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Characterization of EaD students participating in a Research Project

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Summary
Mediated by information and communication technologies in which there is no physical contact between teachers and students, Distance Education has been gaining ground in recent years on the national scene. This article aims to address the characteristics and participation of EaD students in a Scientific Initiation Project (IC) offered by the Universidade Norte do Paraná to students of Social Service, Pedagogy and Physical Education courses in the institution's more than 400 EaD centers. This IC project consists of a General Questionnaire to analyze the profile of students from the 24 Brazilian states plus the Federal District. Data analysis was carried out using descriptive statistical methodology.
Key words: Distance Education, Research, Scientific Initiation.

Abstract
Mediated by information and communication technologies in which there is no physical contact between teachers and students, Distance Education has been established in recent years in the national scenario. This article aims to discuss the characteristics and participation of the students of EaD in a Project of Scientific Initiation (SI) offered by the University of North of Paraná to the students of the courses of Social Service, Pedagogy and Physical Education in more than 400 poles EaD of the institution. This SI project consists of a General Questionnaire to analyze the profile of students from the 24 Brazilian states plus the Federal District. The analysis of the data was done through the descriptive statistical methodology.
Keywords: Distance Education, Research, Scientific Initiation.

LIST OF ABBREVIATIONS AND ACRONYMS

WHO – World Health Organization
EAD – Distance Learning
PIC – UN Scientific Initiation
Program – United Nations

1. INTRODUCTION

Distance Education (EaD) is becoming a new teaching paradigm by enabling changes in the teaching and learning model, reaching Brazilians from more distant regions, guaranteeing them a quality education, promoting growth in the schooling rate, in addition to influencing the social development index with the improvement of social conditions (ALVES, 2011). EaD favors obtaining improvements for the student by providing access to knowledge within the new ways of learning and teaching brought about by new technologies, causing flexibility in schedules and optimization of learning time, in addition to equality and opportunity, contributing significantly so that students can be transforming agents for themselves and society (MARTINS, 2005).

Although some authors consider Saint Paul's epistles to Christian communities in Asia Minor as the first historical record of distance education, its historical landmark is the year 1728, with a course offered by the Boston Gazette. Institutionally, this modality appears in the world around the 19th century through professional courses carried out through correspondence, in Brazil it was only in the 20th century that these correspondence courses were dated, thus marking the beginning of Distance Education in the country (ALVES, 2011). However, it is only through Law No. 9,348, of December 20, 1996 in its article 80, which was regulated by Decree No. 5,622, of December 19, 2005 (BRASIL, 2005) that provides for the possibility of inserting education into distance at all levels and modalities of education, establishing a guarantee of the quality of the education offered.

With the spread of Information and Communication Technologies (ICT), especially*Internet*, EaD is reaching levels that were previously unfeasible for the implementation of higher education courses, providing that

Those who live in the interior attend university without having to travel to the capital or metropolitan region that has on-site university campuses, training them for the job market through distance learning courses with quality teaching and accredited by the Ministry of Education (MEC).

It allows the student to decide on their training process autonomously and independently, taking different stances and actions in the construction and obtaining of knowledge. Also for the teacher there is a differentiation in their role in face-to-face and distance learning modalities. In distance learning, teachers must manage their time in order to complete all proposed activities. You can act autonomously and collaboratively, but be aware that your pedagogical practice must fit into the new paradigm of teaching and learning that is being formed, seeking to transmit knowledge to the student, taking care not to distance yourself or pass it by. some content contained in the curricular guidelines of each course (MO-RAN, 2009).

A fundamental figure in this process, the tutor works as a mediator or guide in this process. It "suggests new paths, encourages thoughts and gradually creates interaction between the content, the teacher and the practices, inducing the student to create and/or rethink concepts that, without a doubt, will be as significant as those of face-to-face teaching " (SCHLOSSER, 2010, p.1).

Within the EaD model, the teacher, tutor and student form a link that must be in perfect harmony despite the different functions performed by each one so that quality education is guaranteed even without physical interaction between student and teacher. This new teaching specificity is enabling self-learning for the student, who will establish study schedules according to their availability, developing autonomy to manage their studies by making their time more flexible by carrying out the proposed activities through reading and understanding the content. (VERGARA, 2007).

The teacher builds knowledge by being responsible for transmitting the content of the subject through teleclasses and through pedagogical mediation. The tutor represents the students to the teacher through the computer, connecting to the student through the*chat*, is responsible for driving transformative practice with a clear and pleasant methodology. (VERGARA, 2007).

EaD uses technological resources focused on its educational action. The content is transmitted through texts, recorded teleclasses, virtual learning environment (VLE), synchronous communication (*chat*, video conference). Both the forum, e-mail, survey, printed materials and videoconference use the internet, providing "learning to learn", the development of full autonomy for students, counting on the important support and guidance that comes from the tutor who is directly involved in pedagogical processes (FIORENTINI, 2003). The methodological structure of the teaching material has a self-explanatory and modern approach to the content, clear language that is easy for students to understand, varied and dynamic activities created based on the content investigated and explored (MORAN, 2009).

