0.000
	LDs	140	2.44	0.77			
Social competence	Regular	140	4.16	0.55	25.439	270	0.000
	LDs	140	2.18	0.73			
The total emotional intelligence score	Regular	140	4.16	0.43	24.360	270	0.000
	LDs	140	2.24	0.75			

Table (7) shows that there are statistically significant differences (a = 0.05) between students with LDs and regular students in all dimensions and in emotional intelligence as a whole. The differences were in favor of regular students. The T-value for the emotional management dimension was (26,589), with a statistical significance of (0.000). The T-value for the sympathy dimension was (21.049), with a statistical significance of (0.000). The T-value for the social competence dimension was (25.439), with a statistical significance of (0.000). As for emotional intelligence as a whole, the T-value was (34.491), with a statistical significance of (0.000), which statistically significant at the level of (a= 0.05).

The results of this question revealed the existence of statistically significant differences between students with LDs and regular students in all dimensions and in the emotional intelligence as a whole. The differences were in favor of regular students.

The reason for the differences in emotional intelligence between regular students and those with LDs could be due to several reasons, including academic achievement. Students with LDs have low academic achievement, and this in turn contributes to

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low levels of emotional intelligence, which is different among regular students. The differences refer to different levels of individuals in social adaptation that lead to a high level of emotional intelligence. Students with LDs usually face difficulties in adjustment, unlike regular students, and this in turn leads to differences between them in levels of emotional intelligence.

V. Recommendations

In light of the results of the current study, the researcher recommends the following:

- Developing various training programs to develop social intelligence and emotional intelligence among students with LDs.
- Conducting a descriptive and experimental study dealing with other types of intelligence such as moral intelligence, spatial intelligence and others among students with LDs.
- Conducting a descriptive and comparative study that deals with social and emotional intelligence in different groups of special education, including children with autism, students with mild and moderate disabilities who are able to learn, talented and distinguished students, and comparing them with regular students.

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Establishment of Satellite Schools is it a Blessing or it's a Curse. A Case of Binga District in Zimbabwe

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Abstract- The government of Zimbabwe played an important role in the creation of the satellite schools in far-flung areas in post-colonial era. The main thrust of the article is to unravel the stimulus or impetus behind the establishment of the satellite schools in rural areas. Using mixed research design, 130 participants were interviewed during the survey in order to delve more information about the motives behind the establishment of satellite schools. Though most of the communities considered the move as a blessing towards bridging the gap of the rural pupils who could travel long distances of more than 8 Kilometres per day to and from school. Ramshackle infrastructure, laughable resources and school drop outs were major challenges facing satellite schools in Binga. With regard to ameliorate the situation, participants proposed various strategies which includes community participation, donor aid and government intervention and slacked educational policies just to mention a few. This study established that, blessings were mingled with ignominy, discomfitures and discomposure in Zimbabwe's rural satellite schools.

Keywords: *satellite schools, development and community.*

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Establishment of Satellite Schools is it a Blessing or it's a Curse. A Case of Binga District in Zimbabwe

Willard Muntanga [α] & Joshua Simanu Kapoka [σ]

Abstract- The government of Zimbabwe played an important role in the creation of the satellite schools in far-flung areas in post-colonial era. The main thrust of the article is to unravel the stimulus or impetus behind the establishment of the satellite schools in rural areas. Using mixed research design, 130 participants were interviewed during the survey in order to delve more information about the motives behind the establishment of satellite schools. Though most of the communities considered the move as a blessing towards bridging the gap of the rural pupils who could travel long distances of more than 8 Kilometres per day to and from school. Ramshackle infrastructure, laughable resources and school drop outs were major challenges facing satellite schools in Binga. With regard to ameliorate the situation, participants proposed various strategies which includes community participation, donor aid and government intervention and slacked educational policies just to mention a few. This study established that, blessings were mingled with ignominy, discomfitures and discomposure in Zimbabwe's rural satellite schools.

Keywords: satellite schools, development and community.

Objectives of the Study

1) To identify the reasons for the establishment of the satellite schools in rural areas.
2) To check progress and developments in these schools.
3) To find out the roles of key actors/players towards the establishment of the satellite schools.

I. Introduction

The major thrust of the study was to show in depth, the reasons for the establishment of satellite schools in Binga district, Zimbabwe. A case study approach was used in Lubu ward 11(Lubu secondary school). Mutale (2015) observed that lack of infrastructure in most rural schools in Binga is a challenge that affects children's learning. Muzingili, Muntanga and Mushayamunda (2018) proffered that the idea to erect the satellite schools by the Government was not erroneous, only the methodology can be criticized to be somewhat incomprehensive. In this way, the establishment of satellite schools in Binga was meant to accommodate students from rural areas where education is not accessible due to copious and multifarious reasons which are beyond the locus of control of the local people. While the majority considered the establishment of Satellite school as a hope to educational access among rural children, the current state of schools is more disquieting (Ibid, 2018).

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II. The Genesis of Satellite Schools in Zimbabwe

The establishment of satellite schools in Binga was an upshot of the disappointment or emotions of BaTonga people from the forced relocation and displacement from the Zambezi River. The new phenomenon of satellite schools in the education system in Binga came after people had been resettled from the basin of Zambezi River. Here, education was not endemic and pervasive. Muzingili, Muntanga and Mushayamunda (2018) attested that the genesis of satellite schools in Zimbabwe is closely tied to land reform programmes initiated by the Government in its quest to empower the black populace. The challenges of these satellite schools can be traced back to the time of the resettlement in 1950's when the Kariba dam was constructed (Matanzima, 2015). From our empirical studies, an experiential finding shows that out of 45 secondary schools in Binga, 32 are satellite schools (only 13 secondary schools are registered) constituting (71.11%). In the same vein, out of 125 primary schools 66 are satellite schools (only 59 primary schools are registered) constituting (52.80%). With this statistical data, it entails that satellite schools in Binga are rampant and extensive. Most of these schools are in sordid condition, not worth to accommodate learners during the rain seasons. The departing colonial government had side-lined the Tonga people to get access to education by not providing adequate structures, and they failed to build schools as per promise. Traditionally, Tonga people do not feed on empty promises; they started to exert pressure to Binga Rural District and Education office demanding for the establishment of these satellite schools. It is through this milieu or ambiance that this research paper will want to unstitch and untangle issues around the establishment of the satellite schools in Binga.

III. Methodology and Research Design

The study was conducted in Binga District, Lubu Ward 11, located in Matabeleland north province of Zimbabwe. From the qualitative orientation, in-depth

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interview and focus group discussion were employed to gather data from the key informants and the students. This was done to ensure thorough and corrective information with regard to establishment of satellite schools in Binga. The respondents were able to provide detailed information, opinions, attitudes and measures employed to improve the conditions of the satellite schools. Observations and discussions were used by the researchers to obtain additional information from the respondents. Frey and Oishi (1995) defined an interview as a purposeful conservation in which one person asks prepared questions (interviewer) and another answers them (respondents/interviewee). This is done to gain information on a particular topic or a particular area to be researched. Jenseni and Jankowski (1991) added that interviews are useful tools to which can lead to further research using other methodologies such as observations and experiments. The researchers intend to get more information about the perceptions, understanding, attitudes, achievements and experiences of the local people on the establishment of satellite schools in Binga District.

IV. Ethical Considerations

For ethical reasons and considerations, the researchers ensured that data collected from the respondents was handled with professionalism by upholding the principles of confidentialities and maintaining privacy and anonymity. The names of the respondents were not appended on the data collection tools. There was adherence to principles of research in the study. Before signing consent forms, participants were told about the following: the purpose and objectives of the research, what was expected of a research participant, expected risks and benefits, the fact that participation was voluntary and that one can withdraw at any time with no negative repercussions, anonymity of the data collected in order to enhance confidentiality, and the name and contact information of the local investigator to be contacted for questions or problems related to the research (including one's rights as a research participant). All participants aged 18 years and above signed consent forms. In addition, parental consent forms and individual ascent forms were signed for participants under the age of 18 years. The researchers were granted permission from the participants before their volitional participation after informing them of the purpose of the study. Permission was granted by the District Education Officer of Binga to the researchers to conduct the study in purposefully selected schools. At community level stakeholders like chief, ward councillor and the school head as well as the School Development Committees (SDC) were consulted and briefed before the onset of the interviews. The right of the respondents to choose whether to participate or not was maintained during the data collection period. Thus voluntary participation was guaranteed; only those willing to participate were involved. This was done to prevent any form of harm to the targeted population.

V. Fact Finding and Discussions

During the interview, participants defined 'Satellite School' as a school which affiliates to a senior or mother school or it's a sub school which reports to the main school. In general, it can be defined as a school which is not registered and it functions under the wings of the registered school, such schools have incomplete services and inadequate resources and are infested with a lot of challenges. Hlupo and Tsikira (2012) define a satellite school as a budding school operating under the auspices of a well-established mother school. The classical definitions given by the respondents are in tandem with the one given by Hlupo and Tsikira. A community member from Mansenya primary school with a name withheld defined a satellite school as "*Chikolo chitanaba azintu na zibelesyo zikkwene pe alubo kachitana kkwanisya pe kulyimikilila achilikke"* meaning to say satellite schools are schools which do not have adequate resources or materails for learning and are unable to operate without external aid.

a) Benefits associated with the establishment of satellite schools in Binga

The establishment of the satellite schools in Binga Rural District in Zimbabwe was a good move towards the transformation and configuration of education. Though on the other side of the mirror, the government did not stretch hands to support these schools to its fullest due to economic impasses and the financial quandaries of our time in Zimbabwe.

Table 1: Analysis of benefits of satellite schools

No.	Statement of excellency	Agree	Disagree
1	Reduced distance travelled by learners to school and from the school	100%	0.00%
2	Fosters development in an area or place	92.04%	7.96%
3	Reduces child marriages to girls	80.00%	20.00%
4	Reduced child labour/ exploitation	95.00%	5.00%
5	Enables the disabled to access education due to proximity of the school	98.07%	1.93%
6	Low school fees payments for learners	70.00%	30.00%
7	Create employment to the local people	84.00%	16.00%
8	Reduced sexual abuse cases	74.03%	25.97%
9	Creates avenues for other activities to be done at school e.g. immunization	61.05%	38.95%
10	Creates a normal teacher to pupil ratio	86.02%	19.98%

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From the above analysis table, the statistical percentages shows that satellite schools have changed academic life in Binga District. This is indicated by 100% on the statement of excellent where the distance travelled by learners to and from the mother schools has been reduced. It was realized that cases of sexual abuse and child marriages in Lubu ward has been minimized as compared to other places were children still travels 12 to 15 Km to and from. The community members were happy that the schools were now brought at their door steps; this created an opportunity for the disabled to enroll. It was through this research that, expressed gratitude and happiness that the satellite schools were not beneficial to pupils only but also to the community members as they got employment during the construction of these schools. They are also benefiting from doing church meetings, Centre for registrations, voting and as points for food hand out programs. The head of Lubu Secondary school echoed that

"*Satellite schools, have steered development of other infrastructures Such as roads in Lubu Village. This enabled Binga Rural District Council To come on the portico to peg the site for the school. The number of schools Were now increased in Binga hence contributing positively to development in The rural communities*"

With the establishment of satellite school in Lubu Village, actors like Mvuramanzi Trust and Save the Children donated Blair toilets as well as food for the children to enhance easy learning to learners. CAMFED provided text books to the school as well as supporting girl child in terms of fees payments, exercise books and school uniforms, this reduced drop outs and absenteeism of a girl child at school. It was established from the study that parents embraced the idea by the government to build satellite schools but they lamented the poor learning environment in these schools. Scholars like (Matema, 2014; Tarisayi, 2015; Muzingili and Muchinako, 2016) commended the idea by government in its pursuance of education expansionist policy though the nerve- racking and perturbing state of these schools was greatly worrying. From the study, it was noted that the community members were celebrating in jubilation and ululation due to the establishment of the satellite schools. A new heaven was opened to Lubu students who could travel more than 8 Km to Kariayangwe High School which was the closest school by that time.

b) *The roles of community members in support of the establishment of satellite school in Lubu*

The idea of establishing the satellite school was welcomed with open arms by the community members. The communities were greeted by the new structures made of poles and daga and thatched with grass. These were temporal structures which were built by local people tentatively before the real structures. Construction of ramshackle structures for learners became the next revolution of education in the village of Lubu. One respondent during the interview resounded that,

"*Twaka beleka loko kugobbola masamu, muchindi chakuyaka chikolo chesu chaku Lubu.Twakali kususa musele amutwe katuuma zitina. Bamwi bakali kubikka amwi mali kuti tuule masaka asamende*"

The community members tirelessly played a wonderful role to clear the site, digging out trees during the time of construction of school buildings. Some members were fetching sand on their heads as well as moulding bricks while other members were making some contributions of money to buy bags of cements. They participated proactively or meaningfully and more willingly towards development in the village. Some of the community members improvised their home made chairs and gave them to the school, since the school had no single chair for its pupils. Some of the individuals who had no money could contribute in kind in form of bags of maize or goat to the school, there after the SDC(School Development Committee) sold these in exchange of money. This was an indication that the community members were so much concerned and worried about their school.

c) *The politics of confusion and misperception: A Satellite School in Lubu*

It is salient to note that, the community members faced host of challenges which ranges from socio-economic to political one during the time of construction of the school. The quantum of politics and the question of land ownership remained a topical issue which planted a seed of enmity amongst local leaders and other opponents who were against the dogma of establishing the satellite school. The community members from Muchesu and Kariayangwe were not willing to have the school established under the name of Lubu, citing the reasons of reduction of the enrolment at their schools since some of the students could resides from Lubu. To add salt to injury, the land lords in the first place rejected to give the expanse to be spared aside for the school, he said that the school will occupy land for agriculture hence his family will lose it for the rest of their lives. The tensions between people under chief Sikalenge and Binga was another issue which brought about the bickering and rift on the establishment of the satellite school, some members could quit to contribute or participate because they did not belong to chief Sikalenge were the school is located.

The fact that there was no adequate environmental scanning and assessments of the area where the school is located can be one of the factors which brought about the politics of confusion on the location of the satellite school in Lubu. ZANU PF and MDC members in Lubu village could not reach

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consensus and agreement, since ZANU PF affiliates could oppose the ideas hatched by the MDC councillor. These squabbles derailed progressive movement towards the fast completion of the class room blocks. The politics at grass roots level contribute dangerously to development as community members were left in quagmire and division. This was a biggest weakness which was supposed to be realised and put aside as it affected the spirit of togetherness which thwart development. People in the community should accept development from any face, whether it is coming from MDC or ZANU PF.

d) Current situation of satellite schools: Lubu Secondary school in Binga District, Zimbabwe.

The situation of satellite schools in Binga is shameful and disgracing due to copious reasons and factors behind the establishment of these schools. Most of the satellite schools in Binga are weltering in the same pitfalls and they will take time to graduate from their situations. This is because the government is not even supporting these satellite schools from the word go. With these challenges, one can say that the establishment of the satellite schools in Binga was not a blessing but an obscenity. It was a burden given to the local community members to shoulder the responsibility of building the structures at the school without the interventions of the government. The ideology of establishing the satellite schools in Binga was legitimate and necessary but only the approach and methodology which was wrong. It was like sending a child to school without adequate materials to use. These satellite schools are underperforming because they have paucity and scarcity resources. However, this is contributing dangerously to stagnant development of satellite schools in Binga Rural District, since the challenges faced by these schools are identical.

Table 2: The current challenges of Lubu secondary school (Satellite school)

Current challenges	Percentages
The school has no registration number (centre number)	30%
Shortages of accommodation for teachers	10%
Furniture is not enough for the learners or students	20%
No safe- for safe keeping of School money	25%
Challenges of mobilising resources for construction of class room blocks	15%
TOTAL	100%

N= 130

The study established superfluity of challenges faced by Lubu as a satellite school in Binga. Most of these challenges are entwined by the socio-economic and political circumstances of the communities under the study. The participants who participated in the study were asked to select at least five challenges or problems which they face at the school and they managed to list the above challenges. The major challenge which had highest frequency was that, the school has no registration or Centre number. Henceforth, students has to go to Kariayangwe High School which is more than 8 Km from Lubu Secondary School to attend their final examinations for 'O' level. One student during focused group discussion averred that "*During the time of writing 'O' level exams, we camp at Kariayangwe High School and we are given rooms which cannot be locked hence our belongings will be exposed to domestic animals and thieves*" .The delay of not getting the registration Centre is due to lack of funds to build a number of class room blocks which are required by the Ministry of Education for approval purposes. The Studies conducted by (Newsday, 2015; Steer and Wathne, 2009; Hawkins, 2013) observed that lack of resources such as finance is a major challenge in remote schools. Tuli (2009) asserts that education is the most effective means that society possesses for confronting the current challenges and also those of the future. An educated populace can successfully cohabit with the environment and people of other cultures without endangering the ability of future generations to meet their own needs. Such people know how to preserve the environment as well as how to nurture it for social and economic development.

