

International Journal of Human Sciences Research

DOCUMENTAL ANALYSIS STUDY BASED ON THE DOCUMENT OF BLENDED EDUCATION IN THE STATE OF RIO GRANDE DO SUL

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Abstract: This research is characterized by documental study, its applicability in document studies and its contribution to research. The question is how the document analysis can help the researcher in the interpretation of the document? To respond to the problematization, the objective is to discuss document analysis and how it can help the researcher in the interpretation of the document, based on the material under the heading *Guidelines for the State Education Network of Rio Grande do Sul for the Hybrid Teaching Model*, with regard to Secondary Education (New Secondary and Integrated Education), Integrated Secondary Education, EJA- Secondary Education and Special Education. As a theoretical contribution, CELLARD (2020); BARDIN (2020); FLICK (2009); GODOY (1995); JUNIOR (2021). The document under review brings Hybrid Teaching as a strategy and points out some resources (electronic devices) as materials for use. But the State of Rio Grande do Sul has been facing numerous difficulties for its effective application, especially internet access, teacher training, work overload and student motivation.

Keywords: Document analysis. Integrated high school. State Network.

INTRODUCTION

The objective of this study is the documentary analysis of the material under the heading *Guidelines for the State Education Network of Rio Grande do Sul for the Hybrid Teaching Model*, with regard to High School (New High School and Integrated) and the EJA modality, which is also offered in High

School, and for Special Education actions. The document was accessible on the Portal of the Department of Education in 2020, and it is currently possible to locate it in the free Google search engine¹, através das palavras do título na íntegra, o arquivo completo, em formato digital PDF².

Thus, with the problematization of how the documental analysis can help the researcher in the interpretation of the document in the data collection, it is intended to make approaches of the methodological steps of the technique in relation to the documentation having, also as purpose, better cognition of the referred technique.

The starting point is the understanding of what a *document analysis* is, and also what is the meaning that one intends to attribute to the word *document*. For Cellard (2020), the written document can sometimes be the only record referring to the past, that is, a resource to replace our ability to remember our experiences due to our limited memory.

For (BARDIN, 2020, p. 47), document analysis can be defined as: “an operation or a set of operations aimed at representing the content of a document in a form different from the original, in order to facilitate, in a later state, its consultation and referencing”, that is, a condensed representation of the document.

On the methodological level, the documental analysis also presents some significant considerations, “if effectively, the documental analysis eliminated in parts the dimension of the influence, hardly measurable, of the researcher on the subject, it is no less true that the document constitutes an instrument

1 Google is an American multinational online services and software company. It emerged in 1998 with the mission of organizing world information and making it universally accessible and useful. Available at:<<https://www.significados.com.br/google/>> accessed on 02/02/22

2 *Portable Document Format* (better known as PDF) for securely viewing and sharing documents. PDF is now an open standard maintained by the International Organization of Standardization (ISO). PDF documents can contain links and buttons, form fields, audio, video, and business logic. They can be electronically signed and easily viewed on Windows or macOS using the free Acrobat Reader DC software. Available in:<<https://www.adobe.com/br/acrobat/about-adobe-pdf.html>>, accessed on 02/02/2022.

that the researcher does not dominate.” (CELLARD, 2020). The linear impressions, which the researcher cannot interact with, are crystal clear in the document. With regard to the expression *document*, it is opportune to know the meaning of the expression.

Already in the dictionary³, the term “document”, among the several meanings, one was chosen, the one that presents itself as “any writing or printed matter that provides information or proof, used to clarify something”. Thus, in this text, we will talk about the document - *Guidelines for the State Education Network of Rio Grande do Sul for the Hybrid Teaching Model*.

It is necessary, for the use of documental analysis, to attend to the methodological steps; because, according to Cellard (2020, p.296) the “document must overcome obstacles and be wary of pitfalls”. It is important to consider the credibility of the text, and also to try to understand what the message intends to convey. For this, it is necessary to define what type of document, that is, in the study on screen, the written work was chosen, in this case, the digital one; whether the document is publicly or privately accessible and whether documents are personal or not. Once the step of defining the material to be analyzed is carried out, the next moment is carried out, where the preliminary analysis of the document is carried out and, in a linear way, what was perceived about is recorded, presuming to be a description such as how it presents itself. However, critical analysis is necessary, constituting the first stage of the document analysis process.