Previously existing barriers were overcome with the advancement of technologies, providing access to higher education for the most diverse social classes, increasing the supply of good quality distance learning undergraduate courses. For Moran (2009, p.59-60) "[...] distance education is helping participants balance personal needs and abilities with participation in groups [...] through which we advance quickly, exchange experiences , doubts and results".

Based on the autonomy acquired by the student, he becomes a builder of individual and collective knowledge, as in this teaching modality his capacity for interpretation and understanding will be sharpened, as he will have to delve deeper into the content available, interacting with the teacher and tutor through the information and communication technologies.

Thus, due to the growth of undergraduate and postgraduate courses in EaD in the Brazilian scenario aimed at professionals who wish to specify themselves through obtaining scientific knowledge, Scientific Initiation Projects (CI) aimed at this modality prove to be relevant in the development of academics in public and private institutions practicing scientific research with originality based on the ethical training that you need to have when you are part of the CI.

two

According to the Quality References for Distance Learning (BRASIL, 2007), the epicenter of education Higher education is human development surrounded by the commitment to building a fair society, equal in opportunities, qualifying students so that they can solve the problems encountered throughout their academic, professional and personal journey to their satisfaction. Thus, Scientific Initiation Projects aim to build restorative, equalizing and qualifying characteristics, ensuring students the right, through research, to improve the society in which they live (MASSI; QUEIROZ, 2015). A fundamental condition for this to occur is the quality of teachers, with the increase in skills, as the complexity of the contemporary world increasingly demands the acquisition of new skills. This

Therefore, in addition to meeting academic demands, teachers must understand the need to make this fundamental tool available to their students – the scientific initiation project (MORAN, 2009).

> In the Vygotskyan approach, man is seen as someone who transforms and is transformed in the relationships that take place in a given culture. What occurs is not a sum of innate and acquired factors but rather a dialectical interaction that takes place, from birth, between the human being and the social and cultural environment in which he or she is inserted (NEVES; DAMIANI, 2006, p.7) .

Research is the answer to a question, science is produced through research. Therefore, research is the way to reach science and knowledge, a fundamental understanding with regard to scientific methodology, which can be understood as a set of approaches, techniques and processes used by science to formulate and solve problems of objective acquisition of knowledge . In a systematic way, scientific methodology allows knowledge about the research possibilities of each area of knowledge (ALMEIDA, 2009).

According to the 2014 EaD Census (ABED, 2014, p. 60) "EAD courses totaled 3,868,706 enrollments, with 519,839 (13%) in fully distance learning regulated courses, 476,484 (12%) in semi-presential regulated courses or EAD subjects of face-to-face courses and 2,872,383 (75%) in free courses". The advancement of distance education is evident, developing research projects for distance learning undergraduate students is essential for consolidating an attractive and functional model as they perform better in postgraduate selections, collective training with team spirit, enriching the curriculum, being more valued by the academic area and the job market, supporting that IC does not only aim to train scientists, but to train students who decide to pursue professional practice so that they can enjoy a capacity for critical analysis, intellectual and greater discernment to face the difficulties encountered. In this sense, Scientific Initiation (CI) forms a fundamental part in the construction of student learning, and must be offered in face-to-face or distance learning courses.

The Scientific Initiation Project made available by the Universidade Norte do Paraná - UNOPAR to distance undergraduate students encourages their insertion in the scientific field, giving them the necessary tool for academic, professional and personal enrichment, having a commitment to a quality education even if at a distance.

Thus, the objective of the present study was to publicize this innovative work of offering scientific initiation via distance learning, in addition to surveying the characteristics of students studying Social Service, Pedagogy and Physical Education courses in distance learning at the Universidade Norte do Norte. Paraná – UNOPAR. It was an exploratory study using the results of questionnaires sent via e-mail as data collection and analysis instruments. Both data collection and analysis and preparation of reports and articles were carried out entirely via EaD.

2 METHOD, COLLECTION AND ANALYSIS

This study's main objective was to include EAD students in a Scientific Initiation (CI) program entitled "Sociodemographic Indicators, Lifestyle Profile and View on Aging and Personal Old Age of University Students" or "Active Aging - EELO EAD". This theme, in turn, was chosen with the aim of evaluating the sociodemographic indicators, lifestyle and perceptions and beliefs about aging and old age of distance learning undergraduate students at the Universidade Norte do Paraná – UNOPAR. The study was evaluated by the UNOPAR Research Ethics Committee, having been approved under Number: 1,091,660, dated May 28, 2015 (date of the Report).