As a way of riding to the other side of the coin, it will be a delusion or fallacy to say that satellite school had a host of challenges without illusions of hope and development. The increased number of class room blocks and teachers cottages attracted qualified teachers to the school. From 2014 when the school was established, the number of learners increased each and every year. The students from other places were also attracted like flies into the milk. The school managed to erect a fence and the school garden; this was fuelled by the availability of water from the borehole. The question of text books to the school was no longer an issue, children were now benefiting to use textbooks though there were not enough to satiate everyone. Berry (2002) asserts that, "When a school environment is transformed from a state of hopeless deterioration to a healthy condition, attitudes of the students, teachers, parents and surrounding community turn energetically positive so as to allow for effective teaching and

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learning." This is what needs to be done in the country's satellite schools or the government effort to promote this basic human right might be futile.

VI. Conclusion

The establishment of satellite schools in Binga was a well-conceived idea deployed to the right place at the right time to the right people by the government. Its grandiose intent was to meet the agendas of Sustainable Development Goals (SDG) of Zimbabwe. It was proved to be one of the most important initiatives at the disposal of the communities in rural areas of Binga to bring the schools at their door steps. Paradoxically, these schools were established by the government without adequate resources to support them and follow ups. This led to stagnant development to most of the satellite schools in Binga and anywhere else in Zimbabwe. The current situations of these schools are pathetic, pitiable, pitiful and doleful, hence the government should galvanise an action to assist these schools. It must be remembered that education is the only broom that sweeps clean the corridor of success in human life and is the holy spirit of socio-economic development in the society.

VII. Recommendations

To foster unity and peace among community members; Members should live peacefully together for true happiness on Earth and should put aside politics since it reverse development and it also breeds divisions and frictions in the community.

Promotion of team work: The spirit of oneness should be maintained amongst teachers, SDC and the community members in order to sing the same anthem of development.

Close supervision: The Ministry of Education and the local authority should visit these satellite schools to check progress and development.

Intervention of other players: Well-wishers or individuals, NGO's and the Government should stretch their arms to help these schools so that they don't sink into the dust bin.

Contribution of Authors

1. *Willard Muntanga:* Conceived the idea and drafted the topic and objectives of the study. Prepared the manuscript and analysed the data collected.
2. *Joshua Simanu Kapoka:* Originated the data collection tools and collected the data from the field. He jointly analysed the data and also participated in preparing the manuscript.

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An Investigation into Self-Regulated Learning in a Virtual Classroom: A Higher Education Perspective

By Mensah, E.A, Sachi, P.J, Greene, R.A, Loglo, F.S, Donkor, D.O & Bempah, S

Abstract- In the wake of the global pandemic (COVID-19) and restrictions on human-to-human contacts, higher education institutions have turned to e-learning as a solution to keep teaching and learning going. Indeed, aside from allowing the continuation of education during situations like that, the other argument supporting e-learning is because of its social constructivist pedagogy and effective self-regulated learning. However, the claim of self-regulated learning in the context of e-learning has not empirically been validated. Thus, based on responses from 116 individuals, using a mixed-method approach, we sought to evaluate the effect of the use of the Learning Management System on students' self-regulated learning. Our findings indicate that despite the advantages of convenience and access to materials provided, the system did not appear to regulate students learning with significant challenges of unreliable internet connectivity, lack of key functionalities and features ultimately impeding optimal use. The study discusses these findings and draws implications for theory and practice.

Keywords: *self-regulated learning, learning management system, university students.*

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An Investigation into Self-Regulated Learning in a Virtual Classroom: A Higher Education Perspective

Mensah, E.A [α], Sachi, P.J [σ], Greene, R.A [ρ], Loglo, F.S [ω], Donkor, D.O [¥] & Bempah, S[§]

Abstract- **In the wake of the global pandemic (COVID-19) and restrictions on human-to-human contacts, higher education institutions have turned to e-learning as a solution to keep teaching and learning going. Indeed, aside from allowing the continuation of education during situations like that, the other argument supporting e-learning is because of its social constructivist pedagogy and effective self-regulated learning. However, the claim of self-regulated learning in the context of e-learning has not empirically been validated. Thus, based on responses from 116 individuals, using a mixed-method approach, we sought to evaluate the effect of the use of the Learning Management System on students' self-regulated learning. Our findings indicate that despite the advantages of convenience and access to materials provided, the system did not appear to regulate students learning with significant challenges of unreliable internet connectivity, lack of key functionalities and features ultimately impeding optimal use. The study discusses these findings and draws implications for theory and practice.**

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I. Introduction

Information Communication Technology (ICT) has become ubiquitous in the 21st century and revolutionized every aspect of daily living (Oliver 2002; Chen, Cheng & Chew, 2016; Mullan & Wajcman, 2019). From commerce (Harindranath et al., 2008) to health (Chetley et al., 2006), communication (Condie & Munro, 2007) and education (Muilenburg & Berge, 2005; Andrade & Bunker, 2009).

In recent times, advances in e-learning have made education easily accessible, convenient, and student-centred (Ozkan & Koseler, 2009). Further, it has allowed busier people to pursue higher education (Gulati, 2008). Indeed, given the current global COVID-19 situation, several higher education institutions have had to pause face-to-face teaching and learning and turn to e-learning in what is referred to as Emergency Remote Teaching and Learning as solutions (Hodges et al.' 2020; Kerres, 2020). Previous studies also show that e-learning influences student self-direction and productivity (Vrasidas, 2004; Zimmerman, 2008; Means et al., 2009). Consequently, many universities worldwide have adopted web-based pedagogical tools such as learning management systems (LMS) as a way of helping students self-regulate their learning. Popular LMSs include Moodle, Blackboard, and Sakai (Akeroyd, 2005; Cavus & Zabadi, 2014; Boateng, 2015).

However, despite all these benefits of e-learning for both students and universities, it has been argued that technology alone will not produce the desired result just by applying it in the classroom (Gibson, 2001; Cheok et al., 2017). On the contrary, it needs to be introduced and contextualized to make it more meaningful for teachers and students. While technology has advanced and improved the quality of education delivery in many developed countries, universities in developing countries are now exploring its application. To what extent are these ICT tools utilized, and how much impacts will they make on helping students pace their learning? Further, it remains empirically unverified the assertions that e-learning leads to self-regulated learning due to its social constructivist orientation. Based on these, this study was motivated and employed a mixed-method approach to investigate three objectives:

i. To evaluate the influence of the LMS on students' self-regulated learning.
ii. To explore challenges faced with its usage and
iii. To assess the overall levels of satisfaction with the LMS used by a higher education institution in Ghana.

The paper is organized into five parts, with the first addressing the introduction second discussing existing literature and theories underpinning ICT in education and learning. The third part discusses the methodology the study adopted, with the fourth presenting the results and discussions. The conclusion, which is the final part of the paper, highlights key findings and implications for further research. The second part which addresses earlier literature on the subject, is presented in the next section of the paper.

a) Learning Management Systems (LMS) in Higher Education

E-learning enables educators and instructors to actively engage learners at different locations and aid their learning process in a way that would have been impossible to accomplish otherwise (Zimmerman, 2008; Taylor & Parsons, 2011). The e-learning can be applied in many different modes and include virtual, online/ e-

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learning, blended/ hybrid educational programs, and mobile learning programs.

One of the most popular web-based tools used to carry out e-learning is the Learning Management System (LMS). An LMS is a database that contains information about the teacher or instructor, students, course, and its contents (Kats, 2010). Its features may include discussion forums, quizzes, assignments, audio and video content, and tools that support self-regulated learning and time management. According to Dabbagh and Kitsantas (2013), most LMSs contain web applications that integrate pedagogical and technological tools of the internet and the web to facilitate web-based courses and online learning environments. Dabbagh and Kitsantas (2013) further explain that LMS allows students to collaborate and share ideas with other students, edit course documents, and collectively work on group activities. The learners also get assistance from peers and LMS community members by engaging in effective dialogue regarding course content when they have difficulty; learners can also define and establish goals and hold themselves responsible (Dabbagh, 2002; 2007).

In Ghana, while the idea of e-learning is not new to higher education, its effective incorporation remains a challenge for most universities. Many universities were in the process of at least piloting an online platform to deliver some of their programs and the COVID-19 pandemic has now hastened the process. As indicated in Table 1, most universities in Ghana are adopting different LMSs to utilize this new pedagogy in higher education with varying extent of use.

Table 1: Use of LMSs in Ghanaian Universities

University	E-Learning platform
University of Ghana (UG)	SAKAI (Obuobi, Adrion, & Watts, 2006).
Kwame Nkrumah University of Science of and Technology (KNUST)	Virtual Classroom (Vclass) (Obiri-Yeboah, Fosu, & Kyere-Djan, 2013).
University of Cape Coast (UCC)	Moodle (started only March 2020)
Ghana Technology University College (GTUC)	Moodle (Antwi-Boampong & Sørensen, 2018)

The KNUST (study institution) introduced the LMS Virtual Classroom (Vclass) in 2005 (Marfo & Okine, 2010; Obiri-Yeboah et al., 2013). In some departments of the University, some programs are entirely run online while most adopt a hybrid module, combining the LMS with the traditional face-to-face approach. The Institute of Distance Learning (IDL) was the first institute in the University to run wholly computerized learning tools with two face-to-face tutorials per semester. For instance, M.Sc. Development Management Programme employs Vclass learning course with occasional face-to-face tutorials. Although the Vclass has been in use since 2005, limited studies are undertaken to assess its effectiveness for student-directed learning. The existing studies; Arkorful and Abaidoo (2015), Budu and Ackah (2016) and Obiri-Yeboah et al. (2013) focused on the advantages of e-learning adoption, challenges of e-learning and ICT infrastructure and not on students' self-regulated learning.

b) *Self-Regulated Learning in Higher Education: A review*

Self-regulated learning (SRL) emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement (Paris & Paris, 2001). This form of learning is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn (Zimmerman, 2002; Liaw et al., 2010). Student responsibility is emphasized here with students determining where, when, and how long to spend on the LMS (Wang et al., 2013).

According to Zimmerman and Moylan (2009), the impetus for an investigation into SRL among learners' stems from the plethora of distractions students are faced with; from competing activities such as watching television or browsing online to insufficient knowledge about how to proceed, difficulty in judging the quality of one's learning, and limited incentives (Zimmerman & Moylan, 2009; Zimmerman, 2013). Their work introduces other elements such as capabilities within the "self- control" element of SR (see Figure 1).

Based on the thoughts of Zimmerman and Moylan (2009), Nussbaumer et al. (2014) discuss nine SRL strategies under three (3) main categories: *cognitive*, *metacognitive,* and *resource management strategies*. Cognitive strategies are conceptualised as the way students approached learning and included are organisation, elaboration, and rehearsal strategies. Meta-cognitive strategies involved goal setting, self-monitoring, and regulation strategies targeted at managing of one's learning. Finally, resource management strategies included 'time management, help-seeking, and enabling strategies employed by the learners' (Nussbaumer et al., 2014:7) are important for learners to be supported in their meta-cognition for SRL.

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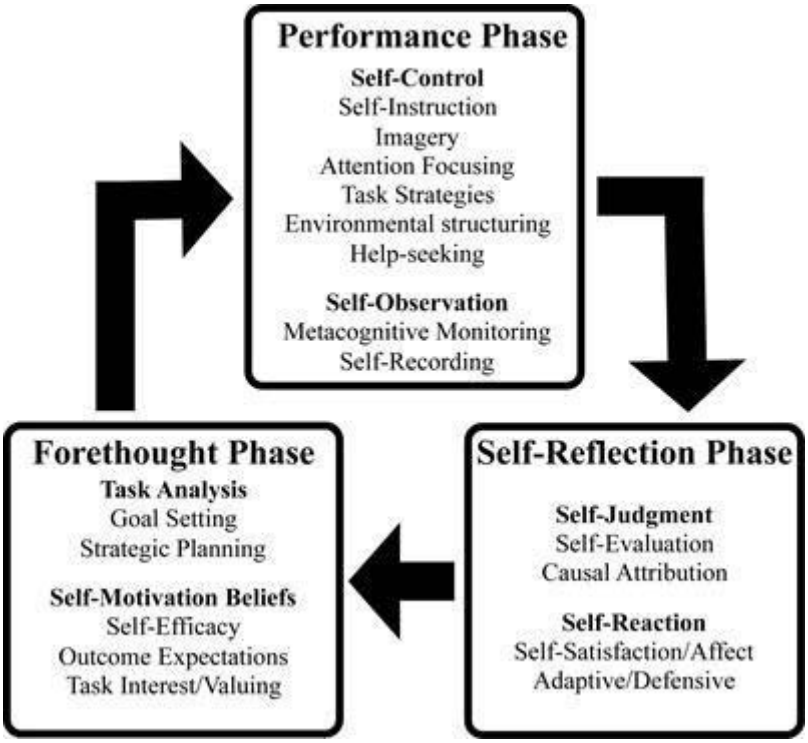

Source: Zimmerman & Moylan (2009).

Figure 1: The Cyclical Phases Model

Studies on self-regulated learning using LMS have utilised the Technology Acceptance Model (TAM); the Theory of Reasoned Action (TRA), the Theory of Planned Behavior (TPB), and the Unified Theory of Acceptance and Use of Technology (UTAUT) as models in conjunction with the Structural Equation Modeling (SEM). For example, based on the TAM and SEM, Rehman's (2017) study employed a quantitative approach to investigate the influence of LMSs on self-regulated learning among 354 learners at the Virtual University of Pakistan. Even though he expected a high correlation between students' familiarity with LMS and their perception about enhanced self-regulated learning, the study results showed that there was no correlation between the use of LMS at the university and students' self-regulated learning. He suggested that this was because students possessed low self-regulatory skills and exhibited maladaptive behaviour towards the use of the LMS.

Wang *et al*. (2013) study using responses from 256 students sought to establish the relationship among students' characteristics, self-regulated learning, technology self- efficacy, and course outcomes in online learning settings. Their study found students who had taken online courses before tended to have more effective learning SRL strategies. Hood et al. (2015) found that learners who were pursuing a higher degree study programmes (Masters and PhD) tended to be more self-regulated. With socio- demographics such as age and gender, Law *et al*. (2008) reported that there was no significant difference in SRL use between students of different ages. However, their study found that female students used more SRL strategies than their male colleagues.

Similarly, Li (2019) examined the relationships among learners' demographics and their self-regulated learning (SRL) strategy usage, perceived learning, and satisfaction among 4503 learners from 17 Coursera courses. He used structural equation modeling to show that participants' age, gender, highest degree, and the number of online courses previously taken significantly predicted goal setting and environment structuring usage. As discussed by Hood, Littlejohn and Milligan (2015), Li (2019) confirmed that professionals reported a higher level of SRL strategy usage than their novice counterparts.

From an African perspective, Rohleder et al. (2008) study in South Africa utilised qualitative approaches to study student perceptions of e-learning. They found both positive and negative assessments of LMSs by students. The distinguishing positive reports were that e-learning made it easier to communicate between parties and provided easy access to information and learning materials. Conversely, there were technical difficulties including disconnected communications, unequal access to PCs between students from the two colleges and students' preference for more face-to-face interactions.

Annku's (2014) case study on the Faculty of Arts at the Kwame Nkrumah University of Science and

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Technology (KNUST) highlighted the importance of integrating ICT in engaging students. He found that e-learning challenged students with new and interactive methods while improving their skills in digital communication and learning, teamwork, mobile learning, listening, meeting schedule, planning, typing, self- direction, and information search skills. Another Ghanaian study by Arkoful and Abaidoo (2014) indicated that the utilization of technology in education allows flexibility when it comes to considerations of time and place while enhancing the efficacy of knowledge and knowledge and qualifications. The study's limitation was that it failed to assess whether students experienced satisfaction with the learning style and outcomes of using e-learning.

