

AlfaEmoção

*Virtual learning environment
to develop Emotional Intelligence
in Literacy*

Isabelle Celina Dias Souza Bohrer

André Barbosa Vargas



Volta Redonda

2023

Presentation

The Technical Technological Educational Product was initially thought of as a professional training course aimed at enriching and complementing teacher training on Emotional Intelligence specifically for literacy teachers who work directly in the early years of Elementary School 1 directly with the Literacy process in formal institutions of teaching. Just as it defines Grupo de Trabalho da Produção Técnica da CAPES (2019):

4- Curso para Formação Profissional

Definição: conjunto de conteúdos estabelecidos de acordo com as competências requeridas pela formação profissional, em conformidade com os objetivos do Programa de Pós-Graduação. Natureza: a) oferta regular: oferta contínua e integrada às atividades das Instituições envolvidas com o processo da pesquisa [...] Exemplos: a) Formação contínua para profissionais com vínculo institucional. (2019, p.38 e 39)

However, due to the pandemic scenario, in which face-to-face educational activities were temporarily suspended and with it the growing need to use technological tools in education advanced exponentially, the need was felt to reformulate the initial proposal of the course, transforming it into a technological pedagogical resource more accessible to the greatest number of people, exceeding the physical limits imposed by the pandemic.

Given this context, the proposed educational product goes much further than a course, becoming a Virtual Learning Environment: a website entitled AlfaEmoção. The development of this learning environment originates from the research developed for the elaboration of the dissertation entitled “EMOTIONAL INTELLIGENCE AS A PEDAGOGICAL TOOL THAT ENHANCES THE LITERACY PROCESS”, developed in the Mestrado Profissional em Ensino em Ciências da Saúde e do Meio Ambiente (MECSMA) do Centro Universitário de Volta Redonda (UniFOA).

In this way, this material presents, in a clear and illustrative way, the virtual learning environment AlfaEmoção, a site created with the objective of enhancing the development of Emotional Intelligence in literacy teachers. As well as providing the link and QR Code to access the website.

Site Structure



Figure 1: Website cover image created by the author

This product deals with Emotional Intelligence in the school environment. The site was structured for literacy teachers, presenting a very dynamic approach on the subject, discussing the subject and suggesting possible proposals for interventions.

As soon as you access the site, just below the cover image, there are some guiding questions on the subject that will lead to reflection and study.

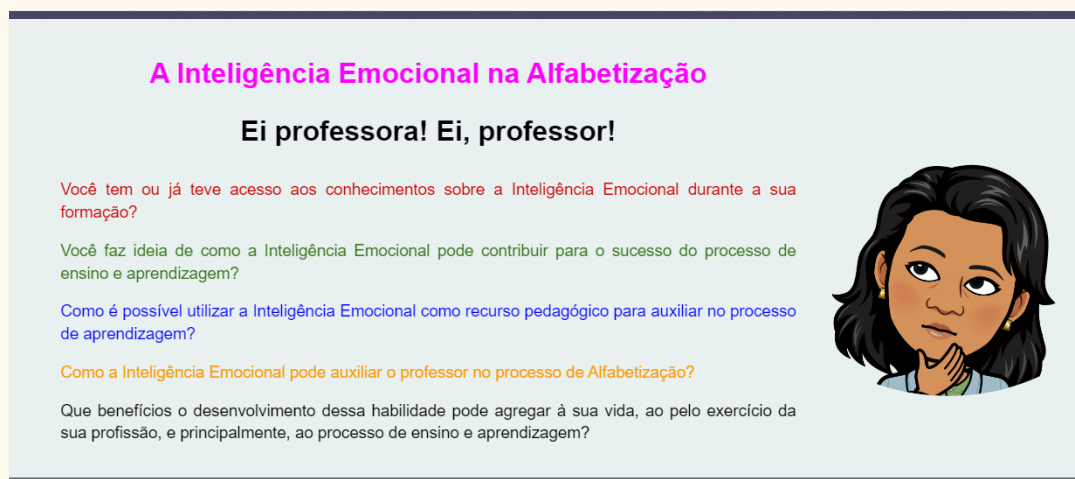


Figure 2: Image of the site's guiding questions created by the author.

Soon after, the visitor has at his disposal, an index of the site with the denominations and the links of each item or section.

