

International Journal of Human Sciences Research

Acceptance date: 03/12/2024

REMOTE TEACHING IN BASIC EDUCATION BASED ON ACADEMIC PRODUCTION: “ACT IN URGENCY AND DECIDE IN UNCERTAINTY”

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Abstract: The health emergency caused by the Sars-Cov-2 viral crisis, also known as Covid-19, in 2020, proposed substantial changes in educational systems and in the way teachers teach, who urgently needed to adapt to the remote teaching mode. The aim of this study is to analyze, describe, reflect and synthesize the period of remote classes in Basic Education, reflected in the academic production published on the Scielo platform, focusing on texts published from 2020 to the present day. A literature review was carried out under two descriptors: remote teaching and remote classes. 187 articles were found with these descriptors and, after analyzing all the abstracts, 27 articles dealing with remote teaching in Basic Education were found. After reading the texts in full, we held collective discussions on the texts under analysis in the Group for Extension and Research on Teaching, Didactics and Training in Higher Education (GEDOC) and produced binders that were organized and shared among all of us. Within the theme addressed in this article, Perrenoud (2001) allows us to reflect on the urgent decisions to be made by teachers, especially in times of uncertainty. Charlot (2009) contributes by discussing the construction of meaning in content for students, since we have seen that this is also a challenging issue for teachers. During the discussion of the subjects covered in the articles, we listed some categories, namely: the health of teachers and students during the pandemic, the inclusion of the family as support for the student, the methodologies and pedagogical practices carried out as far as possible at the appointed time, the difficulty in mastering technological devices and gadgets for teaching classes and the lack of resources for internet access.

Keywords: remote teaching; basic education; digital technologies; mental health and teaching strategies.

INTRODUCTION

The health emergency caused by the Sars-Cov-2 viral crisis, also known as Covid-19, in 2020, proposed substantial changes to educational systems and the way teachers teach, who urgently needed to adapt to remote teaching.

Initially, we can reflect that remote learning, especially in Brazil, is a very debatable topic. It is certainly known that it is a modality that is not widely accepted as effective or qualifying as a means of teaching (PEREIRA, 2023), with different opinions within the scientific community.

In addition, the challenges faced by those involved in remote classes, such as teachers, students and families, were numerous and will be explained later in this paper. However, fearing the modality too much to the point of excluding it can also be dangerous, since remote teaching was what was possible at the time to guarantee a minimum of training for thousands of students at all levels and in all teaching modalities, and may have presented potential, discoveries and methodologies that were explored, especially using digital technologies, by both teachers and students, who were able to add significantly to the student body's knowledge.

However, when we look at the main subjects of remote learning during the Covid-19 pandemic, in which instantaneous events and the immediacy of thoughts and actions have led to a different approach to life, projects and routine activities, can we be sure that the teaching processes have been effective? What were the experiences gained by those who took part in the remote modality at such a hostile time? What were the challenges and difficulties faced by those who did the most to ensure that basic education was not interrupted for two years? What are the emerging issues to be discussed in relation to remote education?

The purpose of this text is therefore to analyze, describe, reflect and synthesize the period of remote classes in Basic Education, reflected in the academic production published on the Scielo platform, focusing on texts published from 2020 to the present. A literature review was carried out under two descriptors: remote teaching and remote classes. 187 articles were found with these descriptors and, after analyzing all the abstracts, 27 articles were found that deal with remote teaching in Basic Education. After reading the texts in their entirety, the Extension and Research Group on teaching, didactics and (GEDOC) collective discussions on the texts under analysis and we produced fiches that were organized and categorized into the following descriptors: use of digital technologies, students' mental health, family support; teaching strategies.

REMOTE TEACHING, THE USE OF DIGITAL TECHNOLOGIES AND "ACTING IN AN EMERGENCY"

According to Bunzen (2020) we can't put all schools in the same context and say that they all had the same limitations in remote education, because there are differences. Among the types of regular schools, we have public, private and bilingual schools. But the COVID-19 pandemic has revealed that all schools have certainly struggled with the shift from face-to-face to remote learning.

In March 2020, when the WHO declared a global pandemic, all schools began to articulate a new way of teaching. As a result, interest and the search for digital tools and resources to be used by teachers in remote classes increased. Digital tools and technology have been of great importance for teachers to be able to continue their teaching activities and thus continue to teach their students in the best way they can.

Teachers had to stop and think about strategies to make the transition from face-to-face to remote education, without having any training to do so, and even then, it may not have been enough to guarantee students' learning. This moment of crisis in health and education also served to show that, as well as having knowledge of their field, teachers need to be prepared to use digital tools and technologies at all times.

Schools realized that they needed to take steps such as: preparing teachers to teach at a distance, giving teachers emotional support, maintaining direct contact with students' families and creating virtual learning environments. In addition, teachers and schools had to think of other ways to reach the students, since most students in public schools didn't have internet, computers or cell phones. "In many families, just one computer (desktop or laptop) or one cell phone had to be shared by several users at the same time." (BUNZEN, 2020. p 24).