300 places were offered among students on the Social Service, Pedagogy and Physical Education courses at the institution's more than 400 centers present in the 26 Brazilian states plus the Federal District. The selection criteria for participating in the IC Project were: being an undergraduate student of the courses already mentioned, studying the 3rd to 6th semester of Social Work and Pedagogy and the 2nd to 4th semester of Physical Education; not be participating in another research project; present a Good, Very Good and/or Excellent concept with no academic or financial issues; have a minimum availability of 8 hours per week; and participate once a week in *chats* with the responsible teachers through the Reunir environment[1] which consists of the teractivity in three teachers and academics who participate in an EaD Scientific Initiation Project. In this

1 http://www.reunir.unopar.br/

In the virtual environment, training and development activities are developed for people involved in the UNOPAR Virtual Connected In-Person Education System project, containing a schedule of activities to be carried out, with support content relating to each level made available by the teachers responsible for the project. Through the Reunir virtual environment, information was obtained that allowed IC students to participate in the project, in addition to enabling these students to provide guidance to the volunteer students who would respond to the questionnaires.

Divided into four levels of training, the research project aimed to introduce the student during the first phase of training to Scientific Initiation, Lattes Curriculum, Characterization of Bases and Databases, Ethics in Research with Human Beings and how to develop a Project of research. All these themes were presented through web classes, activities carried out remotely, forums and *chats*. In the second level of training, the questionnaires that would be worked on with the other students were made available (General Questionnaires, Quality of Life Questionnaire and Neri Scale Questionnaire) so that it was possible to know, deepen and train their application to carry out data collection. on the third level. For the third level to occur, other students from the courses of each student participating in the project were invited to volunteer to answer them, with each IC student having to invite 20 classmates. The students received guidance about the project, its objectives, importance and, those who agreed to participate, signed the Free and Informed Consent Form. None of the students who agreed to participate received any other incentive other than participation in the research and subsequent knowledge of its results. Likewise, students who were not available to participate did not suffer punishment or sanctions of any nature.

The data collection instruments (questionnaires) were made available digitally through the *Google Drive.*

Students who agreed to participate were sent the *links* of the questionnaires, which should be copied from the Reunir environment and pasted into the body of the message along with the guidelines that were passed through the *chats* weekly. When accessing the questionnaire form, the volunteer student must first sign the Free and Informed Consent Form to proceed with the rest of the questionnaire.

Data collection was carried out in the period between September 13th and October 31st, 2016. The collection responses were tabulated and automatically organized in the data sheet. *Excel* self-generated *Google Drive.* The data analysis phase is a moment of great importance for the researcher, especially in qualitative research, as it involves quantifying the results obtained, requiring attention and care when tabulating the data. elements of descriptive statistics, organized in tables and graphs based on the questionnaire responses. (KERNKAMP, 2013)

In order to characterize the profile of distance learning students, the instrument used for data analysis was the General Questionnaire, which was answered by 586 volunteer students, distributed in the hubs of the 24 states plus the Federal District (Table 1).

3 RESULTS

The results presented are characterized by the profile of distance learning university students from the UNOPAR institution, containing sociodemographic and economic data; participation of volunteer course students in the research as well as gender; age; skin color, level of education of the head of the family, marital status and number of children.

UNOPAR hubs are distributed across the 26 States and the Federal District, of which 24 States and the Federal District responded to the General Questionnaire as per the following table, highlighting whether the state of Minas Gerais to which 26.5% responded, followed by Bahia (10.2%), and São Paulo and Rio Grande do Sul (9.9%).

Table 1 – Number of participants per State who responded to the General Questionnaire.

state	Amount	%
Acre	two	0.3
Alagoas	7	1.2
Amapá	3	0.5
Bahia	60	10.2
Ceará	3	0.5

Federal District	7	1.2
Holy Spirit	24	4.1
Goiás	46	7.8
Mato Grosso	11	1.9
Mato Grosso do Sul	two	0.3
Minas Gerais	155	26.5
For	24	4.1
Paraíba	44	7.5
Paraná	12	2.0
Pernambuco	17	2.9
Piauí	two	0.3
Rio de Janeiro	10	1.7
large northern river	3	0.5
Rio Grande do Sul	58	9.9
Rondônia	10	1.7
Roraima	two	0.3
Santa Catarina	18	3.1
São Paulo	58	9.9
Sergipe	5	0.9
Tocantins	3	0.5