Having put the initial information, relevant to the document analysis and the document, the document on Hybrid Education in the State Network will be analyzed, from the perspective of Secondary Education (New Secondary Education, Integrated, EJA and

Special Education).

THEORETICAL DEVELOPMENT AND DATA ANALYSIS

Thus, having defined the document, already duly registered in the text, we move on to the preliminary analysis of the digital document that presents with seventy-six pages, written in Portuguese, in cultured language, with cover and summary, as shown in figure 01.

As a prior and critical analysis of the document, concern was observed with the form and, the summary, organized the material into duly numbered chapters, with items and sub-items, to help guide the proposal. We then move on to another step, recognizing the historical and social context in which such a document was prepared. About - *Guidelines for the State Education Network of Rio Grande do Sul for the Hybrid Teaching Model*, It is important to observe the reasons that led to the creation of the document and, for what reason. With that, the initial pages of the document bring, in the form of a table, the history of the pandemic moment and the main actions (relevant legislation), globally and those that the State took to minimize the pandemic situation in Brazil and RS.

In the midst of a pandemic, the Government of the State of Rio Grande do Sul institutes an education policy for the state education network - REE, through Decree 55.254, of May 17, 2020, called Escola Gaúcha, in its articles 1 and 2, which, in accordance with Law 9394/96, would be implemented by the State Department of Education, as well as providing education with quality and equity, through “an inclusive school that meets the needs and specificities of students, leading them to the full development of their potential”. The decree brings with it a great challenge, which is to offer access to quality education to all, which makes us reflect: how

³ Meaning of document. Available in <<https://michaelis.uol.com.br/moderno-portugues/busca/portugues-brasileiro/documento/>>, accessed on 01/03/2022/

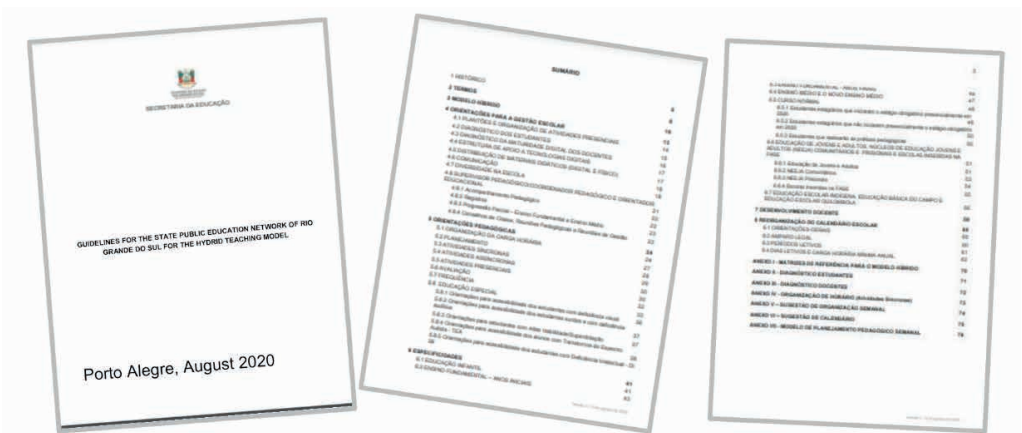


Figure 01: Cover and Summary

Source: Created by the authors based on the document Guidelines for the State Public Network (2022).

6.6 YOUTH AND ADULT EDUCATION, COMMUNITY AND PRISONAL ADULT AND EDUCATION CENTERS (NEEJA) AND SCHOOLS INCLUDED IN THE PHASE	53
6.6.1 Education of Youths and Adults	53
6.6.2 NEEJA Communitarians	55
6.6.3 NEEJA Prisoners	56
6.6.4 Schools Included in FASE	57

Figure 02: Clipping of the Summary, on page 2, of the Guidelines document

Source: Created by the author based on the document Guidelines for the State Public Network.