While studies such as those of Sha (2012) and Dabbagh and Kitsantas (2013) argue that tools employed in e-learning can help to acquire metacognitive skills that assist students to self-regulate their learning, other studies such as that of Hollingwort and McLoughin (2001), demonstrated that students lacked metacognitive skills like planning and revising solutions to problems. Their work emphasized the importance of online tutorials in getting students to monitor and evaluate their problem-solving approaches. Further, Kitsantas and Chow (2007) found that students who utilized LMSs to support their studies demonstrated a higher level of confidence in seeking help via online discussion forums than students who only used the traditional classroom system. Thus, there are mixed results on whether and to what extent web-based tools promote self-regulated learning among learners.

II. Conceptual Framework

We assert that SRL begins with the individuals' *Forethought* phase (see Figure 2). This phase typically involves task analysis, planning and activation of learning through self-awareness and control of underlying motivations. Learners are expected to scrutinize the 'components of a task, as well as the level of difficulty and effort required, and decide on outcomes' (Harding, 2018: 8). Here, the student, based on the set goals, must decide on a strategy at the beginning of the learning process.

The performance phase forms the second stage and draws on the planning task from the forethought phase. At this stage, the expectation is for learners to implement their strategies and use self-examination and feedback mechanisms to monitor their success, failures, and motivation. Highly regulated students would articulate, clarify, and think about their choices and defend their preferred approach.

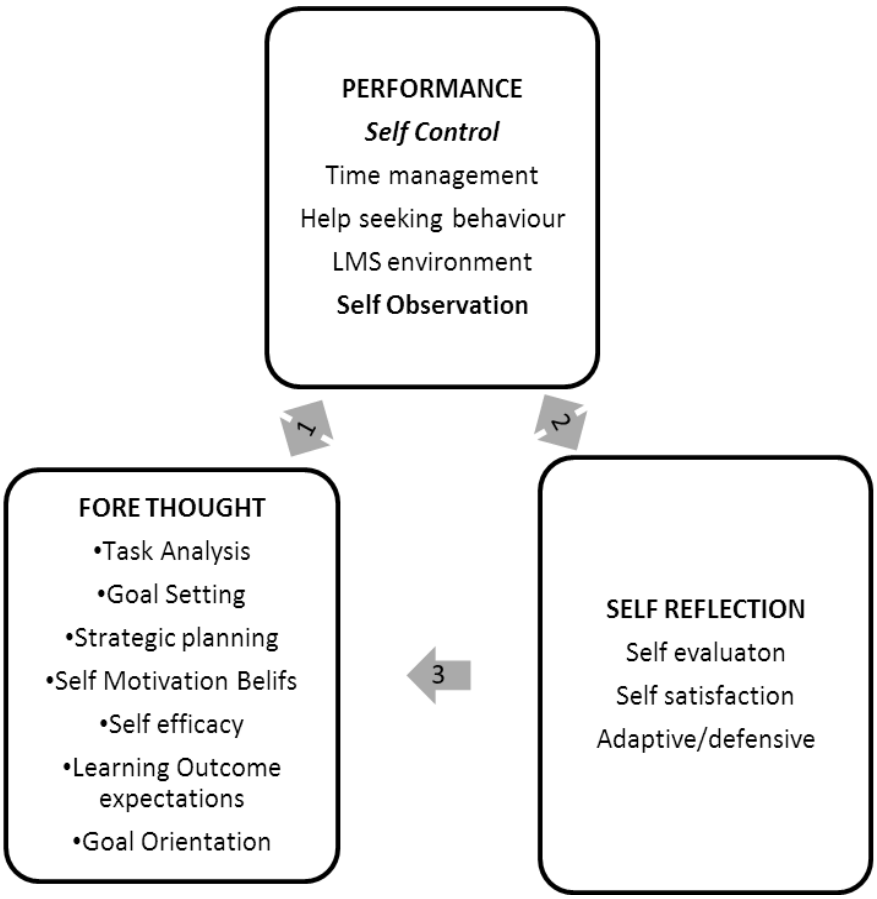

Figure 2: Conceptual Framework Following Zimmerman & Moylan (2009)

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Finally, after the first two phases, self-regulated learning is expected to take place. In this stage, learners will use their observations and feedback to assess and formulate causal attributions (ascribing factors that the student perceives have led to the achievement of the outcome) to their output. These may include their level of effort and competence, their selection and implementation of strategies, and other performance elements that they attribute to the outcome. Perceptions about success have a direct impact on students' ongoing motivation and learning approaches.

III. Methodology

The study adopted a partially mixed concurrent dominant status mixed-methods research. Under this mixed method design typology, the qualitative facet gain attraction across the four components outlined in Leech and Onwuegbuzie (2007) namely research objectives (exploratory rather than prediction); type of data and operations; type of data analysis and type of inference. The study objectives and invariably the data required to address them were qualitative in nature. However, the first objective sought to evaluate the influences of LMS on students' self-regulated learning. This objective required basic quantitative analytical tools as compared to the second and third objectives, which appeared qualitative and interested to explore challenges faced with LMS use and the level of satisfaction among students. The mixed-methods research strategy application in this study was supported by Braneen (2005) based on research questions.

The descriptive design was used and interested in gaining a situational understanding of the relationship between variables of interest at a single point in time using both the qualitative and quantitative data collection instruments (Bryman, 2008). The application of the descriptive design in this study was due to its ability to gather both qualitative and quantitative data using questionnaires and semi-interviews. The descriptive and thematic analytical frameworks were applied in the data analysis.

a) Study Sample and Sampling Methods

Due to the study qualitative orientation, the quantitative requirement for a representative sample was not fulfilled. Additionally, data on the number of students offering academic programmes that are online could not also be obtained from the University and constituted a limitation. For these reasons, a sample size of 116 was intuitively determined based on other considerations including resources as noted by Barker, Pistrang and Elliot (2002) and Cocks and Torgerson (2013) that other factors such as concern for ethics, availability of participants, resources example researcher's time, study type –pilot or confirmatory are important consideration parameters for sample size determination (see Fugard and Potts, 2015).

From the 116 participants, 92 were students, 12 lecturers and 12 administrators. The decision to include lecturers and administrators in the sample was to gain a complete view of the challenges of the LMS system within the university. The sample units were drawn from two faculties (social sciences and business) across Undergraduate and Post- graduate (Masters and Ph.D.) programmes.

The study utilised the non-probability sampling techniques comprising convenience, referrals and accidental methods in selecting the respondents. The research was not intended for prediction and did not follow scientific demands for sample units' selections. The criteria for participation therefore included:

i. being a student of Kwame Nkrumah University of Science Technology.
ii. pursuing/pursued academic programme run on Vclass (KNUST LMS).
iii. the willingness to participate in the study.

The percentiles and analysis of variance were used to analyse the study data for the first objective. In contrast, the qualitative data was analysed using thematic and content analysis. The next part of the study presents the findings.

IV. Results and Discussion

a) Demographics

The total number of respondents was 116. They were more males (58.6%), with 42.4% females. More than half (53%) of respondents were between 26-32 years. The respondents below the age of 26 years and above 32 years formed 22% and 25% of the sample, respectively. The respondents below the age of 26 years were more likely to be regular students pursuing first-degree programmes. The respondents above 32 years were likely to be masters (60%) or Ph.D. students (5%). Most students (80%) indicated receiving training on the use of the learning management system by way of workshops (45%) and presentation (39%), with lectures accounting for the difference of 16%, thus 100-45-39%=16%.

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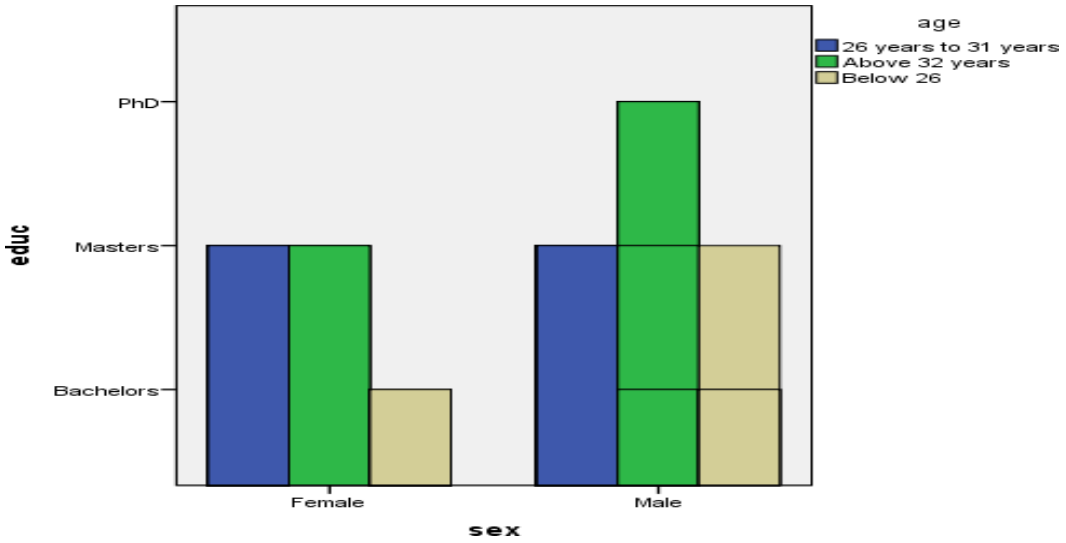

Figure 1: Demographic Profile of Respondents

Most respondents (81%) were distance-learning students, while 19 % were campus- based students. The sample was more non-traditional students who have been identified in previous studies to be inclined to using digital teaching and learning approaches because they afford flexibility (Wyatt, 2011; Zawacki-Richter et al., 2015; Dolch & Zawacki-Richter, 2018).

In terms of the use of LMS, about one-third of the respondents used the discussion forum of the virtual classroom frequently, with an overall 61.2% using the functionality frequently and very frequently (see Table 2). On the other hand, only about 30% (comprising very frequent and frequent) intensively used the virtual classroom to seek help about course content from peers or lecturers. Table 2 presents the data of respondents on LMS use.

Table 2: Use of the LMS (Vclass) by Students

Variables	Frequency (n)	Percentage (%)
Use of discussion forum		
2-3 times	25	21.6
4-5 times	32	27.6
More than six times in a week	39	33.6
Never used the discussion forum	20	17.2
Use of the system for course content help		
One time 2-3 times	3	2.6
4-5 times	37	31.9
More than six times a week	17	14.7
Never used Vclass to seek help	18	15.5
	41	35.3

The frequent use of the discussion forum vis-à-vis the less frequent use to seek content help may suggest a reasonable level of self-efficacy (Alioon & Delialioğlu, 2019) on the part of students. Nonetheless, Dabbagh and Kitsantas (2013) indicate that teachers or instructors can play a substantial role in creating awareness about the system and encourage its use.

b) Influence of the Virtual Classroom on Students' Self-Regulated Learning

From the data on Vclass influences on the self-regulated learning (SRL) abilities of the students, about two-thirds (67.3%) of the respondents did not agree to the statement that "Vclass helps them to plan and set learning objectives." Interestingly, it was observed that there was similar non-agreement regarding the other four statements (see Table 3). Overall, the students reported little influence of Vclass on their self- regulation towards learning despite a known relationship between learning technology and improved self-regulation of learners through student engagement (Bouta, Retalis, & Paraskeva, 2012). Table 3 indicates self-regulated learning items and the respondents' agreements or disagreements of Vclass influence.

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Table 3: Influence of the Vclass on Students' Self-regulated Learning

No.	Items	Agree (1)	Neutral (3)	Disagree (2)
1	The virtual classroom helps me to plan and set my learning objectives	38 (32.7%)	30 (25.9%)	48 (41.4%)
2	The virtual classroom helps me to monitor and evaluate my progress	39 (33.7%)	33 (28.5%)	44 (37.9%)
3	Monitoring and evaluating personal progress enhanced my skills like planning and time management to achieve better learning	47 (40.5%)	28 (24.1%)	41 (35.3%)
4	The virtual classroom helps me to reflect on my progress and make self-improvements	38 (32.8%)	31 (26.7%)	47 (40.6%)
5	The virtual classroom is effectively utilized to facilitate the learning process	45 (38.7%)	24 (20.7%)	47 (40.5%)

Across the five elements of self-regulated learning in this study, it revealed that almost always, more students disagree that Vclass influenced their abilities to regulate learning. Following the responses in Table 3, we analyse the differences in the mean responses (agreed and disagreed) to the influence of LMS use on students' self-regulated learning across the five domains. Using two-factor Analysis of Variance (ANOVA), we tested the hypothesis.

H0: There are no differences in mean responses across the levels of self-regulated learning of students.

Ha: There are differences in mean responses across the levels of students self-regulated learning.

From the analysis, there was no sufficient evidence in the data to accept the null hypothesis, that is the case of no difference in mean responses across the levels of self-regulated learning. From the results (Table 4), both the rows and columns explain insignificant amounts of variations on self-regulated learning with a P-value >0.05. The confirmation of no differences in average responses of the respondents across the domains means that Vclass e-learning at KNUST does not influence self-regulated learning.

In order to realize self-regulated learning among learners using LMS platforms, Wang et al. (2013) emphasized student responsibility in determining where, when, and how long to spend on the LMS. However, the challenges recognized to be sources of distractions such as watching television, browsing online, limited knowledge to navigate the system as well as insufficient incentives, as noted by Zimmerman and Moylan (2009) and Zimmerman (2013), may have played a role on the participants of the present study.

Table 4a: ANOVA Two-Factor Without Replication

SUMMARY	Count	Sum	Average	Variance
Planning learning Objectives	2	86	43	50
Monitoring & Evaluation Progress	2	83	41.5	12.5
Planning & Time Management skills	2	88	44	18
Reflection & Self-improvement	2	85	42.5	40.5
Facilitation of Learning Process	2	92	46	2
Agreed	5	207	41.4	18.3
Disagreed	5	227	45.4	8.3

Table 4b: ANOVA

Source of Variation	SS	df	MS	F	P-value	F critical
Rows	23.4	4	5.85	0.2819	0.876173	6.388233
Columns	40	1	40	1.9277	0.237327	7.708647
Error	83	4	20.75			
Total	146.4	9				

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Overall, on average, there was no statistical differences across the levels of self- regulated learning with F-test value [f(rows)= 0.2819, P=0.88 >0.05] compared with F-critical=6.39 and between responses (agreed or disagreed) about LMS influences on self-regulated learning [f(columns) = 1.9277, P=0.24 >0.05] and F-critical = 7.71. This means that from the ANOVA analysis, something else could influence self-regulated learning but not the domains considered in this paper at KNUST.

An earlier study based on the TAM and SEM models (Rehman, 2017) involving 354 learners at the Virtual University of Pakistan found no correlation between the use of LMS and students' self-regulated learning. It attributed the reasons to students' low self-regulatory skills and maladaptive behaviour to the use of LMS. Wang et al. (2013) study using 256 students to analyse the relationship among students' characteristics, self- regulated learning, technology self-efficacy, and course outcomes in online learning settings found that students with prior online course experience tended to have more effective learning SRL strategies. Hood et al. (2015) found that learners who were pursuing a higher degree study programmes (masters Ph.D.) tended to be more self- regulated. For socio-demographics such as age and gender, Law et al. (2008) reported that there was no significant difference in SRL use between students of different ages. However, the female students used more SRL strategies than their male colleagues.

In South Africa, Rohleder et al. (2008) analysed based on qualitative approaches student perceptions of e-learning. They found both positive and negative assessments of LMSs by students. The positive reports were that e-learning made it easier to communicate, access information and learning materials between parties like this present study. On the contrary, there were also technical difficulties including disconnected communications, unequal access to PCs between students from the two colleges, and students' preference for more face-to-face interactions.

