

During use the AVM students interact with the tutor who also has the function to gather information from students about the AVM. At the end of the use of AVM, students are encouraged to respond reassessment that has an emphasis on suggestions for improvement of the material that ended up using.

On the other hand, teachers also participate in a responsible assessment process similar. Through questionnaire and in workshop and meetings scheduled by LATIC, information collected are also tabulated and the results are shared and discussed with everyone. In the case of workshops and review meetings, tutors and authors are also encouraged to participate and contribute their observations and suggestions aiming at the improvement of the AVM.

2.3.4. Copyright

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2.4. The production process of LATIC

The development of AVM depend on the characteristics and peculiarities of each subject / author plaintiff, but in general, we make this way: first meeting with the Coordinator of LaTIC and author to planning the steps; author writes the material (power point) and sends it to LaTIC; base material is organized and reviewed by LaTIC team; the material is returned to the author with proposed suggestions (accept or reject); the author returns to LaTIC (with adjustments / unadjusted); reevaluation of the material and sending adjusted for the designer; designer works and the material returns to new revision of LaTIC team; LaTIC sends the material developed for author

validation; Author returns to LaTIC; LaTIC provides media production and audio recording; LaTIC team made audio editing and rendering; Evaluation Meeting with LaTIC coordinator/ team and author (final version); Material available on the Moodle platform and repository for use; Final evaluation meeting – after use (LaTIC coordinator /team and author and the students evaluation questionnaire).

3. Final Thoughts

Right now we live in, when the digital culture falls within the simplest tasks, it is extremely important that the university be allowed transform, or minimally, reflect on these social transformations.

The traditional format of classes does not meet more students, especially when compared with the resources to which they have access in their daily lives outside of the classroom. Considering the evaluations by both authors and by students who used the AVM found that the developments of Virtual Multimedia Presentations were able to meet the needs of students through dynamic strategies that provide psychological activity fundamental to learning. Thus, work with AVM as a way of bringing the language of educators (using technology) and the students language (developed by the technology), to converge to digital wisdom.

Only from the demystification in academia of these technological tools, there will be a natural integration of ICT in teaching-learning process.

Several actions are developed that seek to use new ICTs as educational resources, but few turn broadly to the training of teachers and for reflection on the practices developed in the everyday classroom. Like most teachers is not the generation of digital natives, and pedagogical processes they were experienced by the traditional, resource utilization of the virtual world needs to be widely encouraged and supported.

4. References

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