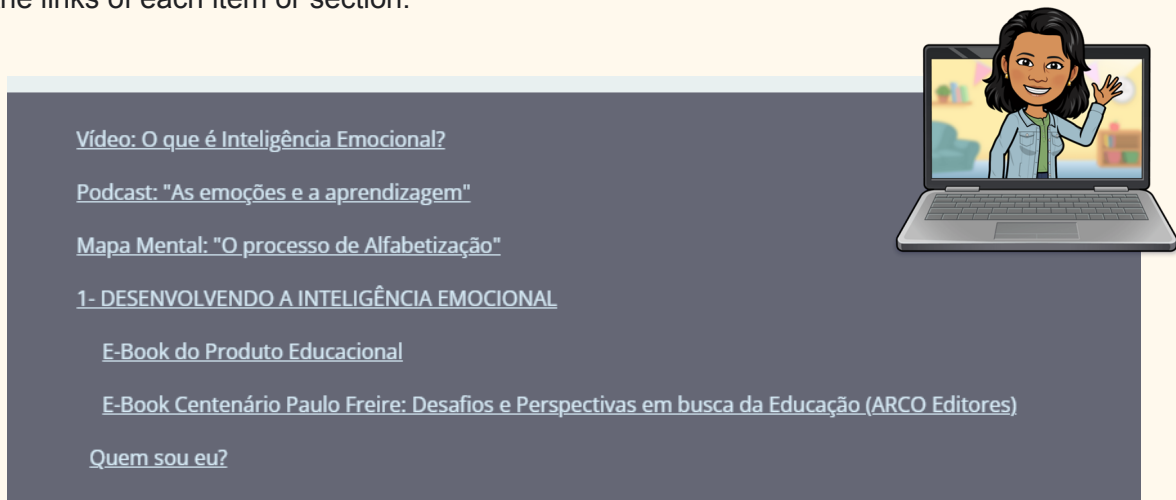


Figure 3: Image of the site's index created by the author.

Immediately, educators have access to various information related to Emotional Intelligence ranging from its concept, which is the subject of the first video shown at the beginning of the site to introduce and contextualize all the content available below, to its application in the process of teaching and learning Literacy.



Figure 4: Image of the first section of the site created by the author.

When browsing the site, teachers have access to texts, images, videos and audio produced exclusively for this audience, with the aim of enriching teacher training and offering resources applicable in practice, such as discussions, techniques, dynamics, suggestions of ideas and pedagogical activities. aimed at the age range of schooling in the early years of Elementary School 1.



Podcast: "As emoções e a aprendizagem"

Vamos entender como as nossas emoções podem afetar o nosso processo de ensino e aprendizagem.

Ouça o áudio e deixe seus comentários na nossa Sala dos Professores



Mapa Mental: "O processo de Alfabetização"

Vamos refletir um pouco mais sobre o nosso fazer diário, sobre a nossa prática: o processo de Alfabetização e Letramento conectado à Inteligência Emocional.

Confira nosso *mapinha* ilustrativo e deixe seus comentários

Figure 5: Images of the next sessions of the site created by the author.

The main objective of this product is to provide a space (environment) with information about Emotional Intelligence, disseminating this knowledge and putting it into practice, favoring greater (re)knowledge, identification and possible control of emotions and, consequently, the development of Intelligence Emotional in the learning process, improving cognitive aspects of both teachers and students.

The main section of the site is the course Developing Emotional Intelligence, which will feature 5 videos organized sequentially, where the teacher/visitor will watch, interact and learn more about how to develop their Emotional Intelligence and how to apply it in their daily lives. day in the classroom in order to favor the teaching and learning process in Literacy.

Developing Emotional Intelligence

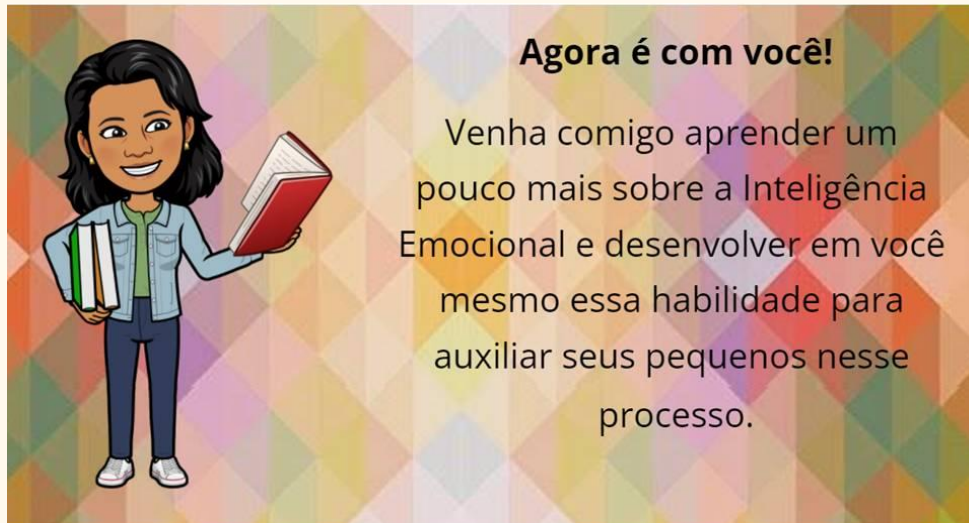


Figure 6: Cover image of the course session created by the author.