A thematic analysis of the study data revealed three main factors that support SRL. These factors included effective time management, improved learning outcomes, and provision of credible academic information.

i. *Effective time management*

Unlike the traditional classroom that requires students to meet face-to-face with lecturers at a specific place and time, the Vclass offers more flexibility and removes such restrictions. Additionally, learning materials are uploaded online in advance and affords students and lecturers more time to plan and prepare for the courses. Both the students and lecturers expressed similar assertions during the interviews. For example, a participant had this to say:

> "*…at the start of a course, the lecturers set out the learning objectives and indicate the topics to be discussed in the ensuing weeks. This helps us (students) to plan for the course and make effective use of our time*" (Participant 2, Male, Student).

The lecturers also gave their experience with Vclass and how it helps ineffective use of time.

> "*The Vclass helps track participation of students because it records time stamps. It supplements face-to-face meetings with the undergraduate students, as I can interact with students even when I am indisposed. It also helps ensure that students are never idle as there is always a discussion to participate in or an assignment to complete hence their time is not wasted, they have something to do at every point in time*" (Participant 3, Female, Lecturer).

These views support Nussbaumer et al. (2014) assertion that time management is critical resource management strategy for self-regulated learning. That notwithstanding, a high level of motivation derived through a learner agency, improved engagement, and guidance are predictors for achieving success in self-regulated learning (Mahadi and Subramaniam, 2013; Kirmizi, 2014). Similar to the findings of Rehman (2017), most students did not believe in the efficacy of the virtual classroom system to improve their self-regulated learning.

Besides, the lecturers did not share the same thoughts on whether using the Vclass improved students' learning outcomes. The first respondent noted that "*it is difficult to say learning outcome is better with the Vclass platform because it depends largely on the extent to which students use it.*" There was, however, consensus among students and lecturers that the Vclass was not effectively utilized to facilitate students learning. One lecturer indicated that the LMS was under-utilized because other similar platforms have additional features to check plagiarism levels of assignments and that students with poor internet connectivity or no internet access are not benefiting from the system. As indicated by Wandler and Imbriale (2017), there is a need to teach students the necessary self-regulatory processes to remove the maladaptive practices to achieve an optimum level of usage of LMS tools.

ii. *Improved Learning Outcomes*

From the perspective of lecturers, the Vclass improved the learning outcomes of students. A female lecturer intimated that:

> "*Once at the end of the day, the discussion on the subject takes place, and students make contributions and demonstrate understanding, the learning outcome is achieved. Sometimes, only a few people may share positive contributions, but it also shows the learning outcome. Assessments and quiz scores also show the outcome. Therefore, Vclass is effective in helping to improve learning outcomes*" (Participant 4, Female, Lecturer).

iii. *Credible Source of Academic Information*

One major way the V-class influences students' self-regulated learning is through the provision of

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credible sources of academic information. The respondents revealed that learning materials uploaded on the Vclass by lecturers are of enormous benefits to the students and helps them focus on the right subject information. Additionally, lecturers can provide extra guidance for students and emphasize important ideas during discussions on the Vclass.

Below are narrations from a student and a lecturer:

> "Lecturers can assess students' understanding of topics and can guide and set them on track if they feel the students are deviating from the main ideas, they want them to take away from the course. They do this with pointers and leading questions in the discussion forums" (Participant 2, Male, Student).

> "The Vclass is the only place students can get credible information from lecturers. Also, the lecturers attempt to explain the topic for students to understand with lecture videos" (Participant 3, Female, Lecturer).

c) Challenges with Virtual Classroom

The study identified four (4) main challenges with Vclass use. These were: unreliable internet connectivity; lack of key functionalities and features, lack of experience with e-learning pedagogy, and students' dislike of reduced interpersonal contacts with their lecturers and colleagues. The most dominant challenge, however, is related to internet connectivity. The quote below amplifies the internet connectivity concern.

> "*Conditional on students' location, they could have difficulties with internet connectivity which may affect how the Vclass influences their learning outcomes.* (Participant 3, Female, Lecturer).

Additionally, the absence of interpersonal contact and interaction was said to limit the ability to gauge students' emotions in real-time as well as the novelty of learning online in the Ghanaian educational system. The statements below were made by a student and a lecturer, respectively.

> "*Since the system is based solely on the internet, the lecturer cannot gauge the true emotions of students during contributions in the discussion forums as opposed to face-to-face meetings. Discussions with lecturers and students on the platform are also not interactive enough*" (Participant 2, Male, Student).

> *'… the idea of electronic classrooms is foreign to most students in Ghana so they don't interact with peers optimally as they should and miss out on the full benefit of interacting with peers online*". (Participant 3, Female, Lecturer).

The above statements of respondents in this study may appear ironic because previous research (Schneckenberg, Elhers and Adelsberger, 2011; Bernacki, Aguilar & Byrnes, 2011) have highlighted the role of digital technologies in providing learners with alternative learning options, which tend to support the acquisition of self-regulation skills. However, Yot-Dominguez and Marcelo (2017), in their study, found that even students who used digital technologies frequently tended not to use them to regulate their learning.

Further, some lecturers reported concerns about the absence of some functionalities and features, which rendered the system underutilized. Key amongst them was plagiarism-detection software to check plagiarism and academic dishonesty. Another was the 'dumping of materials' online by lecturers without any engagement and the lack of real-time notifications to students anytime new posts and tasks were delivered in the system.

These findings highlight important issues within the system that can influence instructional and learning strategies because technology self-efficacy is a predictor of self-regulated learning in online learning settings (Wang et al., 2013). Additionally, self- regulated teachers have been identified as proactive agents and promoters of self- regulated learning by students (Yang, 2006). Therefore, teachers' satisfaction with the Vclass will most likely lead to supporting students' self-regulated learning.

d) Level of Satisfaction with Virtual Classroom

The third objective sought to examine the levels of satisfaction or otherwise of students with the Vclass. From Table 4, most students indicated disaffection (42.3%) while 26.6% were indifferent. Only 31.1% expressed satisfaction with the learning style the Vclass offered. However, nearly 45% of respondents were satisfied with its potential use for self-regulated learning and about 37% were pleased with the rich system content information given (metadata). The present findings suggest that LMS potential for self- regulated learning is still not harnessed within the study context (KNUST).

Table 4: Level of Satisfaction with Virtual Classroom

No.	Items	Satisfied n (%)	Neutral n (%)	Dissatisfied n (%)
1	Satisfaction with the learning style the Vclass provides	36 (31.1)	31 (26.6)	49 (42.3)
2	Satisfaction with the usefulness of the self-regulated learning	52 (44.8)	33 (28.5)	31 (26.7)
3	Satisfaction with the rich system content information given (metadata)	43 (37.1)	33 (28.4)	40 (34.5)

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From the interview transcripts, four reasons were identified to be determinants of satisfaction. These were flexibility in terms of time, reduction of travelling expenses, risk and credible source of information for students. Some participants comments read as:

"*I'm satisfied with the use of the Vclass and, as lecturers, we are not constrained with time and can use it optimally. The system supports nocturnal people who work best at night and vice versa*" (Participant 4, Male, Lecturer).

"It *reduces the cost of education while helping people achieve their objectives of attaining a master's degree* (Participant 2, Male, Student).

The general assertion of the dissatisfaction stemmed from some loopholes and challenges regarding its use as well as constraints of time spent for modules to run their course as well as issues with outdated content. Particularly, clarity, presentation, and delivery of videos uploaded by tutors on the LMS were points of dissatisfaction. Two students expressed the following views:

'…the *system does not give much time for both students and lecturers to assess their level of understanding on a topic…A topic may not have been fully exhausted, but because the forum closes at a specific time, the thread may no longer be available…*" (Participant 2, Male, Student).

"*Some video contents are old and fetched from other sources online without proper references.… some lecturers do not provide good explanations to the topics and only resort to reading the texts on their presentation slides. The videos should be revised regularly or changed completely where necessary*" (Participant 1, Female, Student).

On the other hand, one lecturer also expressed dissatisfaction with the teaching style and lack of administrative support by intimating that:

"I *am not very satisfied with the teaching style the system provides. Because most students contribute to discussion forums at night as they are mostly workers during the day. By the time, the lecturer is ready to respond or react to a post; there would have been several other incoherent reactions from other students changing the direction of discussions altogether sometimes. There is also no communication to lecturers on upgrades to the technology or the platform*" (Participant 3, Female, Lecturer).

The study findings indicate that irrespective of using the Vclass, most students did not report a better satisfaction level in terms of their learning effectiveness due to the inexperience with the LMS as well as gaps from the instructors' perspectives. As indicated by Rehman (2017), students who do not engage the LMS for setting their goals and for monitoring and evaluating their progress experience lower levels of satisfaction.

V. Conclusions and Implications

We conclude that although LMS has enormous potential in higher education settings, it does not necessarily lead to self-regulated learning without a conscious system in place to support students and lecturers to do so. The absence of such support such as administrative and training on effective utilisation of LMS appears to lead to under-utilization by most important actors, students and lecturers.

In terms of the content, it appears that students are dissatisfied with the content posted by lecturers. The is a perception that some lecturers are in the habit of recycling lecture videos year after year, and they tend to be outdated and obsolete. Since e-learning is a relatively new concept of education to most students in Ghana, there is the need for orientation and sensitization to enable students learn how to effectively use the discussion forums and maximize their benefits. Therefore, prior experience with other e- learning platforms is a plus for the use of LMS.

Further, the LMS user-interface could be improved to make it more users friendly. The instructors should emphasize training students on how to use easily digital content on the platform. Finally, there should be a regular review of lecture videos by lecturers to reflect current or contemporary trends on the subject matter as it enhances the quality of discussions by students in the discussion forums.

Future studies on the subject must focus on examining LMSs use in other universities in Ghana and their impact on students' self-regulated learning, given the findings of this study and the current focus on online teaching and learning. In the light of the COVID-19 pandemic and the lessons, these findings can inform universities how best to utilize their respective LMSs and address the inherent challenges associated with internet connectivity and lack of experience with the e-learning pedagogy.

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Youth and Adult Education and Evaluation Methodology

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Abstract- In the present work, we analyze how the practice of learning assessment occurs in Youth and Adult Education (EJA), in order to answer the problem question, which is to what extent the assessment process contributes to the exclusion of students from Youth and Adult Education. Adults (EJA). Outlining the profile of these students and making them understand the ways that enable their exclusion/inclusion in school from the evaluation process. The method used to prepare this article includes the research of important theoretical foundations, based on authors such as Freire (1998), Hoffmann (2002), Perrenoud (1999) and Luckesi (1990).

Keywords: *EJA, learning assessment, exams, inclusion.*

GJHSS-G Classification: *FOR Code: 330108*

YOUTHANDADULTEDUCATIONANDEVALUATIONMETHODOLOGY

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Youth and Adult Education and Evaluation Methodology

A Educacao De Jovens E Adultos E A Metodologia Avaliativa

Elielba Nascimento Reis

Resumo- No presente trabalho, analisamos como ocorre a prática de avaliação da aprendizagem na Educação de Jovens e Adultos (EJA), com o intuito de responder a questão problema que é em que medida o processo avaliativo contribui para a exclusão dos alunos da Educação de Jovens e Adultos (EJA). Delineando o perfil destes alunos e fazendo entender as formas que possibilitam sua exclusão/inclusão na escola a partir do processo avaliativo. O método utilizado para a elaboração desse artigo inclui a pesquisa de importantes fundamentos teóricos, tendo como base autores como Freire (1998), Hoffmann (2002), Perrenoud (1999) e Luckesi (1990).

Palavras–Chave: EJA, avaliação da aprendizagem, exames, inclusão.

Abstract- In the present work, we analyze how the practice of learning assessment occurs in Youth and Adult Education (EJA), in order to answer the problem question, which is to what extent the assessment process contributes to the exclusion of students from Youth and Adult Education. Adults (EJA). Outlining the profile of these students and making them understand the ways that enable their exclusion/inclusion in school from the evaluation process. The method used to prepare this article includes the research of important theoretical foundations, based on authors such as Freire (1998), Hoffmann (2002), Perrenoud (1999) and Luckesi (1990).

Keywords: EJA, learning assessment, exams, inclusion.

I. Introdução

O seguinte artigo apresenta como tema a Educação de Jovens e Adultos (EJA), tendo o processo de avaliação como objeto de estudo. A questão que norteia o trabalho é: em que medida o processo avaliativo contribui para a exclusão dos alunos da EJA? O objetivo geral é analisar a forma com que a avaliação da aprendizagem se desenvolve no âmbito escolar dos alunos da EJA, e os específicos são analisar a diferença entre avaliação e exame na modalidade e destacar o papel do professor e de suas práticas avaliativas para o desenvolvimento da aprendizagem dos alunos.

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A metodologia utilizada para o desenvolvimento da pesquisa apresenta caráter qualitativo, pois pretende por meio de leituras a respeito do tema, responder a indagação proposta. Sendo assim elejo este tipo de investigação, por melhor se encaixar no objetivo da pesquisa, uma vez que ela "não tem a preocupação de quantificar, mas de interpretar, compreender fatos e informações na busca de solução para o problema proposto". (ROCHA, 2008, p. 19).

O desenvolvimento da mesma se deu por meio de uma vasta revisão de literatura, pois segundo Noronha e Ferreira (2000, p.191)os trabalhos de revisão de literatura são definidos como:

> (...) estudos que analisam a produção bibliográfica em determinada área temática, dentro de um recorte de tempo, fornecendo uma visão geral ou um relatório do estado da arte sobre um tópico específico, evidenciando novas idéias, métodos, subtemas que têm recebido maior ou menor ênfase na literatura selecionada.

Na sequência foi destacado, a partir da leitura de artigos, dissertações e teses anteriores todo o material que possa contribuir para a análise e resolução do problema proposto. A escolha do tema surgiu devido a sua relevância uma vez que a Educação de Jovens e Adultos (EJA) percorreu um longo caminho até ganhar o destaque que tem nos dias atuais.

Muitos são os jovens e adultos que resolvem retornar ou entrar pela primeira vez em uma escola. A maioria deles, por diversos motivos não teve a oportunidade de estudar durante sua infância e adolescência, mas diante das exigências atuais da nossa sociedade que busca a cada dia mais profissionais capacitados ou simplesmente pelo desejo de aprender a ler e a escrever eles sentem a necessidade de voltar ao ambiente escolar.

Ao retornarem para a escola esses jovens e adultos trazem consigo uma bagagem de conhecimentos e experiências, que muitas vezes não é valorizada pelo professor em sala de aula. Muitos deles esperam encontrar ou trazem a lembrança de uma escola com métodos tradicionais que:

> (...) baseia-se na exposição oral dos conteúdos, numa sequencia predeterminada e fixa, independentemente do contexto escolar; enfatiza-se a necessidade de exercícios repetidos para garantir a memorização dos conteúdos. A

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> função primordial da escola, nesse modelo, é transmitir conhecimentos disciplinares para a formação geral do aluno, formação esta que o levará, ao inserir-se futuramente na sociedade, a optar por uma profissão valorizada. (BRASIL, 1997, p. 39).

Sendo assim o professor é considerado o único detentor do saber, e o processo avaliativo acaba acontecendo de forma autoritária e classificatória, onde o "educador possui o poder arbitrário de classificar, em definitivo sem tribunal de apelação, um educando". (LUCKESI, 1990, p. 172).

Desta forma a avaliação pode acabar se tornando um mecanismo de exclusão uma vez que "avaliar é também privilegiar um modo de estar em aula e no mundo, valorizar formas e normas de excelência, definir um aluno modelo, aplicado e dócil para uns, imaginativo e autônomo para outros". (PERRENOUD, 1999, p. 09).

Considerando que os alunos da EJA apresentam como característica frequente a baixa autoestima, o que gera certa resistência e insegurança para enfrentar novos desafios, muitos abandonam os estudos por medo de não obter o sucesso escolar. Diante das dificuldades enfrentadas por esses alunos que lutam a cada dia pelo direito a educação, mesmo que esse lhe tenha sido negado, ou por algum motivo interrompido em certo momento da vida.

Tendo como principal base autores como Freire (1998), Hoffmann (2002), Perrenoud (1999) e Luckesi (1990), esse artigo traz uma análise de como as práticas avaliativas podem contribuir para a exclusão do aluno.