5.7 SPECIAL EDUCATION	35
5.7.1 Guidelines for accessibility for students with visual impairments	39
5.7.2 Guidelines for accessibility for deaf and hard of hearing students	40
5.7.3 Guidelines for Students with High Abilities/Giftedness	41
5.7.4 Guidelines for accessibility of students with Autistic Spectrum Disorders-ASD	42
5.7.5 Guidelines for accessibility of students with Intellectual Disability-DI	42

Figure 04: Special Education Summary

Source: Created by the author based on the document Guidelines for the State Public Network.

will this be possible?

Therefore, it cannot be forgotten that in Rio Grande do Sul, as of March 23, 2020, all educational institutions in the state were suspended. With the proposal of softening the implications in relation to the construction of learning, a script of guidelines was prepared by the Secretary of Education of the State of Rio Grande do Sul, called - Guidelines to the State Public Network of Rio Grande do Sul for the Hybrid Model of Teaching, aiming to guide the school institutions in Rio Grande do Sul, regarding their pedagogical organization of the hybrid teaching model. In the document, the observation is clear about the focus when signaling its concern for the quality of education that it proposes to offer in schools during and after the pandemic.

It is important to observe the Rio Grande do Sul scenario and the rules applicable to institutions and educational establishments located in the territory of the State of Rio Grande do Sul, in accordance with the measures to prevent and combat the epidemic caused by the new Coronavirus (COVID-19) dealt with in the Decree nº 55.240, of May 10, 2020, which establishes the Controlled Distance System and provides other measures to observe the inequality of access to education, since, concomitantly with the process, Hybrid Teaching was elected in Rio Grande do Sul.

Once the detailed contextualization of the time of creation of the document has been carried out, the authorship of the document is evaluated, that is, if *the Guidelines for the State Education Network of Rio Grande do Sul for the Hybrid Teaching Model*, were prepared by the state government. The questions used to determine authorship focused on the form and place where the document is presented. The understanding reached is that due to the fact that the document is on the website of the Department of Education and uses the State logo, resorting to expressions that certainly

suggest that it is a document produced by the Education sector of the State Government, taking into account the form of the matter meticulously disciplined in the document. Also, at this moment, it is possible to identify the reliability of the text, the origin of the document and the quality of the transmitted information.

In order to observe the nature of the text, it is necessary to closely follow the government policy that falls into the production of the material, since it is a government with its own thinking and proposals combined with the party ideology before formatting the conclusions about the analyzed text, through document analysis. It is also essential to define the meaning of the words used in the document, the key concepts and the internal logic of the text. And, finally, the researcher, based on the steps taken, will be able to provide a coherent interpretation, taking into account the theme or initial question.

The analysis that is made is that the document was presented with the objective of explaining how Hybrid Education would happen in RS, through graphs, tables and schemes. Regarding Integrated Secondary Education, it was suggested for this stage:

HIGH SCHOOL AND THE NEW HIGH SCHOOL

Secondary schools will follow the Reference Matrix for the Hybrid Teaching Model, including pedagogical meetings in their planning, in order to guarantee an effective alignment of methodology and collective actions.

The New High School pilot schools, which carried out with their students the choice of training paths within the previously indicated possibilities, must carry out the curricular activities guaranteeing the skills foreseen in the Reference Matrices for the Hybrid Teaching Model of each path, which is aimed at to the skills of your focal area.

Therefore, the component of the complementary area must be preserved

and developed, contributing through interdisciplinarity to the development of the skills of the focal component, in addition to its abilities.

Among the activities offered to high school students, more specifically to graduating students, are preparatory classes for the National High School Exam (ENEM) - Pre-Enem SEDUC RS. Classes are broadcast daily on TVE-RS, from Monday to Friday, from 7 pm to 11 pm. 20 hours/week are shown, totalizando 464 horas de preparação para todos os componentes curriculares.

Students still have access to classes on Youtube, through the TV SEDUC RS channel, and with the links that are available on the Education Portal and on the website of the Secretary of State for Education (SEDUC).

