Problems and Solutions in the Construction of a Distance Education Course in Biochemistry

Barreto, S.B., 1 Almeida, S.M.V.A., 2 Silva, L.P.B.G., 2 Martins, J.M., 1 Silva Filho, J.L.Q., 2 Araujo, B.C., 1 Maia, W.B., 1 Lima, V.L.M. 1

1 UFPE; 2 LIKA

Efficient didactical proposals of a distance education course involve reflective epistemological considerations. This study aimed to promote a critical debate concerning the collective construction of an online environment for apprenticeship. It was applied for Master’s students from PPGBF/UFPE/2010.2, within a curricular discipline. The proposal and the subject matters were defined, available in the online platform Learning Management System (LMS), entitled “Online Improvement in Biochemistry”. The environment was disclosed, followed by a conversation regarding the difficulties experienced in its construction. There were problems on using the platform tools, however, the problems were solved with the instructions sent by e-mail, and therefore the first deadline time to conclude the course (30 days) had to be extended. The question paper applied to the students, with a scale of 0-10, exposed the grade point average as 7, relating to the lack of difficulty to use the platform; the grade point average for the material quality was 9, even though the contents were reorganized. Moreover, there were difficulties on the process of collective construction due to the deficiency of interaction between the students. In relation to the applicability of the course, the grade point average was 10. It’s important to mention that the construction of a distance learning environment requires communal and shared effort from the participants.

Keywords: Biochemistry Education; Didactical Proposals; Distance Education Course.