O professor da EJA deve estar preparado para lidar com alunos em diferentes níveis de aprendizagem, se preocupando em formar cidadãos ativos na sociedade, abordando temas que façam parte do seu cotidiano, respeitando sempre as necessidades individuais de cada um tendo em vista que "Todos os aprendizes estarão sempre evoluindo, mas em diferentes ritmos e por caminhos singulares e únicos. O olhar do professor precisará abranger a diversidade de traçados, provocando-os a prosseguir sempre". (HOFFMANN, 2002, p.68).

Paulo Freire (1998) sempre enfatizou a importância de se respeitar os conhecimentos prévios dos alunos, estimulando o senso crítico dos mesmos. A seu ver a educação não é simplesmente a transmissão de conhecimentos do educador para o educando, como se fosse um depósito, o que ele chama de educação bancária, mas sim um processo de interação entre ambos, onde todos ensinam e todos aprendem.

Essa interação permite que o educador conheça mais a fundo as competências adquiridas e as dificuldades do educando. A partir daí, o professor deve analisar a melhor decisão a ser tomada para o desenvolvimento de seu trabalho, pois: "(...) Cabe ao professor reconhecer as diferenças na capacidade de aprender dos alunos, para poder ajudá-los a superar suas dificuldades e avançar na aprendizagem." (HAYDT, 2004, p.07).

O professor deve utilizar em sua prática de ensino métodos avaliativos que não tenham como objetivo simplesmente selecionar o aluno que obteve bom resultado do que não obteve. Esse é um dos principais desafios para que o processo de avaliação da EJA deixe de ser considerado como um possível mecanismo de exclusão.

Tudo que foi posto até então, faz-nos comprovar a ideia de que a avaliação, quando se torna um mecanismo de exclusão, provoca a evasão dos alunos por meio das reprovações. Dessa forma nesse primeiro momento, faremos um passeio pelo panorama histórico da EJA, em seguida, distinguiremos as principais características do exame e da avaliação e por fimos teóricos abordados e as considerações finais que demonstram a visão geral de tudo que foi abordado.

II. Avaliação da Aprendizagem e EJA: Contextos e Conceitos

O processo de avaliação sempre foi alvo de discussões de muitos autores, devido a seu importante papel dentro do processo de ensino aprendizagem. Entretanto este termo não esta associado apenas ao ambiente escolar, existe diversos tipos de avaliação e ela está presente em vários momentos do nosso cotidiano, "seja através das reflexões informais que orientam as frequentes opções do dia-a-dia ou, formalmente, através da reflexão organizada e sistemática que define a tomada de decisões." (DALBEN, 2005, p. 66).

Sempre que realizamos alguma atividade ou estamos diante de alguém estamos avaliando e sendo avaliados. A avaliação está tão intrínseca nas nossas ações que às vezes nem percebemos que ela está acontecendo. Todavia quando nos referimos à avaliação escolar, sentimentos como ansiedade, nervosismo e medo passam a surgir antes, durante e após o momento avaliativo. Esse é um ponto chave para se compreender a concepção de avaliação que vem sendo utilizada nas escolas.

Na EJA o processo de avaliação também é visto como um momento tenso, o que pode ser um agravante para o sentimento de exclusão causado pela baixa autoestima que muitos desses alunos apresentam em seu perfil. O sentimento de inferioridade com relação aos alunos que não tiveram a educação interrompida no ensino regular e o insucesso no processo de aprendizagem faz com que muitos vejam a escola como um local de experiência negativa.

Diante das especificidades da EJA, fica evidente a importância da adequação da prática avaliativa, para que esta respeite e atenda as necessidades de cada aluno. A escola precisa estar

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preparada para acolher e estimular estes educandos, Libâneo (2003, p.53) afirma que:

> A escola de hoje precisa não apenas conviver com outras modalidades de educação não formal, informal e profissional, mas também articular-se e integrar-se a elas, a fim de formar cidadãos mais preparados e qualificados para um novo tempo.

As instituições de ensino devem oferecer aos seus alunos, um ensino de qualidade em um ambiente agradável e acolhedor, deixando de lado toda e qualquer forma de exclusão. Para compreendermos melhor o desenvolvimento do processo avaliativo na EJA, vamos ampliar as nossas discussões, a respeito do tema conhecendo um pouco melhor este segmento.

a) Caracterizando a EJA.

A Educação de Jovens e Adultos (EJA), é uma modalidade da educação básica. O segmento é regulamentado pelo artigo 37 da Lei de Diretrizes e Bases - LDB (Lei 9394/96) e é destinada àqueles que não tiveram acesso ou continuidade aos estudos no ensino fundamental e médio em sua idade regular e querem voltar a estudar.

Porém, esta conquista legal foi fruto de muitos anos de lutas e experiências. A EJA passou por um longo percurso histórico até ganhar a projeção que tem atualmente, uma vez que esta modalidade de ensino sempre foi tratada pelas políticas educacionais de forma secundária e sem muitos investimentos.

Durante o Período Colonial já se encontravam vestígios da EJA, quando os padres jesuítas catequizavam adultos e adolescentes tanto nativos quanto colonizadores. Com o objetivo de transmitir conhecimentos científicos e escolares, juntamente com a propagação da fé cristã. Contudo, somente na década de 1940, a EJA passa a ganhar maior destaque no cenário nacional, isto porque em 1945, com a aprovação do Decreto nº19. 513 de 25 de agosto de 1945, a Educação de Adultos torna-se oficial.

Em 1947, estrutura-se a primeira grande campanha contra o analfabetismo adulto no Brasil, a Campanha de Educação de Adolescentes e Adultos (CEAA), lançada pelo governo Federal. A partir daí, entre as décadas de 50 e 60, novos projetos e campanhas foram lançadas com o intuito de alfabetizar jovens e adultos.

Dentre as campanhas difundidas, temos o Movimento de Educação de Base (MEB), os Centros Populares de Cultura (CPC), e o Movimento de Cultura Popular (MCP). Outro ponto de destaque, desse período, trata-se da experiência de Paulo Freire, que lança uma severa crítica ao modelo tradicional de educação e sistematiza uma nova forma de alfabetizar.

Freire ficou conhecido mundialmente por desenvolver um método que ia além das famosas cartilhas, que em sua maioria não despertava o interesse dos jovens e adultos. Essas cartilhas apresentavam conteúdos completamente desvinculados da realidade dos alunos e atividades repetitivas com respostas prontas, o que não exigia a reflexão sobre o assunto. Para Freire (1959), a educação deveria ser comprometida com o desenvolvimento e a formação da consciência crítica dos alunos, pois:

> Não será, porém, com essa escola desvinculada da vida, centrada na palavra, em que é altamente rica, mas na palavra 'milagrosamente' esvaziada da realidade que deveria representar, pobre de atividade sem que o educando ganhe experiência do fazer, que daremos ao brasileiro ou desenvolveremos nele a criticidade de sua consciência, indispensável à nossa democratização (Freire, 1959, p. 102).

Freire utilizou uma metodologia analítica que parte da realidade do educando e enfatizou a importância de um material didático que apresente traços de identidade com a comunidade. Rocha (2005, p.61) reafirma esta ideia quando diz:

> A aprendizagem é um ato de reconstrução interna, pelo sujeito, de aspectos da realidade externa e interna, com os quais se encontra em interação. Essa reconstrução interna se dá através da interação do sujeito com a realidade material e social que o cerca e, nesta medida, a aprendizagem depende do outro.

Devido ao seu sucesso, Freire é convidado a elaborar o Plano Nacional de Alfabetização, em 1963, porém, com o Golpe Militar de 64, todas as ações criadas foram paralisadas.

Diante desses acontecimentos, surge o Movimento Brasileiro de Alfabetização (MOBRAL). Trata-se de um projeto do governo brasileiro, criado pela Lei n° 5.379, de 15 de Dezembro de 1967, instituído e mantido pelo regime militar, apresentava como um dos seus slogans a seguinte frase: "você também é responsável, então me ensine a escrever, eu tenho a minha mão domável". (STEPHANOU; BASTOS (orgs), 2005, p. 270).

Este projeto tinha como objetivo proporcionar alfabetização e letramento a pessoas acima da idade escolar convencional, contudo havia uma uniformização do material utilizado em todo território nacional, não traduzindo assim a linguagem e as necessidades do povo de cada região.

Em 1985, o MOBRAL perde sua força e é extinto, sendo substituído pela Fundação Educar. Diante destes aspectos históricos apresentados, a EJA passa a ganhar destaque na educação e algumas conquistas são alcançadas, exemplos disso são o da Constituição de 1988, em seu artigo 208, que garante a gratuidade para o ensino fundamental, inclusive para a EJA:

> "O dever do Estado com a educação será efetivado mediante a garantia de: *I – ensino fundamental obrigatório e gratuito, assegurada inclusive, sua oferta gratuita para todos*

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os que a ele não tiveram acesso na idade própria;" (BRASIL, 1988).

Outra conquista é da promulgação da Lei de Diretrizes e Bases da Educação nº 9394/96, que passa a contemplar as várias modalidades de Educação de Jovens e Adultos e uma melhor adequação às novas exigências sociais que almeja uma educação que se preocupe com a formação de cidadãos críticos e aptos a participar das decisões da nossa sociedade.

Atualmente, por meio do Programa Brasil Alfabetizado (PBA), instituído em 2003, o Ministério da Educação repassa os recursos financeiros para os Estados, o Distrito Federal e os Municípios. Isto representa um significativo avanço para a EJA, no entanto, sabemos que apesar de algumas garantias ainda há muito a se conquistar para que a educação oferecida a esses jovens e adultos tenha o reconhecimento merecido.

Quanto ao perfil desses alunos alguns questionamentos são feitos: Quem é esse indivíduo que está na Educação de Jovens e Adultos? Quais foram os motivos que o levou até ali? O que o impediu de prosseguir nos estudos em sua idade regular? Quais são as suas pretensões, os seus objetivos?

Segundo Soares (2005, p.23) "Por décadas, o olhar escolar os enxergou apenas em suas trajetórias escolares truncadas: evadidos, reprovados, defasados, alunos com problemas de frequência, de aprendizagem (...)". Contudo sabemos que a diversidade cultural encontrada nas salas da EJA é bastante ampla, desta forma conhecer e valorizar a mesma é a mola propulsora para o desenvolvimento do trabalho pedagógico.

A maioria dos homens e das mulheres, dos jovens, dos adultos e dos idosos, que frequentam a EJA são pessoas com baixo poder aquisitivo e que na maioria dos casos, possuem nível de escolaridade inferior a de seus pais,Oliveira (1999, p. 59) deixa claro essa afirmação quando diz que:

> O adulto no âmbito da educação de jovens e adultos, não é o estudante universitário, o profissional qualificado que freqüenta cursos de formação continuada ou de especialização, ou pessoa adulta interessada em aperfeiçoar seus conhecimentos em áreas como artes, língua estrangeira ou música, por exemplo. Ele geralmente o migrante que chega às grandes metrópoles provenientes de áreas rurais empobrecidas, filho de trabalhadores rurais não qualificados e com baixo nível de intuito escolar (muito freqüentemente analfabetos) ele próprio com uma passagem curta e não sistemática pela escola e trabalhando em ocupações urbanas não qualificadas, após experiências no trabalho rural não qualificada, após experiência no trabalho rural na infância e na adolescência, que busca a escola tardiamente para alfabetizar-se ou cursar algumas séries (...)

Esses alunos apresentam como principal dificuldade a situação econômica, sendo assim muitos pararam de estudar porque tiveram que trabalhar ou porque não possuíam escolas em sua região e o acesso a escolas mais distantes era inviável.

É comum também nos depararmos com uma grande quantidade de mulheres na sala de aula, quase sempre representando a maioria da turma, dentre os motivos que explicam essa questão temos, o preconceito dos pais que acreditavam que suas filhas deveriam aprender exclusivamente a cuidar dos afazeres domésticos, ou ao fato de se casarem muito jovem, sendo obrigadas a interromper a educação para cuidar da família segundo Dilvo Ristoff[1].

Martins (2010, p.87) destaca que "na alfabetização de jovens e adultos, há diferentes perfis de alunos. Existem os aposentados com tempo livre, os adolescentes que trabalham durante todo o dia, profissionais que fazem bicos etc." A respeito desse perfil, Moll (2004, p.11) esclarece-nos mais profundamente ao dizer que:

> Nesse sentido, quando falamos "em adultos em processo de alfabetização" no contexto social brasileiro, nos referimos a homens e mulheres marcados por experiências de infância na qual não puderam permanecer na escola pela necessidade de trabalhar, por concepções que as afastavam da escola como de que "mulher não precisa aprender" ou "saber os rudimentos da escrita já é suficiente", ou ainda, pela seletividade construída internamente na rede escolar que produz ainda hoje itinerários descontínuos de aprendizagens formais. Referimo-nos a homens e mulheres que viveram e vivem situações limite nas quais os tempos de infância foi, via de regra, tempo de trabalho e de sustento das famílias.

Todas as dificuldades enfrentadas por esses alunos colaboram para o fortalecimento da sua baixa autoestima, que na maioria das vezes está vinculada ao fracasso escolar, o sentimento de exclusão e a repetência. Todos esses fatores contribuem para a desvalorização pessoal dos mesmos, contudo a depender da relação que é estabelecida entre o educando o educador e todo o ambiente escolar, essa autoestima pode ser elevada, e o sentimento de fracasso passa a ser substituído pelo desejo de buscar novos desafios.

Segundo o parecer CNE/ CEB 15/98, grande parte destes alunos tem a necessidade de voltar à escola para se sentirem incluídos na sociedade, almejam uma ascensão profissional ou estão em busca de seu primeiro emprego; são pessoas que não possuem outras formas de acesso à cultura letrada; operários "forçados" pelas empresas a concluírem os seus estudos, sob pena de perder o emprego se descumprir as ordens; alunos reprovados por muitos anos e que se afastaram da escola por um longo período de tempo.

[1] RISTOFF, Dilvo. A trajetória da mulher na educação brasileira. Jornal de S.Paulo. Disponível: http://portal.mec.gov.br/ultimas-noticias/202-264937351/5710-sp-1216879868

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Diante desta pequena análise a respeito do breve histórico da EJA e do perfil desses alunos é possível notar que, este segmento precisa de uma atenção especial devido a grande diversidade encontrada em sala de aula. No que diz respeito à avaliação não é diferente, o educador precisa estar atento para não utiliza-lá como mais uma ferramenta de exclusão desses alunos. A seguir faremos uma pequena análise de como ocorre o desenvolvimento do processo avaliativo na EJA.

b) A Avaliação da Aprendizagem na EJA.

Muitas são as discussões a respeito da importância da avaliação dentro do processo de ensino e aprendizagem, este tema passou por um longo processo histórico-educacional até chegar ao seu perfil atual.

Ao contrário do que se pensa, o termo avaliação nem sempre esteve relacionado ao o ambiente escolar, inicialmente utilizava-se o termo "exame" para caracterizar o processo avaliativo. De acordo com Luckesi (2009, p.16):

> A tradição dos exames escolares, que conhecemos hoje, em nossas escolas, foi sistematizada nos séculos XVI e XVII, com as configurações da atividade pedagógica produzidas pelos padres jesuítas (séc. XVI) e pelo Bispo John Amós Comênio (fim do séc. XVI e primeira metade do século XVII).

Para o autor o exame ganhou uma dimensão tão ampla nos processos de ensino que a prática educativa escolar passou a ser direcionada por uma pedagogia do exame, que apresenta um caráter autoritário e excludente. Sendo assim, o nosso processo de avaliação não deve estar pautado em uma pedagogia que apresente um caráter classificatório, pois "a sala de aula é o lugar onde, em termos de avaliação, deveria predominar o diagnóstico como recurso de acompanhamento e reorientação da aprendizagem, em vez de predominarem os exames como recursos classificatórios" (Luckesi, 2009, p. 47).

Para Foucault (2007) o exame é utilizado por alguns professores como uma forma de validar o poder que ele tem de aprovar ou não um educando. Segundo o autor.

> o exame combina as técnicas da hierarquia que vigia e as da sanção que normaliza. É um controle normalizante, uma vigilância que permite classificar e punir. Estabelece sobre os indivíduos uma visibilidade através da qual eles são diferenciados e sancionados. É por isso que, em todos os dispositivos de disciplina, o exame é altamente ritualizado. Nele vêm-se reunir a cerimônia do poder e a forma da experiência, a demonstração da força e o estabelecimento da verdade. (FOUCAULT, 2007, p. 154)

Contudo o ato de avaliar é muito mais abrangente, ele não se resume apenas em aplicar um exame. Libâneo (1991, p196) define avaliação.

