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EXISTING TOOLS IN GOOGLE MEET APPLICATIONS, ZOOM IN EDUCATIONAL MANAGEMENT DURING THE PANDEMIC

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Abstract: Faced with the experience during the pandemic period, different needs emerged, one of them in the educational field was to know what tools exist in the Google Meet, Zoom applications that the educational manager can use to help optimize their tasks during the pandemic? The need for the manager to know the resources that the tools\ applications Google Meet, Zoom, have and thus monitor the material sent by the teacher, the time that the teacher and student were in the remote room, the doubts that the student presented. The nature was quantitative, it occurred in 2 public schools of the State Education Network, located in the east zone of the city of Manaus, in the state of Amazonas, both schools with morning and afternoon shifts totaling 2,340 students between the 4th to 9th grades, which during the pandemic period at the beginning of the 2021 school year. The research leaves as a reflection the manifest need to continue using these tools-applications in education, as a limitation it did not explore the use of WhatsApp because it does not yet have the necessary resources to teach a class.

Keywords : Pandemic Quality tools, Google Meet, Zoom, management

INTRODUCTION

The word management comes from the Latin Gerere, which has one of its meanings to lead, the term widely used in the science of administration, which began in the year 5000 BC when the Sumerian people sought to resolve conflicts in a practical way, becoming more widespread in the industrial revolution that began in England in the 18th century, generating economic and social changes around the planet, management in work processes comes to Jules Henri Fayol (1841-1925) through functions and attributions and Frederick Taylor (1856-1915) with through the standardization for the accomplishment

of each task. Management in the field of education is focused on educational processes, which are guided by teaching models, which are preceded by the LDB, the DCN's and PCN'S, seeking to achieve teaching efficiency in the organization called school. The research was problematic. What are the existing tools in the Google Meet, Zoom apps that the educational manager can use to help optimize their tasks during the pandemic? The general objective was to describe the relationship between the tools, the tasks and activities that the education manager needs to master. The study highlighted the use of media as a didactic resource to keep students informed, even though the "educational" process had to continue at a distance, through video classes and interactive rooms, in particular Google Classroom, which consists of a monitored and simplified system. for schools to create, distribute, material and assessments, because it is "free" and easy to use, it was what I had the most access to during the pandemic. The methodology used was of a qualitative and quantitative nature, descriptive exploratory purpose, the means were bibliographical and fieldwork; Leaving as a result:

EDUCATION WITH FOCUS ON QUALITY OF TEACHING

When we talk about education, quality and teaching, we are talking about different stages of a process, pedagogical approach, physical space, policies that guide the actions practiced by the school. Among the numerous quality concepts, we will highlight one that would fit in education, which would be the performance that is a basic characteristic for any product, here would be the performance of the citizen in the face of the challenges and social demands that the student may face, still within the principles of quality we can mention the management of processes that would be based on the existing policies in

the pedagogical plan that makes us question sometimes what would be the mission of a school?

"Education has the mission of making everyone, without exception, make their talents and creative potential bear fruit, which implies, on the part of each one, the ability to take responsibility for the realization of their personal project (DELORS, 1998, p. 11-16)."

The promotion of knowledge that the school provides us is based on the LDB (basic reduction guidelines law), the National Education Plan (PNE), which has its relevance in the goal of universalizing the 9 (year) elementary education for all the population from 6 to 14 years old, to ensure that at least 95% of the country's population has completed this stage of the educational process, The PNE, in its 20 goals ranging from early childhood education to financing education, reveals the financial indicator that would be the GDP (gross domestic product), which in 2021 Brazil spent about 4% of (GDP) on education, the same amount as in 2018 before the pandemic, this may mean that spending on education has not increased, if we consider the area of health where there was a need for more investment, due to the pandemic. But if we relate the binomial education and health, we can consider that there was investment, albeit indirect, in the field of education, since the number of deaths among young people and why not say among students was lower.

Provisional Measure (MPV) No. 934, of April 1, 2020, establishes exceptional rules on the school year of basic education and higher education arising from measures to deal with the public health emergency situation dealt with in Law No. 13,979, from February 6, 2020.

So, in view of the provisional measure to face the pandemic, the adjustment in the calendar interfered with the budget, managers, teachers and students had their

dynamics changed, expenses with the school, space with education had other resources, among them the use of media, the which made us think about how to measure or even what tools we can use to measure the quality of these school days in the remote mode. The diagnostic evaluation, often used to indicate the level of learning the student is at, can also be seen as a quality tool, since during the process of returning to face-to-face classes it is being used to assess what was learned during the period remote. SANT'ANNA, 2010 points out that the diagnostic evaluation can be considered a tool that helps in conducting the evaluation processes in front of the activities \ pedagogical tasks.

TOOLS APPLIED AT BNCC DURING THE PANDEMIC

The BNCC in its 4 axes: Reading\listening, multisemiotic production-writing, orality, semiotic linguistic analysis, during the pandemic period we had remote classes in which the student began to exercise listening more frequently, followed by multisemiotic production, sometimes the classes were composed of slides, or even texts with images, drawings and icons, which facilitated understanding, through the use of google classroom these resources may have helped in the communication process, as it does not require local installation and an exclusive or dedicated server, the platform is found online, with integration of several tools, Google such as: Gmail, Google Drive, Hangouts, Google Docs and Google Forms. According to SCUISATO (2016):

The insertion of new technologies in schools is giving rise to new forms of teaching and learning; we are all relearning to know, to communicate, to teach and learn, to integrate the human and the technological (SCUISATO, 2016, p.21).

