

MANAGEMENT IN DISTANCE EDUCATION: THE AFFECTIVITY IN THE VIEW OF TUTORS AND STUDENTS

Abstract

Advances in IT have established significant changes in the teaching-learning process, bringing new possibilities for distance education, as well as new challenges such as relationships, interactivity and affectivity. Affectivity is an important variable to be considered in the learning process, as it presents itself as a facilitator and motivator aspect of the same element, the present study aims to describe the perceptions of tutors and students the relationship of affection in a distance education course Post Sensu Lato. To this end, we adopted a methodological approach of qualitative nature and phenomenological inspiration, using semi-structured interviews conducted with seven participants (tutors and students), who finished the first class of the Graduate course of Senac-RN. The technique of content analysis was used, and it was noted that it is possible to do distance education in a virtual learning environment with affection; recognition of the importance of the most satisfying pedagogical relationships based on understanding the emotions. The potential of each tutor and student, when considered within a nurturing environment, even in adverse interactions, allows for the necessary motivation for the results of the learning process.

Keywords: *Distance education. Affectivity. Teaching and learning.*