Taking into account this school stage as the one in which students have greater autonomy to carry out activities, it is suggested:

- a) Development and monitoring of the life project;
- b) Availability of a virtual learning environment (Google Classroom);
- c) Proposals for interdisciplinary learning projects;
- d) Synchronous and asynchronous activities;
- e) Youth protagonism, through proposals that place students at the center of the learning process, based on an active posture;
- f) Whenever possible, application of active learning methodologies;
- g) Communication via far-reaching social media (WhatsApp, Facebook, Instagram, etc.) to encourage and guide studies, provided that the minimum ages for using each of these social networks are observed;
- h) Development of scientific initiation projects.

(GUIDING DOCUMENT, 2021, p. 46-47)

It can be observed that in the document there is no reference to how the technological means will be offered to the student, due to the reference to *asynchronous* activities, at the time of the implementation of hybrid teaching, since in many homes, with the pandemic, there was a loss of the purchasing power of many families, many lost their jobs or closed

Small Businesses or Similar Activities, making life difficult for many gauchos, which many had difficulties to guarantee the payment of their basic expenses.

With regard to Youth and Adult Education (EJA), Community and Prison Youth and Adult Education Centers (NEEJA) and Schools included in FASE, the document presents in the summary, its own subtitle, as per the figure in the Summary:

The document mentions that the EJA modality will be based on the Reference Matrices for Regular Education, observing the conversion of objects of knowledge and skills for Totality 7 (1st year of High School), Totality 8 (2nd year of High School Medium), Totality 9 (3rd year of High School).

In the document, the proposal (guidelines) for this modality is explained in general, that is, for Elementary and Medium EJA in the same paragraph.

For this modality, the guidelines are:

- a) The teachers' planning will be developed based on the results of the Diagnostic Evaluation and the Reference Matrices for the 2021 Hybrid Teaching Model;
- b) Articulation of learning objectives to the world of work;
- c) Valuing non-school knowledge and the implications of students' living and working conditions;
- d) Dialogue with students in the search for the best solutions;
- e) Availability of a virtual learning environment (Google Classroom);
- f) Flexibility for the execution of proposed tasks and goals;
- g) Attention to the population and age diversity of this modality, which needs to be considered in the right of access to education;
- h) Strategies for developing the digital competence of adult and elderly students, who may have greater difficulties with digital technologies;
- i) Valuing the experiences of students, everyday life, in order to bring together

their interests and needs with the proposed activities;

j) Communication with the families of adult and elderly students, so that family members can help in the appropriation of the different digital technologies necessary for access to activities; de) Maintenance of dialogue between teachers and students;

l) The evaluation must consider the attendance in the execution and feedback on the proposed activities and the performance of each student in the evaluations at the end of the semesters;

m) The evaluations must be planned by the professors from the areas of knowledge - joint planning between the professors of each area;

n) The application of the evaluations will take place in the last two weeks of the school semester, remotely, each class with its scheduled date. In-person assessments will only be allowed when the Sponsor releases in-person activities;

o) The expression of results for each curricular component will be in the form of a numerical grade from 0 to 10, with a semester average of 6.0;

p) The semester average will be the result of the sum of the performance of each student, in the following proportion: - 50% of the grade: semester evaluations, and the evaluation grade per area will be the same in each of the curricular components that make up the area; - 50% of the grade: execution and feedback on remote activities proposed by teachers. (GUIDING DOCUMENT, 2021, p. 54-55)

In this sub-item, it can be seen that the guidelines are described, following an alphabetical sequence, from A to P, without, however, signing how the students received access to this type of material commented on in the guidelines, mainly in relation to asynchronous activities and how the procedure will be for the activity marked as “returns” and the evaluation process described superficially, that is, it does not suggest the questions to be evaluated.