> "como uma componente do processo de ensino que visa, através da verificação e qualificação dos resultados obtidos, a determinar a correspondência destes com os objetivos propostos e, daí, orientar a tomada de decisões em relação às atividades didáticas seguintes".

Para Hoffmann (2001, p. 12), "avaliar é, ao mesmo tempo, ampliar as oportunidades de aprender do aluno e manter uma postura de abertura permanente às possibilidades reais de cada educando".

Logo ela deve beneficiar o desenvolvimento das capacidades do aluno que por algum motivo ainda não foram alcançadas. Deixando de lado seu caráter de rotular educandos que apresentam um resultado satisfatório, e os que apresentaram resultados insatisfatórios.

Avaliar não é uma tarefa simples, muitos entendem que este processo ocorre apenas com a aplicação de uma prova ou teste, e essa visão ultrapassada ainda é bastante veiculada no âmbito educacional. Contudo sabemos que sua função vai muito além de selecionar alunos, é por meio dela que vamos refletir e propor soluções a respeito do processo de desenvolvimento do nosso educando. Com relação ao papel da avaliação Haydt, afirma que:

> Antes, ela tinha um caráter seletivo, uma vez que era vista apenas como uma forma de classificar e promover o aluno de uma série pra outra ou de um grau para outro. Atualmente, a avaliação assume novas funções, pois é um meio de diagnosticar e de verificar em que medida os objetivos propostos para o processo ensino-aprendizagem estão sendo atingidos (Haydt, 1988, p.14).

No decorrer da história muitos passaram a se equivocar quanto aos conceitos de se avaliar e examinar, uma vez que toda e qualquer atividade que tivesse como objetivo analisar o desempenho do aluno passou a ser chamada de avaliação. Santos (1978, p.20) afirma que:

> (...) a confusão não é meramente terminológica. Representa posicionamentos diferentes frente ao ato educativo (...). Alguns se ligam a determinada doutrinas pedagógicas e falam mensuração da aprendizagem, outros se ligam a outras doutrinas e falam avaliação educacional.

Para muitos a palavra avaliação sempre esteve associada a momentos de tensão e medo, ligados a classificação e julgamentos. No que concerne à EJA, essa concepção não é muito diferente. Muitos alunos que resolvem retornar aos estudos, após uma longa interrupção, trazem consigo a lembrança de uma avaliação autoritária e classificatória.

Mas essa ideia vem de longa data, desde o período dos jesuítas (século XVI) que apresentava a disciplina como base da educação, tendo comoobjetivo formar um educando obediente aos mandamentos e a autoridade da igreja católica.Luckesi (2009) afirma que as provas e os exames tinham uma atenção especial nesse período, que ia da constituição das bancas examinadoras até a divulgação pública dos resultados.

Comênio, grande filósofo e educador do século XVII, também acreditava que, o medo pode contribuir

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para o melhor desempenho dos alunos, de acordo com Luckesi (2009, p. 22) "Comênio diz que o medo é um excelente fator para manter a atenção dos alunos. O professor pode e deve usar esse 'excelente' meio para manter o alunos atentos as atividades escolares."

Contudo é a partir do século XVIII, que a avaliação assume uma forma mais estruturada, quando surgem as primeiras escolas modernas. Em 1934 surge o termo "avaliação educacional", proposto primeiramente por Tyler, que acreditava que antes de se avaliar era preciso estipular os objetivos que deveriam ser alcançados pelos educandos (LANNES, 2007).

Atualmente, a avaliação consolida-se com base na lei n° 9394/96 que define e regulariza o sistema de educação brasileiro, baseado no princípio do direito universal à educação para todos, em seu Art. 24, inciso V que trata da verificação do rendimento escolar ela chama atenção para os seguintes critérios:

a) avaliação contínua e cumulativa do desempenho do aluno, com prevalência dos aspectos qualitativos sobre os quantitativos e dos resultados ao longo do período sobre os de eventuais provas finais;
b) possibilidade de aceleração de estudos para alunos com atraso escolar;
c) possibilidade de avanço nos cursos e nas séries mediante verificação do aprendizado;
d) aproveitamento de estudos concluídos com êxito;
e) obrigatoriedade de estudos de recuperação, de preferência paralelos ao período letivo, para os casos de baixo rendimento escolar, a serem disciplinados pelas instituições de ensino em seus regimentos;

O que deixa claro o verdadeiro papel da avaliação, destacando a importância dos aspectos qualitativos fazendo com que estes superem os quantitativos, uma vez que na concepção qualitativa "Há uma preocupação em compreender o significado de produtos complexos a curto elongo prazo, explícitos e ocultos, o que requer uma mudança de orientação, uma troca de pólo: da ênfase nos produtos à ênfase no processo". (SAUL, 1988, p. 46).

Ou seja, o resultado final, ou mais precisamente a nota deixa de ser o principal foco do processo avaliativo, e todo o processo passa a ser levado em consideração, aumentando assim as possibilidades de ação do professor.

Tanto na EJA, quanto para a educação em geral a avaliação deve acontecer simplesmente como mais um momento do processo de aprendizagem e não como o principal, ela não deve ser utilizada como um instrumento de punição nem cobrança. Oliveira (2008, p.77) ressalta que:

> [...] A esses sujeitos, independentemente da consideração das deficiências e dificuldades de aprendizagem, por longo tempo, e ainda hoje, não obstante os avanços no campo da EJA, empiricamente, temos nos defrontado no âmbito de vários sistemas, quando não com o descaso, com uma oferta de educação que desconsidera as potencialidades dos sujeitos, fomentando uma cidadania pela metade, o fracasso e exclusão escolar. Uma educação em que, resguardadas as dimensões da afetividade e subjetividade envolvidas no processo de alfabetização, os próprios sujeitos parecem que naturalizam e se dá por satisfeitos com o aprender a escrita do seu nome e com o acesso a rudimentos da leitura e da escrita.

É de fundamental importância que o professor leve em consideração as especificidades desses jovens e adultos que trazem consigo uma bagagem de informações a respeito de seu modo de ver e compreender o mundo e estes não pode ser desconsiderado. É necessário também o incentivo por parte do educador pela busca de novos conhecimentos, não permitido que o educando se sinta desmotivado ou satisfeito com o conteúdo básico. Soares (2005, p. 21) ressalta também que:

> A visão reducionista com que, por décadas, foram olhados os alunos da EJA- trajetórias escolares truncadas, incompletas- precisará ser superada diante do protagonismo social e cultural desses tempos da vida. As políticas de educação terão de se aproximar do novo equacionamento que se pretende para as políticas da juventude.

Um novo olhar é essencial para o desenvolvimento e valorização deste segmento, essa visão ultrapassada e reducionista do perfil da EJA deve ser superada, bem como a concepção de avaliação autoritária e excludente que muitos educadores praticam em sala de aula, como se esta fosse uma forma de legitimar o seu poder. Só assim notaremos mudanças concretas quanto às ações educacionais voltadas para esses alunos.

Com base na discussão realizada a respeito do processo avaliativo na EJA, é possível perceber que muitos educadores fazem exames acreditando que "estão" realizando uma avaliação, não se dando conta das diferenças existentes entre esses procedimentos.

III. Considerações Finais

Um dos grandes desafios que se apresenta na escola refere-se ao como avaliar a aprendizagem do aluno. O que geralmente vem ocorrendo é a persistência de uma avaliação classificatória e excludente, isto acarreta a desistência escolar, principalmente na EJA, que apresentam maiores dificuldades para permanecer na escola, devido a fatores cognitivos, a baixa alta estima e as questões socioeconômicas.

Em muitos casos, esses alunos não desistem pelo cansaço de uma longa jornada de trabalho, mas pelo cansaço de rever práticas de avaliação classificatórias em sua longa jornada de vida. É comum nos depararmos com jovens e adultos que chegam às escolas exaustos após enfrentarem uma dura e longa jornada de trabalho, com a esperança de adquirir conhecimento para conseguir melhorar de vida.

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Mas apesar de toda essa força de vontade de alguns, ao se depararem com uma educação que se resume em decorar conteúdos e responder questionários automáticos, onde a avaliação é o centro das atenções e as notas, a única coisa levada em consideração para se avaliar o desenvolvimento da aprendizagem sente-se desmotivados e acabam se afastando do ambiente escolar.

O professor precisa rever sua prática, conhecer e respeitar as especificidades desses alunos, valorizando seus conhecimentos prévios. Ele deve proporcionar ao aluno uma avaliação reflexiva que lhes permitam fazer a relação dos conhecimentos adquiridos na escola com a o seu cotidiano, planejando intervenções sempre que os bons resultados não forem alcançados, contribuindo assim para o avanço do estudante.

O ato de aprender exige perseverança, e é tarefa do professor criar mecanismos que possibilite não só a transmissão dos conhecimentos programáticos, mas a superação dos mesmos, num longo percurso de aprender e desaprender, desconstruir para reconstruir saberes.

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Tertiary Education Technology Management towards Studying Willingness Approaches: A Sociological Perspective

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Abstract- Without the shadow of a doubt, the use of technology has become not only an inseparable part of our daily lives but, it is also changing with not coming back the way we look at future societies living styles. So much so the truth that we already ponder is matter of a forthcoming civilized world living concept. And unless a catastrophic would happen, this is the scenario we do portray. With this, the study aimed to analyze tertiary education technology management towards studying willingness approaches. It also provides based research study blended learning methodological insights. To accomplish this objective, a revision of reliable materials such as academic scripts, books, and Internet accredited websites was conducted. This research criterium involved the mixed of quantitative and qualitative research techniques. The present research study takes up on technology individuals rate usage which affective-paraphernalia has led to the high degree of self-reliance and self-direct individuals' behaviors we all can observe in these days university students. All this to create a body of knowledge about this particular phenomenon.

Keywords: *sociology; education; behaviorism; technology; blended learning.*

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Joel Laffita Rivera

Abstract- **Without the shadow of a doubt, the use of technology has become not only an inseparable part of our daily lives but, it is also changing with not coming back the way we look at future societies living styles. So much so the truth that we already ponder is matter of a forthcoming civilized world living concept. And unless a catastrophic would happen, this is the scenario we do portray. With this, the study aimed to analyze tertiary education technology management towards studying willingness approaches. It also provides based research study blended learning methodological insights. To accomplish this objective, a revision of reliable materials such as academic scripts, books, and Internet accredited websites was conducted. This research criterium involved the mixed of quantitative and qualitative research techniques. The present research study takes up on technology individuals rate usage which affective-paraphernalia has led to the high degree of self-reliance and self-direct individuals' behaviors we all can observe in these days university students. All this to create a body of knowledge about this particular phenomenon.**

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I. Introduction

Without the shadow of a doubt, the use of technology has become not only an inseparable part of our daily lives but, it is also changing with not coming back the way we look at future societies living styles. So much so the truth that we already ponder is matter of a forthcoming civilized world living concept. And unless a catastrophic would happen, this is the scenario we do portray. Of course, university students are included. This particular segment of modern society [well-known as Millenniums] has become so habitual to technology usage that living without it is not an option to be considered, at least is what most of them bearing in mind. This is a posture that is understood as resulting from being born and grow up in an era ruled by a spectrum of technological advancements for instance, computers, tablets, smartphones and, more significantly, Internet and Digital Platforms. So. for these days' university students is not a bit issue to cope with these technologies. However, the frequent use they give them has created a strong-whole in terms of affective-paraphernalia leading to a high degree of self-reliance and self-direct individuals' behaviors. A phenomenon that the present research study attempts to analyze from the sociological perspective proposed: Tertiary Education Technology Management towards Studying Willingness Approaches.

Pragmatically speaking we, all know that today the technology background of university students is much advanced than it was years ago. As the digitalization process develops, so does their knowledge respectively. (Stephen, 2020) claims that the pace of technological advancement shows no signs of slowing, and we certainly won't be returning to simpler times barring catastrophic turns of events, so that so alarm that going digital could be the only way to keep up with the rapid pace of the modern world. Consequently, it should be the based subject's knowledge university students are imparted, and which they can acquire wherever they are, wherever go. At the time they want to do so when using technology. It would be a matter of studying willingness approaches.

All this raises these fundamental questions: Are university students willing to perform research given assignments according to Higher Education learning standards by using technology? If so, why universities still struggle to cope with studying willingness approaches? What if the solution rests on critically analyzing these days university students' behaviors in technology management?

Taking on those questionable statements, it would be very accurate to say that is not a secret that the younger generations, including these days university students occupy the highest presence percentage when it comes to technology usage. It is not either a hidden thing that the time they do spend in doing digital platforms online communication practices is higher than the one other segments of modern societies do. We can certainly argue that 80% to 90% of the knowledge and skills they do posse when it comes to digital platforms usage is acquired through self-learning-engagements. So, these are clear indicators of behavioral self-autonomous learning approaches. In other words, a matter of willingness which the university should use to cultivate such research capabilities towards the production of university students skilled - graduates.

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(Araiba, 2019) argues that although behaviorists generally accept the important role of heredity in determining behavior, they focus primarily on environmental events. Subsequently, it is implicit that the technology self-reliance and self-direct individuals' behaviors the present research study highlights is a point of departure to access studying willingness approaches through the creation of blended learning inductive behavioral methodologies in Tertiary Education.

II. Literature Review

Although the conceptual discussion on the subject this research study presents might well appear subjectively, yet it is important to realize that sociology as a social science discipline uses various methods of empirical investigations and critical analysis to develop a body of knowledge about social order and social change (Ashley and David, 2005).

The philosophical view used to address the aim of this paper matches reliable and competent theories such as; The theory of Digital Sociology which tries to understand the use of digital media as part of everyday life and how these various technologies contribute to patterns of human behavior and social relationships. The New Theory of Education which valuable principles can help universities to understand that the insights provided in this study are beneficial to the learning process in Tertiary Educational. Both the theory of Digital Sociology and New Theory of Education have been addressed and discussed in the research-work of (Lawrence, 1978); (Selfe, 1987); (Wynn, 2009); (Neal, 2010); (Devorah, 2014); (Richard, 2006); (Ashley, 2005).

The sociological perspective presents in this paper copes with the concept of sociology recorded in (The American Heritage Science Dictionary, 2011), which states that Sociology is the study of society, human social behavior, patterns of social relationships, social interaction, and culture that surrounds everyday life. It also copes with other scientific, academic research accounts that have stepped into the field of technology usage to address its implication in Higher Education. A study conducted at the University of Florida to analyze university student's technology ownerships, showed that 95 percent of undergraduate students own a laptop or a smartphone and 30 percent own a laptop, a smartphone, and a tablet (Christopher, 2017). These statistics results should not surprise us because they are clear indicators of technological advancements exposures, something that these students have been experiencing throughout the course of their lives.

The (National Center for Education Statistics, 2018) which is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations, published a paper which highlights the growth and use of computers and the Internet among children and juveniles. Using computers and the Internet is more widespread among children and adolescents ages 5 through 17 than among adults. Although the publication was limited to analyze USA society, we all know that the constant evolution of these technologies has not stopped. For the contrary, due to the incursion and development of the Digital Age, it continues expanding and gaining amply terrene in all sectors of modern societies, including Higher Education. (Darejan, 2015) cites that the reality today proves the fact that information technologies are more and more often used in the higher education system. An example to be cited is the use of the Blended Learning method. (Skrypnyk, 2015) cites that Blended Learning is a Tech-Instructive Approach whose main objective is to use the technological advances of the Digital Era to benefit the Education sector in general. This method describes the way e-learning is combined with traditional classroom methods to create a hybrid teaching methodology. Although the methodological implications of this method have had their criticism, many research studies show a very positive view of its valuable academic results. (Westberry, 2009) quotes that blended learning enhances higher cognitive skills, promotes reflection, and gives equal opportunities to learners. (Lopez, 2011) claims that the method is capable of improving learning outcomes, and (Laffita, 2020) affirms that the blended learning method helps change behavioral studies approaches. As (Beetham, 2013) quotes, it is time for rethinking the way we manage technology in Education.