Each video was planned as a lesson approximately 5 to 7 minutes long, organized as follows:

- In the first video, the concepts of feeling and emotion are presented and discussed based on theoretical discussions by different authors, already introducing Emotional Intelligence and its applications in Teaching based on the analysis of real situations.



Figure 7: Cover image of the first class of the course created by the author.

Just below the course, the professor will also have the Learn More section, where he can have access to this and other complementary materials, including the author's academic productions, related to the theme to further enrich his knowledge on the subject.



Saiba mais!

<p>AlfaEmoção AMBIENTE VIRTUAL DE APRENDIZAGEM PARA DESENVOLVER A INTELIGÊNCIA EMOCIONAL EM ALFABETIZADORES</p> <p>Mestranda: Isabella Carolina Dias Souza Bohrer Orientador: André Barrozo Vargas</p> <p>Volta Redonda 2023</p>	<p>PETT - Produto Educacional Técnico Tecnológico</p> <p>Ambiente Virtual de Aprendizagem</p> <p>Site: AlfaEmoção</p>	<p>CENTENÁRIO PAULO FREIRE: DESAFIOS E PERSPECTIVAS EM BUSCA DA EDUCAÇÃO</p> <p>Lucas Peres Guimarães Ricardo Santos de Almeida Marta Aparecida Vieira de Melo [Organizadores]</p>	<p>E-Book Centenário Paulo Freire: Desafios e Perspectivas em busca da Educação (ARCO Editores)</p> <p>CAPÍTULO 10</p> <p>OS PRESSUPOSTOS DE PAULO FREIRE PARA A ALFABETIZAÇÃO E A INTELIGÊNCIA EMOCIONAL: UMA VISÃO COMPARTILHADA pág. 143</p>
---	--	---	--

Figure 8: Image of the penultimate section of the website created by the author.

The last section of the site, called Sala dos Professores, will be destined to the exchange of ideas and experiences in which visitors will be able to interact among themselves, with other literacy teachers and with the author through comments or reports of experiences on the subject, or even answer questions and register a criticism or suggestion about the product.

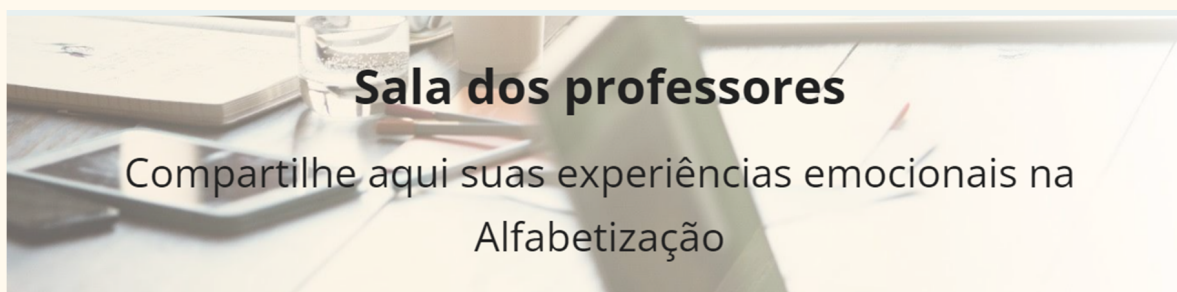


Figure 9: Cover image of the last section of the website created by the author.

The teacher can leave the website link saved in the browser's favorites bar and access it whenever he wants, he can download, share, save or print the materials available on the website. The idea of the site is that it is a tool that the teacher can easily access at different times of the day, since it can be accessed by cell phone, which is today the main means of communication for people.

The site's proposal goes beyond being a pedagogical tool, it is also a place where the teacher can seek support, motivation, inspiration, hope and ideas to work on himself the emotional skills necessary for his well-being and with that to be able to develop and mature your Emotional Intelligence, thus taking this knowledge within you to your classroom so that you can use it in your day to day in your favor and in favor of teaching and, consequently, of a more pleasant learning, without so many emotional conflicts, traumas and frustrations, showing his learners that it is possible to use our own emotions to learn and teach.