Regarding Community NEEJA and Prison NEEJA, the guidelines are separated by sub-items and also in alphabetical order. The virtual learning environment (Google Classroom) is indicated as a remote medium. It can be seen that access to the study platform, for prisoners, is guaranteed, as they are under State protection, however, in the Community NEEJA there is no reference to how technological access will take place. The same happens for the evaluation process, the requirements for the process to be developed are not clear; also, it does not guarantee access to the teacher (the government did not make the internet available to teachers), it only guides in the action of doing⁴.

Regarding the integrated modality, it is discriminated against. in the Summary, as the last of the specifics, on pages 64-65, in which it is oriented:

a) Articulation of the learning objectives to the student's daily life, in order to make their interests converge with the proposed activities;

b) Valuing non-school knowledge and the implications of students' living conditions;

c) Dialogue with students and their families in the search for the best solutions for development and participation in the teaching and learning process;

d) Availability of a virtual learning environment (Google Classroom);

e) Flexibility for the execution of proposed tasks and goals;

f) The planning of teachers for each curricular component must observe the Reference Matrices for the 2021 Hybrid Teaching Model;

g) Maintenance of dialogue between teachers and students, as well as with families, with a view to maintaining the bond with the school and participation in proposed activities;

h) The expression of results for each curricular component will be in accordance with the Sponsor's indication, as well as the distribution of the workload and school days, and the school must provide assistance

4 Obligation to do -New CPC -(Law nº 13.105/15) -obligation that covers human service in general.

in accordance with the Hybrid Teaching Model;

i) Schools must distribute the curricular components, the mandatory part and the diversified part, without separating the two parts into different shifts. The mandatory part and the diversified part must dialogue, including the distribution of their periods in the week;

j) The curricular organization and the workload must follow the indications of the Sponsor, adapting the specificity of full-time;

k) Appreciation of diversified methodologies, appropriation of technologies and interdisciplinary perspectives, seeking to contextualize the different knowledge;

l) The curricular component of the Full-Time School modality Elementary Education Pedagogical Support must be applied to all areas of knowledge, with the distribution of students to the areas in which they demonstrate learning difficulties. Its workload will be 3 hours per week, obligatorily applied in all schools, providing for attendance in the Hybrid Teaching Model in a synchronous and asynchronous manner corresponding to the workload of the component. (GUIDENTIAL DOCUMENT, 2021, p. 64-65)

It matters in the integral aspect the reference for actions that include significant, innovative and technological learning. The guidelines were broken down in alphabetical sequence format. Although available in the Google Classroom environment, it does not discriminate against students in this modality on how to obtain public and free access to technology (internet).

With regard to Special Education, the document presents five sub-items in the Summary, as shown in the figure below:

The sub-items bring the guidelines so that Special Education students must be “ensured wide participation with accessibility and necessary curricular adaptations” (p.36), without, however, informing how and with what technological mechanism that guarantees accessibility. The subitem describes

various approaches, sorted alphabetically; regarding the evaluation, it does not inform how the student will do it remotely, since they are asynchronous activities, that is, who will help in the execution of the task at home. The justification in the document regarding remote activities is that it aims to promote autonomy, without considering the specific needs of the student.

A model is listed below, as shown in the figure, to represent the explanation and offer a calendar model for the implementation of Blended Learning in RS. It can be seen that the model is suggested for use throughout the State Network.

FINAL CONSIDERATIONS

The *document analysis* is a great tool for document analysis and must not be confused with content analysis, as the latter is related to the interpretation of the content and not the document. Therefore, the methodological steps guarantee security for the research and for the researcher, and it is necessary to understand that the researcher needs to be objective, linear and critical, as these are fundamental characteristics for the application of the document analysis technique.