III. Blended Learning Inductive Behavioral Approach

Based on evidence-based-technology-impact in education, we have to say that there was never before other time in human history in which the university, as an integral part of a society, was gifted to access and utilize the huge among of knowledge databases and computer tools applications that at present, technology has put at its disposal through Internet, Google search appliances, Digital Libraries, Websites, and an assortment of Digital Platforms. These tech mediums have provided the pathway for the university to create a blended learning curriculum based on blended learning inductive behavioral methods. In other words, taking advantage of the high degree of self-reliance and self-direct individuals' behaviors university students do show when using all kinds of electronic devices, Internet service providers, and digital platforms to access in that direction studying willingness approaches. See diagram 1: Blended Learning Inductive Behavioral Approach created for this educational purpose. Table 1: Blended Learning Behavioral Approach Evaluation Criteria, and table 2: Pilot Blended Learning Classroom Setting:

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Diagram 1: Blended Learning Inductive Behavioral Approach

Table 1: Blended Learning Behavioral Approach Evaluation Criteria

Subject	Rewarded Marks	Method Implications
Subjective Assignments	Pass and Fail	Research Assign
		Task Instruction
Objective Assignments		Time Management
		Learning Outputs

Table 2: Pilot Blended Learning Classroom Setting

Based Subject Matter	Instruction	Time Managment Diggesting Learning Inputs	Study Show Case
SPANISH FOR CULTURE AND COMMUNICATION	Provide clear instructions on what to do.	Allocate sufficient time according to given curriculum loading hrs.	Online Individual/group Presentations
HTTPS://CAPAWORLD.CAPA.ORG/TOP-7-CULTURAL-CELEBRATIONS-IN-SPAIN#:~:TEXT=1.,TRADITION%20THE%20WEEK%20BEFORE%20EASTER.	You are required to search the following topic: Spanish belief celebrations. Prepare a written and spoken report in which you discuss cultures using appropriate terminology for cultural characteristics, and recognize the impact of these cultures in today Spanish society social-relationships	-	Google Forms Google Classroom Google Meet Microsoft Teams

Scientifically, it is proved that learners learn more when they are actively involved in the learning process. So, we should teach assignments this way. The brainstorming of the implications shown in the diagram and the tables consists in utilizing the potential of the technological, environmental stimuli surrounding these days university students to develop that way research cognitive individuals' capabilities among undergraduate and postgraduate students. The blended learning inductive behavioral method would permit students not to work under pressure. At the same time, they will not be able to justify unfinished online research assignments. So, allocating sufficient time management is crucial for learners to digest learning inputs. It will allow teachers to determine behavioral studying willingness approaches by using computer tool applications as mediators.

IV. Methodology

To make up the literature framework of the research study, which is based on 1) Research methodology. 2) Subject matter domain. 3) Results and discussion; we utilized mixed quantitative and qualitative research techniques. We focused on collecting, analysing, and mixing both quantitative and qualitative data because both research methods work together offer the best way to address the subject-matter presented. This criterium encompassed the revision of reliable materials such as academic scripts, books, and Internet accredited websites. The inputs of this search are displaced throughout the literature framework of the manuscript according to research writing principles. Three fundamental questions were accountable to proceed with the present investigation, which attempts to respond them have been contextualized and

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sustained by accomplishing the study objective, which analyses tertiary education technology management towards studying willingness approaches, and provides based research study blended learning methodological insights.

V. Fundamental Questions

Are university students willing to perform research given assignments according to Higher Education learning standards by using technology? If so, why universities still struggle to cope with studying willingness approaches? What if the solution rests on critically analyzing these days university students' behaviors in technology management?

VI. Result and Discussion

The research study has featured comprehended facets of the subject matter exposed to discuss technology dependency issues that characterize behavioral management approaches. The implication of this philosophical idea rests primarily on the subjective and conditioned technology usage university students displaces when managing all kinds of electronic devices, Internet service providers and, more significantly, digital platforms. A tech preferential usage we all are currently witnessing among university students, and which they have learned to manage very well on their own. As mentioned before, this particular segment of modern society [well-known as Millenniums] has become so habitual to technology usage that living without it is not an option to be considered, at least is what most of them bearing in mind. However, the frequent use of those technologies has created a strong-whole in terms of affective-paraphernalia leading to a high degree of self-reliance and self-direct individuals' behaviors. Thus, the research study relates to this phenomenon to analyze Tertiary Education Technology Management towards Studying Willingness Approaches.

Given the fact that today the technology background of university students is much advanced than it was years ago. That as the digitalization process develops, so does their knowledge, respectively. That the time they do spend in doing digital platforms online communication practices is much higher than the one other segments of modern societies do. That 80% to 90% of the knowledge and skills they do posse when it comes to digital platforms usage is acquired through self-learning-engagements; we assume that a realistic and critical analysis about these observations would lead us to change the way we impart the based subject's knowledge in Tertiary Education classroom practices when using technology.

At present, university students can manage and perform learning activities wherever they are, wherever go. At the time they want to do so when using technology. It would be a matter of studying willingness approaches. Thus, we should ask ourselves what excuse someone who is a university student might have for no doing the research online given assignments as instructed and on time.

Academically, university students are expected to behave differently than they did in prior educational levels when entering the university and during their academic studies, cope with the high degree of intellectual demands, and meet the assignments criteria evaluation for undergraduate and postgraduate levels. Accordingly, universities demand that the learning management is set by education standards. Basically, these academic inputs constitute a guideline for pursuing university studies. Nevertheless, universities still struggle to cope with studying willingness approaches. Therefore, there are reasons to believe that using methodologies such as the [Blended Learning Inductive Behavioral Approach] proposed could make a difference in accessing these behavioral patterns. It is implicit that Behaviorism, also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions. Consequently, the frequent use of technology, which has created a strong-whole in terms of affective-paraphernalia leading to the high degree of self-reliance and self-direct individuals' behaviors. This referential matter might lead universities to consider rethinking the way we manage technology in Tertiary Education. It promises to advance understanding of educational processes related to classroom practices and the curriculum settings.

VII. Conclusion

In conclusion, one could say that the present research study contains significant findings corresponding to the main objective of the research study. The database presented in the manuscript contextualizes the subject-matter-domain exposed. In conjunction with which the study has made available credential researchers view on the subject discussed and added new scientific ideas. At the same time, it provides an implicit methodological approach that complements the concept of Methodology, which is the contextual framework' for research, a coherent and logical scheme based on views, beliefs, and values, that guides the choices researchers make. In other words, a reflex of the philosophical, sociological perspective this study describes. Thus, this research is a valuable contribution to the field of Education, and as such, it lets at the disposition of the readers and the specialized critics for its evaluation.

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VIII. Recommendation

Based on this research study findings, it is recommended to deep analyzing [technology behavioral management patterns inference] to evaluate the setting of viable technology methodological practices into the university classroom practices and educational curriculums. By taking into account the relationship of academic skills to the real world, it is necessary to do so as the pace of technological advancement shows no signs of slowing, and going digital could be the only way to keep up with the rapid pace of the modern world. A report from (The World Bank, 2019) cites that the future of work and the increasing role of technology in value chains make tertiary education even more relevant for workers to compete in the labor market forces. So, the way we use technology will have a positive or negative impact on future university graduates' lives productivity. Thus, it would be intelligent to consider doing future research works based on the sociological perspective this research study has presented. Overall, to look at the educative side of using technology in corresponding with Higher Education principles.

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By Alton Grizzle

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Keywords: media and information literacy; mil education; intercultural dialogue; interreligious dialogue; educational strategies; mil skills.

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I. Introduction

Youth, Youth, Youth! Youth MINDS! Youth INFORMATION! Youth CRTICAL LITERACY! Youth POWER! Youth CHANGE! The COVID-19 crisis has once again underscored the urgency to build people's resilience through media and information to resist the growing disinfodemic way beyond. Early into the COVID-19 pandemic, the statistics that were reported in the media and circulated on the internet gave the impression that young people were less at risk than others were. Some youth felt invincible but this was quick corrected. With more than 70% of youth worldwide are on the internet according to statistics from the International Telecommunication Union as mentioned in Part 1 of this paper, how can youth be empowered to benefit for the opportunities that new access to information and connectivity present while critically navigating the risks.

Media and Information literacy (MIL) is a powerful and indispensable empowerment tool for youth in the 21st Century to strengthen their critical capacities in a world mediated by technology, media, and other information providers of all forms. Jennings, Parra-Medina et. al. (2006) propose what they call "Critical Youth Empowerment (CYE)" by examining and building on several models of empowerment tied to the interdisciplinary approach of critical social theories and practice around youth empowerment. Critical social theory entails actions and processes that give people the freedom to participate in community activism, and advocacy as well as stimulating the thrust towards social justice (ibid.). CYE as a theory can be applied to the findings of the research for this study because of its close resemblance to MIL, integrated with other social literacies (ICD, IRD, FOE, and FOI) as a critical empowerment tool. According to the authors, "the aim of CYE is to support and foster youth contributions to positive community development and sociopolitical change, resulting in youth who are critical citizens, actively *participating in the day-to-day building of stronger, more equitable communities"* (Jennings and

[1] This chapter is written as part of the author's work as Programme Specialist in the Section for Media and Information Literacy and Media Development, UNESCO. However, the ideas and opinions expressed are not necessarily those of UNESCO and do not commit the Organisation.

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Green, 1993 in Jennings, Parra-Medina et. al. 2006, p.40) [emphasis added]. The positive community development is specifically about the active participation of youth as critical thinkers in the continually shifting information, technological and media landscape and how that impinges upon other aspects of their personal, social, economic and political lives such as freedom of expression, access to information, and involvement in dialogue processes.

a) Youth Initiatives on FOE, FOI, ICD, and IRD – Extent of MIL Integration

Cornelio, Salera *et. al.* (2012) pointed out that, "although the participation of young people in interfaith dialogue and its impact on education is crucial to its sustainability, the literature on youth and interfaith has been very limited". In a comprehensive research the author (Grizzle, A., 2018) found that the situation had not changed significantly. Furthermore, the research literature about youth, FOI, FOI, ICD, and IRD was lacking. Given the dearth of empirical research relating to youth, FOE, FOI, ICD, and IRD, for the purpose of enriching the findings of the study presented in this paper, the author carried out a 'survey' of youth initiatives involving these topics and the extent to which MIL was integrated as an empowerment tool. Some 114 youth projects were reviewed. Table 1 summarizes the findings.

Table 1: Summary of Sampled Youth Initiatives on FOE, FOI, ICD, and IRD – Extent of MIL Integration[2]

Relevant Thematic area	Percentage of Projects (some projects address two or more themes)	Extent of MIL Integration*	Country Examples
Freedom of Expression	24%	Low - Moderate	USA, Croatia, Serbia, Bosnia, Malaysia, Uganda, Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia.
Freedom of Information	66%	Low, mostly related general use of information	Kosovo, Montenegro, Macedonia, Kenya, Lithuania, Luxembourg, Belgium, Ireland, Germany, Austria, Latvia, Spain, Portugal, Estonia, Finland, and Croatia
Intercultural Dialogue	28%	Moderate	Bosnia, Kenya, Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia, Canada, Indonesia, Senegal, Ghana, Peru, and Tanzania
Interreligious Dialogue	13%	Moderate - High	Israel, Canada, Palestine, USA, France

**Low: MIL related issues only mention in documents and frameworks; Moderate: mainstreamed in certain aspect of youth programmes; High: specific and mainstreamed in youth activities and programmes.*

II. Principal Findings of the Research

This part presents and discusses the principal findings of the research component related to youths' perspectives on democratic discourses. The research findings show that, as the youth were meaningfully engaged in the study, they invested a considerable amount of time to reflect on and respond to serious social and democratic issues. The youth responded to over 200 questions in the survey.[2] The findings suggest that the youth surveyed have strong and diverse experiences and attitudes towards freedom of expression (FOE), freedom of information (FOI), intercultural dialogue (ICD), and interreligious dialogue (IRD). Some youths are actively involved in debating and promoting these social issues, some just do not show any interest, while others are afraid to get involved.

a) Summary of macro-level findings related to the youth surveyed

Main Macro Level Finding: The research found that before the MIL MOOC, the correlation between youth knowledge of MIL and their attitudes towards freedom of expression, freedom of information, intercultural dialogue and interreligious dialogue have two extreme positive and negative poles. This suggests that, on one hand, as youths' knowledge of MIL increases their attitudes towards FOE, FOI, ICD, and IRD improve. In other cases, it is the reverse. One possible reason for this situation is that FOE and FOI are integral parts of media and information literacy (Moeller, 2009), although MIL competencies related to these social and democratic discourse issues may not always be emphasised. The possible reason may be that, though

[2] Full details of all projects reviewed are presented in Annex 6 in Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: http://hdl.handle.net/10803/666860. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.

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ICD and IRD are not necessarily within the core of MIL, culture, religion, intercultural communication, and interreligious communication are grafted in media and information (Kim et. al., 2015; Wan, 2012).

Main Macro Level Finding: In relation to the Intervention Group, the research found that they had two extreme poles regarding their knowledge and attitudes. There were fairly strong positive and negative correlations. The correlation was slightly different, insignificant, but very much similar to that of the Non-Intervention Group. This is perhaps because, based on the analysis, the respondents in the Intervention Group and those in the Non-intervention Group had very similar profiles in terms of age, education, experience and prior knowledge. After the MIL MOOC (Intervention), the negative correlations (indication of potential barriers) found in the Intervention Group decreased. This indicated that the MIL MOOC had a meaningful impact on the youths' knowledge and attitudes. The youths in the Intervention Group had broader knowledge of MIL and related social and democratic issues studied after the MIL MOOC than those in the Non-Intervention Group. These findings support two specific hypotheses: SH2 - Youth who participate in the MIL MOOC will show higher levels of attitude change than those who do not participate in the MIL MOOC; and SH3 - Youth with prior knowledge of MIL related competencies, as a result of prior studies, and participation in the MIL MOOC, will have stronger levels of attitude change because of the reinforcement they experience following their participation. Mihailidis (2009), for instance, reached a similar conclusion in his study of 239 university undergraduate students who took a pre-course examination, participated in a media literacy course, and took a post-course examination.

Main Macro Level Finding: Similar to the Intervention Group, the Non-Intervention Group showed strong negative and positive correlations but with extreme poles. The negative correlation was stronger than that of the Intervention Group after the MIL MOOC. This means that their prior knowledge influenced and contributed to the increase or change in their attitudes. However, there are also strong barriers related to knowledge and activity from their experiences in the past. The responses of the youths in the Non-Intervention Group to certain elements in the questionnaire were based on their experiences or knowledge gained from their experiences. They had a narrower understanding of MIL competencies. Vraga and Tully (2015), in their study of audiences with different levels of media literacy education, found evidence which reinforced the issue of prior knowledge. They controlled whether students enrolled in media education courses and those enrolled in non-media courses are exposed to a short media literacy public service announcement (PSA) immediately before they view a political programme. The authors noted:

> *"Findings from this research suggest that the ability of the news media literacy messages to influence students' belief is conditioned by their pre-existing media literacy education. The news media literacy PSA boosted perceived media literacy among all audiences, but the PSA worked differently among students enrolled in media courses compared with students enrolled in non-media course…"* (p.10).
>
> *It is reasonable to assume that greater impact on knowledge will occur in individuals with much longer exposure to information relating to MIL learning. Jerit et. al. (2006) note, "as the volume of information increases, the relation between education and knowledge becomes stronger"* (p. 276).

b) Qualitative analysis of youths surveyed

Main Macro Level Finding: The qualitative analysis carried out on related aspects of the youth survey was also instructive and seemed to support some of the findings of the quantitative analysis. First, there is an interesting occurrence of statements related to "behaviour" and "knowledge" during Weeks 1-3, some of which supposedly come from their backgrounds, including their experiences. During Weeks 4-6 of the MIL MOOC, more statements about "knowledge" began to appear, which is seemingly linked to the youth's progressive investment and engagement in the MIL MOOC. Their reflections on their behaviours, knowledge, and attitudes, however, did not change or increase much during Weeks 7-10. The biggest impact of the classes seems to occur during Weeks 4-6, which covered research skills; MIL and freedom of expression, freedom of information, and gender equality; also the youths produced their own information or media content. Finally, "attitude" appeared mostly during the post MIL MOOC journals and discussion forum. The frequency and breadth of the youths' thinking about the issues mentioned above had become smaller towards the end of the MIL MOOC. This suggests that divergence and convergence were dynamically observed as they pursued the MIL MOOC. One possible deduction here is that MIL, at the individual level, does not have the optimal impact on youth thinking on "cultures" and "religions", as the occurrence of the term in their journals gradually reduced as they progressed through the MIL MOOC. It is more during the discussion forum that the reoccurrence of culture and religion in relation to dialogue appears. This individual and group dynamics in relation to the youth experience have implication for how stakeholders design and implement MIL programmes.