The teacher can also contribute with criticisms, comments, ideas, suggestions for materials and themes and contributions that will certainly improve this product.

Website Address: <https://sites.google.com/view/alfaemocao>

Point your cell phone camera at the QR Code and visit the website:



Suggested Literature

BOHRER, I. C. S; VARGAS, A. B. **Os Pressupostos de Paulo Freire para a alfabetização e a inteligência emocional: uma visão compartilhada.** In L. P. Guimarães; Almeida R. S.; Melo M. A. V. (Org).Centenário Paulo Freire: Desafios e perspectivas em busca da Educação libertadora. Santa Maria, RS. Editora Arcos. 2021. 143-154p.

FERREIRO, E. **Reflexões sobre Alfabetização.** 26 ed. Coleção Questões da nossa Época, vol.6. São Paulo: Cortez, 2011.

FREIRE, Paulo. **Pedagogia da autonomia: saberes necessários à prática educativa.** Coleção Leitura. São Paulo: Paz e Terra, 1996.

FREIRE, Paulo. **Pedagogia da Esperança: Um reencontro com a Pedagogia do Oprimido.** Rio de Janeiro: Paz e Terra, 1992.

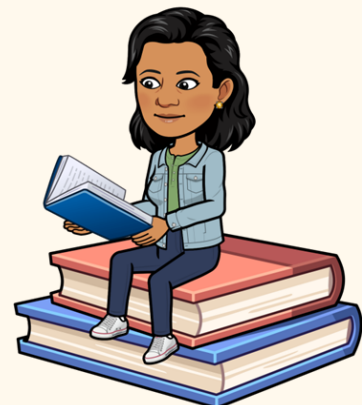
GOLEMAN, Daniel. **Inteligência emocional: a teoria revolucionária que define o que é ser inteligente.** Rio de Janeiro: Objetiva, 1995 e 2012.

GOMES, Jéssica Pereira. **A relação afetiva do professor com seus alunos no processo de Alfabetização: Implicações para uma concepção integrada do sujeito que ensina.** Faculdade de Educação, Universidade de Brasília. Brasília, 2015.

LEITE, D. R. **O papel da escola na apropriação da inteligência emocional.** Revista Científica Educ@ção, v. 3, n. 5, p. 605-621, 15. 2019.

QUEIROZ, M. G. de. SOUSA, F. G. A. de. PAULA, G. Q. de. **Educação e Pandemia: impactos na aprendizagem de alunos em alfabetização.** Revista Ensino em Perspectivas. Fortaleza, 2021.

SOARES, Magda Becker. **Letramento e alfabetização: as muitas facetas.** Universidade Federal de Minas Gerais, Centro de Alfabetização, Leitura e Escrita. Revista Brasileira de Educação nº 25. 2004



About the authors



Isabelle Celina Dias Souza Bohrer

Mestranda em Ensino em Ciências da Saúde e do Meio Ambiente, pelo Centro Universitário de Volta Redonda - UniFOA. Possui Pós-graduação Lato-Sensu em Psicopedagogia (2009) pela Fundação Educacional Rosemar Pimentel / Centro Universitário Geraldo Di Biase - UGB/FERP. Graduação em Pedagogia também pela UGB/FERP (2007) e graduação em Licenciatura em Arte com ênfase em Artes Visuais (2010) pela mesma instituição. Professora da Educação Básica formada no Curso Normal/Magistério (2003) pelo Instituto de Educação Professor Manuel Marinho. Como profissional, tem experiência em diferentes segmentos da Educação - educação infantil, ensino fundamental, ensino médio e pós-médio. Atualmente leciona como Alfabetizadora no Colégio Espaço Verde Volta Redonda.



André Barbosa Vargas

Biólogo graduado em Licenciatura Plena pelo Centro Universitário de Barra Mansa (2002), Mestre em Biologia Animal (2006) e Doutor em Ciências Ambientais e Florestais (2011) pela Universidade Federal Rural do Rio de Janeiro. Foi docente no Ensino Fundamental e Médio, ministrando aulas de Ciências, Física, Química e Biologia. Com experiência em entomologia e ecologia organizou cursos de curta duração, abordando temas como Ecologia, Entomologia e Mirmecologia. Atuou como consultor técnico realizando estudos de monitoramento e impactos ambientais, utilizando formigas como bioindicadores. Atualmente, é professor no Centro Universitário de Volta Redonda - UniFOA, atuando nos cursos de graduação em Ciências Biológicas, Enfermagem e Design e no Mestrado Profissional em Ensino de Ciências da Saúde e do Meio Ambiente (MECSMA).