Blended Learning is one of the biggest trends in education in the 21st century and the methodology aims to combine online and face-to-face learning methods, as we live in a time when students are starting to use technologies and have contact with computers, *smartphones*, *tablets*, platform *google classroom*. Blended learning encourages institutions to reflect on the organization of classrooms, pedagogical planning, among other aspects. It came up with the idea of innovating the traditional teaching model by integrating technology into education, in order to stimulate the learning process and as a learning tool. However, as it is public and free education, the document did not show how

ANEXO VI – SUGESTÃO DE CALENDÁRIO

Coordenação Regional de Educação
 Direção de Planejamento
Adequação Calendário Escolar Rede Estadual – Ensino Híbrido

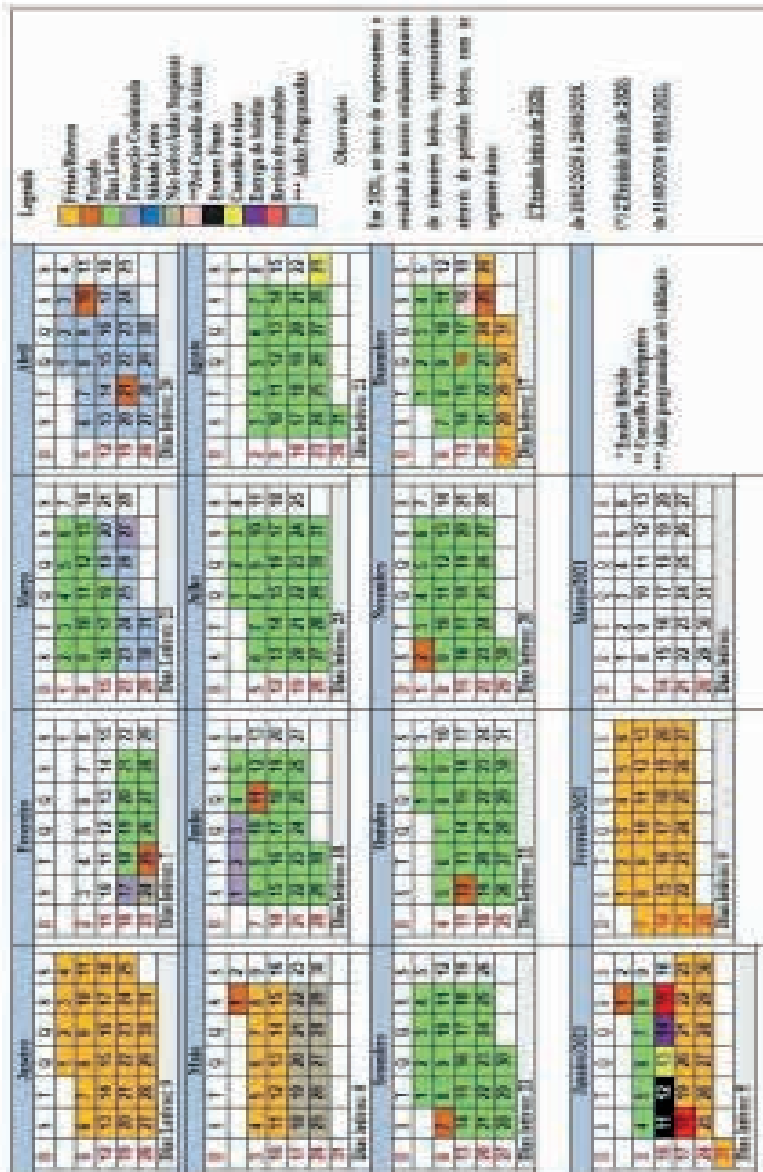


Figure 05: Hybrid calendar suggestion.

Source: Guidance Document for the State Public Network, p. 75 – SEDUC

the State will offer the necessary technology for students to have access to education, asynchronously, when they are at home.

However, Rio Grande do Sul has been facing numerous difficulties for its effective application, especially internet access, teacher training, work overload and student motivation. In order to implement the proposal, it is essential that institutions seek to use these online tools in order to enhance people's education, training and offering means of access for both students and teachers, since not everyone has access to the necessary technologies.

Do temporal insecurities make us reflect on whether the proposal reaches everyone? Is there access to the resources available for education to be offered? How is this learning reaching the homes of Rio Grande do Sul? What we cannot fail to observe is the concern and movement in relation to the education theme, since there was a commitment in the offer and access to education for all. However, it was up to the teachers to reduce this impact, as they were able to transmit their teachings using their own cell phones. As well as health professionals, teachers also did not let “turn off the light of education” in many homes.

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