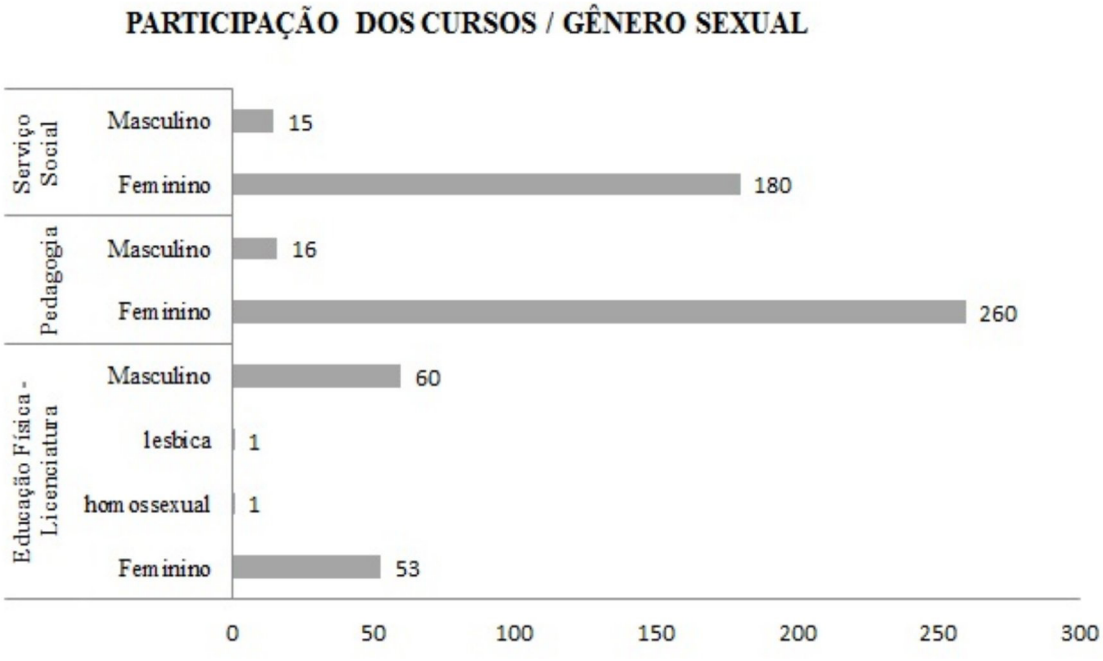
88.4% of the students who answered the questionnaire are residents of urban areas; 28.3% live with a partner and children, and 27% with parents; 46.1% enjoy social benefits, such as Prouni, Educa mais Brasil, vaccines, medicines, free passes, family allowance, transportation, and federal scholarship program; 35% are salaried employees with a formal contract; 30% have an individual income between R$600.00 and R$999.00 and 29.4% have a family income ranging between R$1,000.00 and R$1,999.00. The most used means of transport is the car (36.5%) followed by public transport (2.5%).

Table 2 – Sociodemographic data of students who answered the General Questionnaire.

SOCIODEMOGRAPHIC DATA		
Variables	Amount	%
Origin:		
Urban area	490	83.6
Countryside	96	16.4
Residence:		
Urban area	518	88.4
Countryside	68	11.6
Currently resides with:		
Friends	02	0.3
With partner	130	22.2
With partner, Children	166	28.3
With partner, children, relatives	07	1.2
With partner, Parents, Children	11	1.9
With partner, Parents	07	1.2
With partner, Parents, Children, Grandchildren	01	0.2
With partner, Relatives	03	0.5
Children	37	6.3
Country	158	27.0
Parents, Children	05	0.9
Parents, Children, Relatives	02	0.3
Parents, Relatives	08	1.4
Parents, Relatives, Grandchildren	01	0.2
Relatives	29	4.9
Alone	19	3.2
How many people live in the residence?		
One	19	3.2
Two	101	17.2
Three	195	33.3
Four	157	26.8
Five	76	13.0
Six	24	4.1
Seven	08	1.4
Eight	03	0.5
Over nine	03	0.5
Do you enjoy any social benefits?		
Yes	270	46.1
No	316	53.9
Current situation in the job market:		
Community Health Agent	02	0.3
Retired/Pensioner	04	0.7
Salaried employee with work permit	205	35.0
Salaried person with a work permit / Self-employed without social security	01	0.2
Salaried person with a work permit / Covered by the INSS	01	0.2
Salaried employee with work permit / Rural worker	01	0.2
Salaried person without a work permit	49	8.4