So, in view of the use of technological

resources, it is necessary to align with the indicators that for the Ministry of Education are: Enem (National Secondary School Exam) Seab (Basic Education Assessment System) Ideb (Basic Education Development Index, Enade (National of Student Performance). The LDB says that:

Education encompasses the formative processes that develop in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations and in cultural manifestations, and defines that the Union must prepare the National Plan of Education, in collaboration with the States, the Federal District and the Municipalities (BRAZIL. Law guidelines and bases of national education. Brasilia, 1996).

The Zoom tool works through internet browsers and in applications for Window, for students to watch the video lesson it is not necessary to register, but the host in this case the teacher is necessary, Google Meet was widely used, in our city it was what it was used more, because it is cheap to have a high number of participants, and the access time is longer than the zoom, in the free context. Both offered options to be monitored by the managers, providing schedules, content and information and time to participate in classes.

Quality management, even if it is applied to education in a broad and general way, cannot fail to be understood as a set of planned methods that involve control to achieve one or more objectives, among these methods we will highlight 2 tools that help the manager understand the quality of work during the pandemic. The flowchart consists of a graphic representation (figures) that allude to the steps, sequences of an activity or even processes for carrying out one or more tasks. The google classroom and zoom apps can represent these tools used during the pandemic, not only in education but in the most diverse activities that needed to bring people together, in the

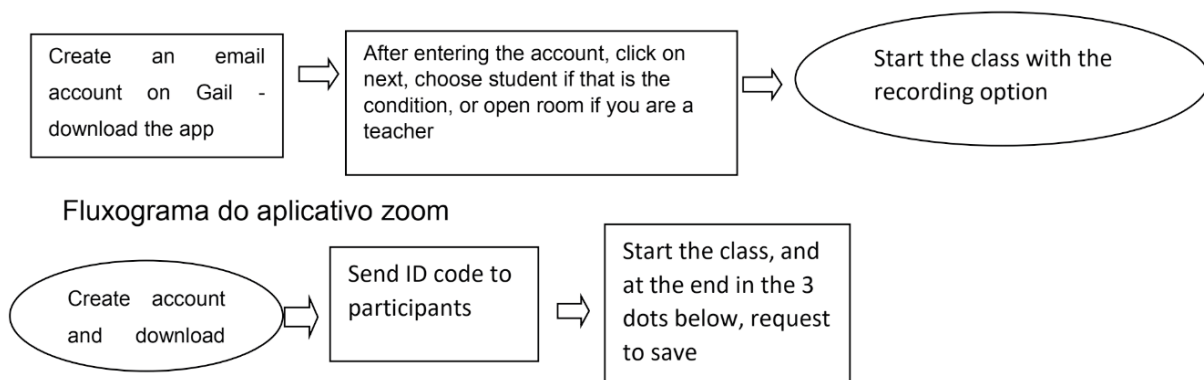


Figure 1: Flowchart for use: *Google Meet*

Source: Prepared by the authors

remote module.

Education in the remote module cannot be considered innovative during the pandemic, as they were already used, the difference was that during the pandemic period they had their use intensified. Arruda (2020) highlights the use of tools as a resource to continue remote education.

Can we ignore performative forces and movements in digital networks? What are the potentials for action in the virtual world projected in the eyes of the other in a network of current relationships?

These technological experiences in the classroom certainly left some questions about the role of the teacher in the classroom, knowledge and why not say the domain of technological tools provoked a confrontation between the traditional x updating, the need to adapt the framework to computer screen we left the classroom modality for what was already announced by the active methodologies the “inverted classroom”.

DATA ANALYSIS

The research was quantitative in nature, according to BRAGA JUNIOR 2014, the researcher demonstrates extensive knowledge about the subject, because in his analysis, he has to consider the dimensions of the

research objective, in the qualitative context it is necessary to consider the epistemology that guides the research. discussion on the problem raised RAMOS. The research took place in 2 public schools of the State Education Network, located in the east zone of the city of Manaus, in the state of Amazonas, both schools with the morning and afternoon shifts totaling 2,340 students between the grades of 4th to 9th, which during the pandemic period at the beginning of the 2021 school year, used google classroom and Zoom to continue having access to classes, the choice of said school was made by accepting to participate in the research, responding to questions through the use of the Blank Quiz form available on google and forms on Zoom that were also used by teachers to evaluate students, thus reinforcing acceptance to participate in the research. One of the indications that the research observed in the use of managing classes, material and activities was the cost and ease of use, it was enough to download the manager on the cell phone or on the PC (Operating system that constitutes the computer) create a gmail account and use it, to students, who did not have access at class time, could watch the recorded classes when possible, as well as those who had doubts about information given during classes, could watch as many times as necessary.

FINAL CONSIDERATIONS

The period of the pandemic further accelerated technological evolution or rather the use of ICTs that were part of our daily lives, the use of remote classrooms in an attempt to minimize damage to students, time and space previously more used in social media, being now applied to take information to the most different places where there was a student, the teacher often without leaving his residence had direct contact with the student who was also in his house, all this in a matter of minutes, it is necessary to say that for this to be possible, both had to have access to the internet, access was allowed through a computer or even a cell phone.

Videoconferences - remote classes through the tools \ Google Meet and Zoom applications

in a relevant way in making it possible not to let us have school years completely wasted, due to the risk of contamination, the difficulty in dealing with technology as the days went by, teachers were overcome and students were tuning in. However, in view of this scenario, labor relations, in particular the management of services, are necessary, and for this the tools used - applications, presented resources so that the manager could have access to classes, material used and the time that both were in the room, providing so the monitoring, the manager has to have mastery of the resources that both present. The research leaves as a reflection the obvious need to continue using these tools-applications in education, as a limitation it did not explore the use of WhatsApp because it does not yet have the necessary resources to teach a class.

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