In comparison with the quantitative analysis, youths show interest in a smaller number of elements. Perhaps this comes from their backgrounds, including their experiences, as is the case in the qualitative analysis. The impact of MIL MOOC also seems to be similar in the qualitative analysis. The MIL MOOC had the biggest impact. From the beginning of the MIL MOOC up to Weeks 4-6, the youths' opinions were

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diverged. During Weeks 7-10, their thinking changed significantly wider. Ungerleider (2012) offers similar findings in the qualitative analyses of data from the *structured* dialogue during Youth Peacebuilding and Leadership Programs among high school and college students from Cyprus, Iraq, Serbia, Armenian, Azerbaijan, Denmark, the U.K., and the United States (p. 388-401).

c) Micro-level findings related to FOE

Some of the key findings on this issue are worth underlining in this part. First, most of the youths surveyed (94%) strongly agreed or agreed that FOE is important to development in their countries. Second, slightly more than half of the youths (55%) indicated that they had had their FOE suppressed with only 21% of them giving a neutral response. Of the 55% of the youth who said that they had experienced instances when their freedom of expression was suppressed, less than half (41%) said that they took action in response to their experience. Third, about 57% of the youth surveyed indicated that they paid attention to or participated in debates about FOE in their countries; and 46% said that they frequently advocated for FOE. The level of advocacy for FOE was relatively low compared to other areas perhaps because of youth self-censor for fear of backlash or losing their jobs. The phenomenon of self-censorship happens in all different settings in society and for different reasons. While self-censorship in the media and among journalists is widely researched (Carlsson; Poyhtai, 2017), there is need for more studies on self-censorship among the wider population of citizens and in the workplace. Fourth, almost all of the youths surveyed (96%) said that women, men, and children should benefit equally from FOE and 79% were of the view that foreigners visiting their countries should have the same right to freedom of expression as they have. Fifth, a significant proportion of the youth surveyed (69%) thought that they should have the freedom to say anything they wanted on the Internet, radio, TV, newspaper, in a storybook that they write as long as this causes no physical harm to another person. Similarly, 60% of the youth surveyed thought that they should have the freedom to say anything they want face-to-face to a person, if it causes *no physical* harm to that person. Is it possible that experiences within the family related to FOE influence youths' thinking and probable actions outside of the family? Further research in this area could unearth important knowledge related to FOE and foundational socializations. Sixth, most of the youth in the survey (70%) were of the view that freedom of expression does not give them the right to post false information on the Internet.

But only 34% of the youth indicated that the Internet should be regulated, meaning controlled by governments through laws and regulations. This finding reflects debates on Internet Governance as to who has or should have the real monitoring power (Balleste, 2015). It is evident that most of the youths are not fully aware of the implications of having only governments controlling the internet, the complexities of the level of regulation acceptable, or of the global movement and structure around a multi-stakeholder approach to Internet Governance.

To illustrate, Chermerinsky and Gillman (2016) documented their experience in teaching a freedom of speech course to 15 freshmen at the University of California in Irvine. In the course, the author explored the essential principles of freedom of speech and applied historicity to highlight certain practices and challenges to FOE related to the US Supreme Court, World War I and II, the McCarthy era, the civil-rights movement, and the Vietnam War. The researchers used pre- and post-course discussions of a hypothetical situation where a student, expelled for hate speech, sued the University for the violation of the First Amendment Right. They found that, before the course, there was a unanimous vote among the students in favour of the University but, after the course, the students were split in their votes. Chermerinsky and Gillman observed, "the difference in the discussion was remarkable; the instinctive desire to eradicate racist speech was replaced by all of the students seeing the need to strike a balance between free speech and creating a positive learning environment for all on campus" (p. 1). Essentially, the youth changed their attitudes towards some FOE issues after the course, but, like the findings in this dissertation, not with much divergence in their thinking and flux, depending on the situation. (See also Campus Watch, 2015 for posts that share and discuss what youth think about FOE[3]).

d) Micro-level findings related to FOI

Again in this part, some of the key findings worth underlining are: First, most of the youth surveyed (92%) were of the view that freedom of information was important to development in their countries and almost half of them (49%) thought that FOI existed in their countries, although (48%) did not think or were uncertain about the existence of FOI in their countries, Second, 44% of the youth surveyed indicated having experiences where their right to freedom of information was not respected with only 26% of them saying that they took action to address the situation. Third, (34%) of the youth surveyed said they were involved in groups that promote freedom of information but 61% said they were not participating in these types of actions. Fourth, in the view of 54% of the

[3] What Do The Youth Think: Should Freedom Of Speech Be 'Absolute' Or With 'Reasonable Restrictions'? Campus Watch (2015). https://www.youthkiawaaz.com/2015/10/youth-speak-freedom-of-speech/. Accessed on 31 July 2018.

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youth, they should not have the right to access government-held information, if that would cause physical harm to another person while 62% of youth thought that they should not have the right to access such information, if that would threaten the security of their countries. Fifth, just about 33% of the youth surveyed indicated that they knew how to use access to information laws in their countries to access government-held information but 74% of them had never used access to information laws in their countries. Sixth, 65% of the youth surveyed thought that foreigners who visit their country should have the same right to freedom of information as they do. Further analysis of extracts from hundreds of comments provided by the youth indicated that national security issues and concern about physical harm were dominant in their minds, when the threat was related to or could be instigated by another person, a foreigner. This finding suggests a rich area for further analysis and research into these issues and their implications.

Beyers' (2013) analysis of the emergence of a new freedom of information movement driven by youth online supports some of the findings highlighted in this section. He suggests that the youth have strong perspectives and stance on freedom of information to the point of sometimes being radical with respect to anonymity online and support for movements such as Wiki-Leaks. The most of the youth surveyed in the research for this dissertation advocate for FOI online. Beyer argues that there is evidence showing "…the power of the Internet and online communities in shaping participants' political beliefs and actions. Young people online are willing to mobilize on behalf of abstract rights claims, and that willingness spreads quickly across the social spaces online (p. 149-150)". Yet as far back as 1983, long before the internet boom, librarians and other information professionals reflected on youth and freedom of information. In a symposium held on the topic, they focused on censorship, including the removal of certain books from the library, intellectual freedom and repressive laws. They proposed strategies to increase youth awareness and involvement in advocating and benefiting from FOI (Varlejs; Simpson, 1986).

e) Micro-level findings related to ICD

The key findings on this theme worth underlining are: First, most of the youth surveyed (94%) said that cultural dialogue and respect for others who are different were important to them and the development of their countries and 93% of them thought the media in their countries should promote intercultural dialogue. Second, 40% said they had experienced situations where they felt that they were discriminated against because of their culture and 26% of them took action to address that discrimination. Third, 71% of the youth surveyed said that they paid attention to or participated in debates related to cultural dialogue in their countries; 60% said they advocated for cultural dialogue in social media networks and 66% by word of mouth. The other means of advocacy were newspapers (21%), community radio (15%), television (13%), national radio (12%), and writing letters (16%). Fourth, the majority of the youth surveyed (54%) were of the view that the media in their countries promote respect for others who are from different cultures, ethnic backgrounds, social class or who have different social practices. Fifth, 69% of the youth rejected the idea that their opinions were more important than those of others; 76% did not think that their cultures were superior to all other cultures; and 70% thought that their cultural backgrounds influence how they see the world around them. Here again, studies have presented similar findings as those above. Ochiai (2013) found that a community based programme at a Community Centre in Japan was effective in enabling the acquisition of basic intercultural skills among 109 'new comer children' from Vietnam, Peru, Brazil, Bolivia, and Australia and Japan. They were able to "recognize and express their own opinions and perspectives as ethnic minorities to a host society" (p. 54).

f) Micro-level findings in related to IRD

The key findings on this theme worth underlining are: First, most of the youth surveyed (69%) said that they paid attention to or participated in debates relating to interreligious dialogue and respect for other religions or beliefs in their countries and 58% said that they would consider getting involved in groups that promote interreligious dialogue and respect for other religions or beliefs. Second, social media networks (46% of youth) and word of mouth (53% of youth) were among the most frequently used by youth to advocate for IRD. We see consistency in the principal means of advocacy across the different themes. Third, of the youth surveyed, 75% thought they should not have the right to say whatever they wanted about another person's religion or beliefs, even if that causes embarrassment but no serious harm to another person and 87% said that they valued others who had different religions or different beliefs from their own. Fourth, 74% of the youth were of the opinion that the media, books and the Internet influenced their views of other religions and beliefs and 92% had close friends with different religions or beliefs.

III. Final Considerations and Conclusion

The study carried out for this article has some important results. There is a positive trend in universities and other higher institutions that are stimulating research on MIL (MIL, ML, IL, and DL) Master's and Doctoral levels. However, such developments are at the low end of the scale and still in the embryonic stages.

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The issue of mentoring young researchers in MIL is evident in MIL conferences organized globally through the years. In my experience in leading UNESCO's MIL activities globally, young people are rarely present in these conferences. The opportunity for youth presence even in conferences with themes focused on youth is most frequently lost. UNESCO and its partners are trying to change this trend. The Organization initiated the Global Alliance for Partnerships of Media and Information Literacy (GAPMIL), network of networks, including over 500 organizations around the world to collaborate to amplify MIL globally. In line with the UNESCO's Youth Strategy, stakeholders are encouraged to ensure that youth are represented in all governance structure of GAPMIL, including on the International Steering Committee.

More research is needed to explore, if the planning and implementation of interventions connected with MIL Expansion can lead to more impactful diffusion of MIL. While research studies have shown that people who are exposed to MIL become more critical of information and media content, there are three major challenges. First, people still do not always understand or recognize and embrace the importance of information and media in democracy and development. Second, the diffusion of MIL competencies has not been innovative in ways that complement only technological applications. Third is the challenge of how to organize information and communication of inner, intra, and intergroup as well as institutions. The researcher has outlined a strategic way forward, which was developed in cooperation with other researchers, for further reflections. In my opinion, the joint research and development proposal could result in addressing the challenges in media, information and communication and contribute to achieving the promises of the sustainable development goals (SDGs). It is widely documented that women's participation in media, access to and use of information and communication as well as technology is well below those of their male counterparts in most of the world. The proposed research and development study will have a specific strand to explore evidenced-based approaches to use MIL as a tool to promote women's rights, women empowerment and gender equality online and offline. In other words, the study will seek to enable MIL Expansion among specific groups of women and girls, organizations working with women and girls, and women of all ages, in general.

In addition to the potential contribution of the proposed research and development on MIL[x] to the achieving the SDGs, the MIL[x] is designed to contribute long-term changes in people's community lives by: 1) Expanding citizens', audiences' and users' chances to self-actualize and participate in sustainable development through MIL Expansion, pursuing equality between minority groups and majority or more dominant groups; 2) Informing and engaging at local or community level and global simultaneously; 3) Sensitizing and engaging groups based on ethics, culture, community, age and gender; and 4) Growing institutional take-up and diffusion on MIL within and without, leading to the development of "MIL cities."

Another suggestion for further research are relevant here, in light of the different views about what helps the youth to learn more in online MIL courses and the most effective modalities for teaching MIL in general. Further study is needed to ascertain whether a blended approach to teach MIL would be advisable by experts/practitioners and whether such a combination of modalities would yield better results. Futhermore, many of the youths surveyed reported that they had had experiences where their FOE, FOI were violated and that they were discriminated against because of their cultures or religions. Another avenue for further research is to investigate into youths' experiences in these situations, including the nature and reasons for youth inaction to seek redress when their rights are violated. Similarly, over 40% of the youths surveyed said that they belonged to groups that promote freedom of expression, FOI, ICD, and IRD. The types of groups these youths are involved in, where they exist, the impact of their actions and other related issues provide opportunities for future research.

There is a sentiment among the youths that pursuing a career in FOE is a risky or a life-threatening career. Further research is needed to empirically investigate such issues as the sources, rationale and possible implications of such sentiments for the sustainable development of MIL. In the findings related to FOI, ICD and IRD, national security issues and concerns about physical harm were dominant in the minds of the youth when the threat was related to or could be instigated by another person, a foreigner, for example. Those findings suggest another area for further research into these issues and their implications.

Following social developments in the world, the interest of countries around the globe in and the necessity/demand for MIL for all have grown. In light of the increased demand, global partnership among the international development community warrants attention to accelerate the process and increase people's access to MIL learning. Sustaining momentum at national levels requires a collective response. However, MIL is currently not on the international development agenda.

UNESCO and partners have proposed the "MIL Cities" initiative to enable non-traditional stakeholders, including city mayors, election networks, policy makers and planners in transportation, health, entertainment, housing, hotel industries, public and commercial spaces, as well as other players in city-life, to creatively promote MIL learning (Grizzle, A. 2018). This initiative was continued in the book Marketing, Communication, Technology and Innovation in MIL Cities, with authors

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from various countries published by the University of São Paulo with the support of the UNESCO MIL Alliance (Yanaze, Chibás Ortiz, 2019). A key point here is how international cooperation can lead to the expansion of MIL not only to individuals but also to different social groups (refugees, children, migrants, those affected by disaster, those who are susceptible to crime, drugs and violence) as well as institutions.

In addition to MIL Cities, MIL experts and practitioners should pursue new frameworks such of MIL Expansion theory of change and develop innovative MIL projects for youth organizations, youth groups, and youth. The author suggests that youth should not onl be treated as beneficiaries of MIL but also as co-leader and co-creators of MIL research, development and dissemination.

a) Youth Representation in the MIL Movement

There is a positive trend in universities and other higher institutions that are stimulating research on MIL (MIL, ML, IL, and DL) Master's and Doctoral levels. However, such developments are at the low end of the scale and still in the embryonic stages. The issue of mentoring young researchers in MIL is evident in MIL conferences organized globally through the years. In my experience in leading UNESCO's MIL activities globally, young people are rarely present in these conferences. The opportunity for youth presence even in conferences with themes focused on youth is most frequently lost. UNESCO and its partners are trying to change this trend. The Organization spearheaded the UNESCO MIL Alliance (Formerly the Global Alliance for Partnerships of Media and Information Literacy, GAPMIL), network of networks, including over 600 organizations around the world to collaborate to amplify MIL globally. In line with the UNESCO's Youth Strategy, stakeholders are encouraged to ensure that youth are represented in all governance structure of GAPMIL, including on the International Steering Committee. A consensus was also reached to establish a Youth Sub-Committee of the UNEASCO MIL Alliance. The youth involved led, designed and prepared their own Action Plan to promote MIL in line with the Global Framework and Action Plan for GAPMIL. Dialogue with the youth led to the addition of a Global MIL Week Youth Forum to complement the existing international feature Conference. This enabled a youth-specific approach in parallel with the youth mainstreaming approach that existed previously.

UNESCO has been working with youth to build their information, media, and technological competencies. Recognizing that the youth operate in social groups and within institutions and not only as individuals, the Organization conceived a strategy to build the capacity of youth organizations to integrate MIL in their policies and operation. This approach complements only just training individual youth. This could lead to greater sustainability of MIL development. A key observation here is that the next wave of MIL development and its sustainability will partly depend upon the present younger generation of MIL practitioners. Thus, creative and systematic mentorship is needed to foster this movement around the world. UNESCO is piloting the initiative Capacity Building for Youth Organization to integrate MIL in their Policies and Operation thanks to the support of European Commission, Sweden, and Japan as a generation zero application of MIL[x]. The initiative adopts and institutional approached for sustainable diffusion of MIL among youth. It also employs an innovative approach to penetrate social media with creative MIL learning for youth and to empower them as MIL peer-educators. The harvest is ripe to enable youth to self-empower and contribute to MIL Expansion.

See Part 1 of this paper earlier in this Journal Volume.

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8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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