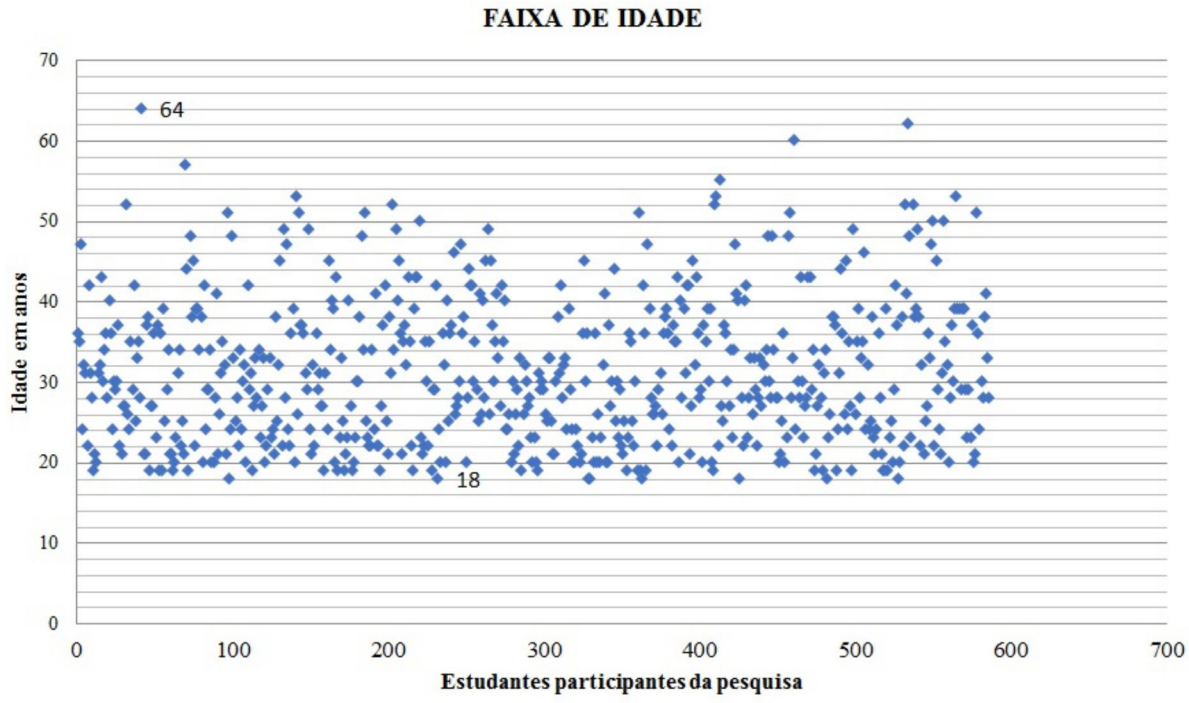
Parliamentary Assistant	01	0.2
Self-employed with social security	22	3.4
Self-employed with social security / Entrepreneur	01	0.2
Self-employed with social security / Intern 4 hours	01	0.2
Self-employed without social security	24	4.1
Nanny	01	0.2
Contractor	06	1.0
Real estate agency	01	0.2
Domestic	02	0.3
Unemployed	02	0.3
Employer	25	4.3
Employer / Employee with work permit	02	0.3
Intern	08	1.4
Student	137	23.4
Statutory	01	0.2
reveler	01	0.2
Public agent	15	2.6
Waitress	01	0.2
religious minister	01	0.2
Does not work	59	10.1
Police officer	03	0.5
School Reinforcement	01	0.2
Secretary	01	0.2
Rural worker	05	0.9
Indigenous traditional worker	01	0.2
Volunteer in social project	01	0.2
Individual income:		
Up to 199 reais	04	0.7
From 200 to 399 reais	05	0.9
From 400 to 599 reais	67	11.4
From 600 to 999 reais	176	30.0
From 1.000 to 1999 reais	146	24.9
From 2.000 to 2.999 reais	29	4.9
From 3000 to 3999	12	2.0
Above 4000	02	0.3
Has no income	145	24.7
Total Family Income:		
Up to 199 reais	05	0.9
From 200 to 399 reais	03	0.5
From 400 to 599 reais	12	2.0
From 600 to 999 reais	79	13.5
From 1.000 to 1999 reais	172	29.4
From 2.000 to 2.999 reais	116	19.8
From 3000 to 3999	71	12.1
Above 4000	14	2.4
Has no income	14	2.4
Do not know	100	17.1
If you go somewhere in your city, what type of transport do you use?		
On foot	109	18.6
Bicycle	29	4.9
Ride	01	0.2
Car	214	36.5
It depends	02	0.3
Motorcycle	98	16.7
Public transportation	132	22.5
Van	01	0.2

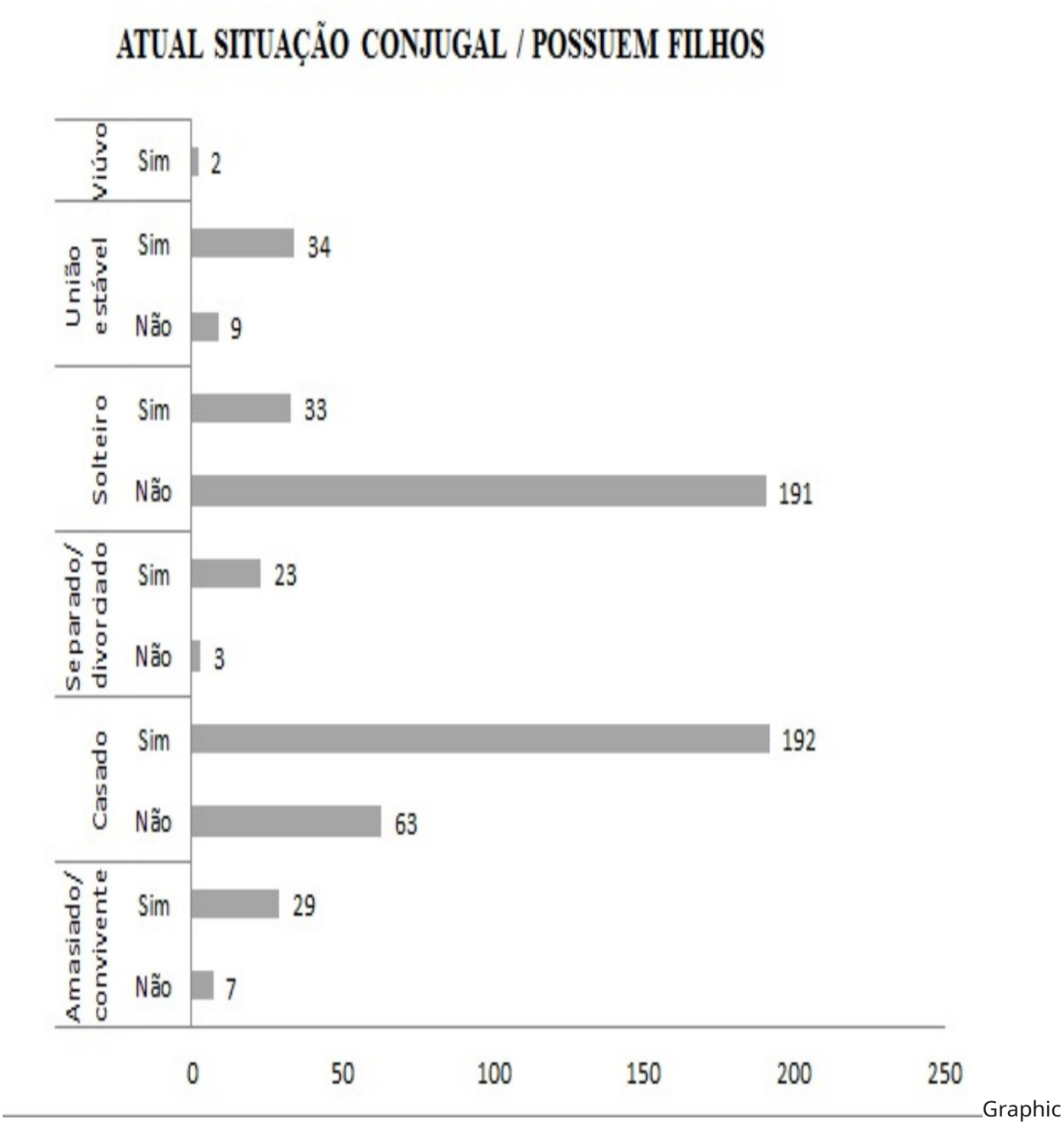
Students from the Social Service (33.3%), Pedagogy (47.1%) and Physical Education (19.6%) courses participated in the questionnaire, 84.3% were female, with an age range between 18 and 64. years, 38.2% are single and 32.8% of married people have children. 46.8% declared themselves to be brown/mulata/cabocla, 7% considered themselves black/black. 22.9% of those who declared themselves to be white, the level of education of the head of the family is complete high school/incomplete higher education – complete secondary education. As can be seen in the following graphs.



Graph 1 – Data by course of students who responded to the General Questionnaire.

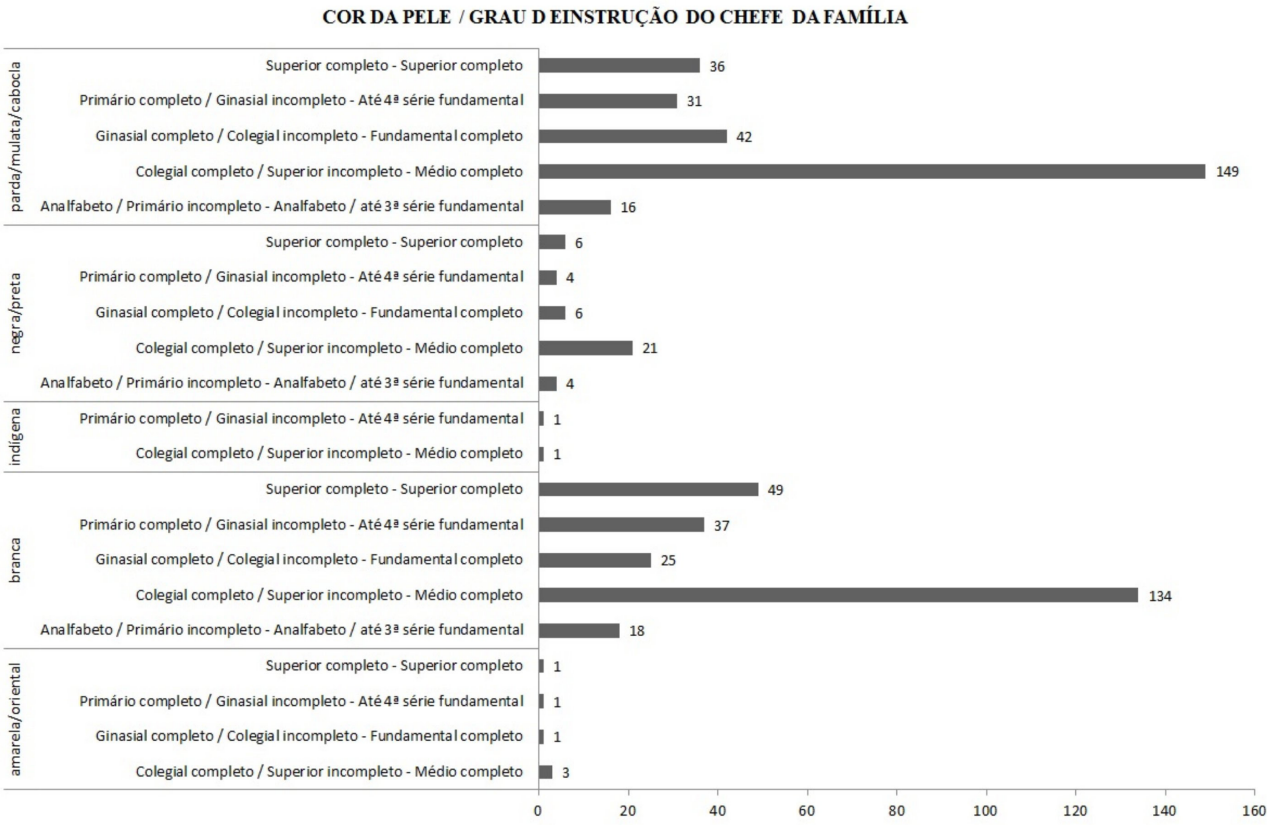
Graph 2 – Age variation of students who responded to the General Questionnaire.





Graphic 3 – Marital status and whether they have children.

Graph 4 – Skin color and level of education of the head of the family of the students who responded to the General Questionnaire.



4 DISCUSSION

The Scientific Initiation Program on “Active Aging - EELO EAD” was created with the aim of evaluating sociodemographic indicators, lifestyle and perceptions and beliefs about aging of distance undergraduate students from various states in Brazil, who attend courses in Social Service, Pedagogy and Physical Education at the Northern University of Paraná. Research, together with studies and reflection on the topic of Aging, is necessary since andAround the world the proportion of people aged 60 and over is growing faster than that of any other age group (WHO, 2005, p. 9), that this will occur in a more accelerated and accentuated way in developing countries (UN, 2002, p.01) and that theglobal aging “will cause an increase in social and economic demands around the world” (WHO, 2005, p. 8).

Only in maturity, when you look at what happened throughout your existence, close to its end, does it become visible what contributed to life unfolding the way it did (FOOKEN, 2015). Thus, when working with young people and making them reflect on old age and aging, it is possible to - provoke a more critical analysis and a more humanized look at this population. Furthermore, the application of questionnaires on aging to university students is pertinent because it is understood that they have a significant role in restructuring society in the face of demographic transition, with a high probability of being the most qualified professionals and prepared for the actions that will arise with the changes. aforementioned demands.

Currently, people are increasingly seeking to develop their autonomy, aiming for self-learning, needing to be versatile, improving their learning, qualifying themselves for the job market and even for their personal life. These are some of the characteristics that make the adoption of an increasing number of students enrolled in distance education decisive precisely because it offers students the autonomy to seek knowledge and know how to analyze this knowledge.

The Scientific Initiation project brings vast knowledge and transformative experiences as it is characterized as an instrument of theoretical and methodological support for carrying out a research project. In summary, scientific initiation can be defined as an instrument for training qualified human resources (MASSI; QUEIROZ, 2015).

Emphasizing that EaD students who take IC perform better in selections for postgraduate, collective training with a team spirit, supporting that the CI does not aim to train scientists only, but to train students who decide to pursue professional practice so that they can enjoy a capacity for critical, intellectual analysis and greater discernment to face the difficulties encountered.

When speaking to the students, he sought to demonstrate to them the objective of the research project aimed at the importance of Scientific Initiation for EAD students and how it sharpens scientific writing, originality through the development of thinking and creating scientifically, contributing to improving training of students preparing them for postgraduate studies, providing better professional qualifications and guiding us towards learning the techniques and methods necessary for research.

Although no significant difference was found between the students who participated in this research in relation to age group (54% of participants are up to 30 years old, while 46% are students over 30 years old), the marital status of the students who responded (57 % of volunteers declared themselves married or cohabiting/ cohabiting or in a stable union, against 43% of volunteers who declared themselves single or separated/divorced or widowed), or having children (53.4% of volunteers declared they had children and 46.6 % do not have children), an important fact is that 75.9% of the volunteers who responded to the questionnaire declared that they exercised a professional occupation, with an employment relationship with or without a formal contract or contract, or as self-employed, public servant, holiday worker, employer, among others . Students who responded to this question as "students" or "retired" were not considered employed in this count. 84.3% are women.

The results acquired now confirm the most common profile of students attending Distance Learning (EaD), which is not presented with such intensity in face-to-face graduations: many students are already above the average age of 30 during the course, many have already have built families, are people who are mostly already in the job market, and seek distance learning to improve their CV, aiming for career promotion, increased salaries, etc., but they do not have the financial resources and especially the time to commit to an in-person degree, and are looking for flexibility in study times and times compatible with their professional and personal routines (ABBAD, 2007, p. 365).

In order for the objectives and schedule outlined to be fulfilled, data with volunteer students were correctly collected and contact between participants could be efficiently carried out, we highlight that the Virtual Learning Environment – REUNIR, a virtual platform for contact and support for students, was of great value. participants of the PIC, which allowed students participating in the Program and teachers the proximity and involvement expected for a face-to-face scientific initiation group, without compromising the quality of the discussions and content covered.

In this way, contact, the exchange of experiences and mutual support in real time were strengthened, which greatly favored the students' dedication to the activities, although we noted some dropouts during the program, which are explained by the unavailability of time to many distance learning students are subject. However, it was observed that the students who continued to the end of the Scientific Initiation Program overcame this barrier and sought to maintain the attitude of "orienting themselves in multiple duties and needs, distinguishing the essential from the accessory, not sinking in the profusion of information, make good choices according to good strategies, correctly manage your time and agenda...", according to Linard (2000) *apud* Serafini, 2012, p.73).

Regarding the difficulties encountered in applying the questionnaires by students participating in the Scientific Initiation Project to classmates who volunteered to answer them, we observed that there was a difference between the number of candidates initially registered and the number of candidates who actually responded. to questionnaires. This fact did not affect the progress of the project itself, but it caused some setbacks such as extending the schedule so that more colleagues could participate and the loss of time. expense and demotivation of students applying research. The motivations for this occurrence were discussed taken, and it was stated by the students that this may have occurred, perhaps, due to little publicity of the Scientific Initiation Program for the Centers. In addition, other comments were made about the content of the 03 questionnaires administered, in which the first of them was considered extensive and time-consuming, causing some students to give up on continuing to answer the other questionnaires.

As a way to resolve these difficulties, the students themselves suggested greater publicity by the University about the Program, through *flyers* virtual platforms and windows on the learning platforms of the students' degrees who were the target audience for the research, and the review of the questionnaires applied so that they were more dynamic and concise.

In general, it can be understood that EaD students identify with CI because it is in line with their scientific development, guaranteeing an integral training process, contributing significantly to their professional and academic journey, encouraging them to learn and solve problems. problems by trusting in your abilities and potential.

5 FINAL CONSIDERATIONS

Due to what was presented, the possibility of offering distance learning students the possibility of carrying out scientific research using the resources available through this teaching-learning modality stands out. Inserting distance learning students in IC projects strongly contributes to their scientific development, enriching their curriculum, qualifying students via digital inclusion, providing students with the knowledge of doing science and building knowledge.

Analyzing students' adherence to the new teaching modality that is emerging, Distance Education, the challenge for universities becomes to train individuals capable of seeking knowledge and knowing how to use it, sharpening their originality, enabling them to find answers through through research. Given this, this UNOPAR Scientific Initiation Project sought to verify the possibility of carrying out remote guidance and research, in addition to verifying the difficulties involved in the process.

One of the major difficulties faced in this project was - perhaps due to some students' lack of knowledge, motivation, availability (since most distance learning students work) or their lack of intention to pursue an academic career - their non-participation. Many students approached to be interviewed did not show great interest, but this is not much different from what is seen in surveys carried out in person. However, the students who were carrying out the research demonstrated effective participation, motivation and great interest in the project.

This Project presented the scientific universe and along with it the inherent difficulties such as, for example, carrying out the bibliographical survey, developing reports, balancing time so that the activities of the project, course and work could be carried out satisfactorily, the search of resources, weekly participation in the *chat,*the collection of questionnaire data for the preparation of this article. However, it also provided opportunities such as the experience of contact with supervisors and students from other centers, thus working on the collective, scientific knowledge, production of an expanded summary for participation in a Scientific Activities Meeting, the production of this article.

THANKS

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