DIDACTIC STRATEGIES IN REMOTE TEACHING: SOME REFLECTIONS

Remote learning has led to the creation of teaching and learning strategies to continue the academic education of children and adolescents, demanding a process of new organization and construction of knowledge, adapting it to the remote modality through digital technologies.

Ovens, Philpot and Bennett (2022) discuss the complexity of "(re)building trust and (re)establishing a certain level of normality in the digital teaching environment". The authors cite didactic strategies used by teachers to maintain remote classes, such as the development of norms for online classes created by the classes themselves, such as the prohibition of individual conversations, through other applications, during classes;

collaboration in discussions and interactions by students, etc. The text also addresses the issue of the mental health of both students and teachers at this delicate time, given that everyone was learning together.

Santos et. all (2022) describes, for example, the experience of an application college in this process, in which teachers were forced to adapt and be creative in order to meet the demands imposed by technology-mediated teaching. The authors point out that the exchange of experiences between teachers online during the process was very enriching, creating a new form of collective construction of teaching work. On the other hand, the authors admit that there were important relational losses in the pedagogical process, especially in terms of perceptions of bodily expressions, because there were limits to the participants' field of vision, which at that time was limited to the screens of monitors and technological devices.

Another article (SILVA and CAMPOS, 2022) that highlights the collaborative work of teachers, especially literacy teachers, emphasizes the "professional empowerment of literacy teachers in collaborative virtual sessions", where first there is a presentation on literacy practices in the classroom, with other teachers in initial training as listeners. This was followed by the production of reflective reports by the listening teachers about the presentation and then a problematization debate. In summary, the collaborative meetings held contributed to the joint formulation of good teaching practices and the empowerment of the teachers, who began to recognize their mastery of the teaching area.

On the other hand, some texts deal with more isolated work by female teachers.

The article by Leite et. al. (2022) addresses the feelings of a state school teacher about her physical education teaching during remote classes. Anguish and insecurity permeated her life, as she used digital platforms without

any training, coaching or support, in addition to the subject being mostly face-to-face, due to the work with body issues. The text also mentions that students didn't ask all their questions and avoided talking during classes, thinking that they would meet the teacher as soon as possible. So they preferred to wait to ask questions in person. The teaching strategies used by the teacher were the production and appreciation of films, podcasts, videos, sports equipment and infographics related to the subject. It should therefore be noted that, even in the face of the difficulties imposed, the teacher managed to adapt to this change and make a minimal contribution to the students' education. In this way, it can be concluded that remote teaching was indeed a challenge, but it was also a means of innovating in some pedagogical practices.

There has been a major challenge for teachers to find strategies that foster student engagement with teaching, considering that for Charlot (2005, p. 76), "you can only teach someone who agrees to learn, that is, who agrees to invest themselves intellectually".

FAMILY PARTICIPATION IN MONITORING STUDENTS

Laguna et. al. (2021) points out in their research that it was a great challenge for parents and caregivers to teach children at home and remotely during the COVID-19 pandemic, especially children who were in the literacy phase (6 and 7 years old). Parents and caregivers had a harder time because they were unprepared, and especially because a large proportion of the parents taking part in the research had little schooling. Even the parents who had studied a little more lacked knowledge of didactics and other skills that teachers need in order to teach.

Parents and children were therefore forced by circumstances to live through a new and difficult situation for both parties. According

to the authors, the difficulties faced by the parents and also by the children, especially those from disadvantaged backgrounds, caused a high level of stress and an increase in psychological disorders. "There is a huge chasm arising from social differences, since a large part of Brazil's population is socially vulnerable, and it can be concluded that the continuity of learning is guaranteed to some and denied to others." (LAGUNA et al, 2021, p. 5404),

In addition, the families found it difficult to adapt their routines and reconcile them with their children's studies and also with their professional activities (BUNZEN, 2020). Laguna (2021) and Bunzen (2020) also reaffirm the lack of technological resources to adequately monitor remote classes and activities.

With regard to early childhood education, the first stage of basic education where the child begins to learn the content selected for child development, such as playing and socializing, Oliveira et. al. (2023) point out a fundamental relationship between the family and remote education. The research was carried out with kindergarten teachers from the municipal network of Rio Grande do Sul / RS, seeking to find out how children's body movement and interactions were being approached in remote education.

Families had to follow the children more closely as they carried out the activities, and even for them to connect to the classes. Although many families reported not having access to the internet, social networks or even synchronous classes, many parents received the activities prepared by the teachers in printouts. The teachers printed them out at school and the parents took them with them to return them later. Occasionally, managers or teachers would deliver them at home to ensure that the students had access to the activities. The text criticizes the fact that many families did not validate the need for children to carry out activities at home, and that this view stems from the perception of how early childhood

education was created, in a welfare manner. Some of the teachers' responses regarding how remote work with children would be carried out were: "a big challenge, remote early childhood education needs to be thought about and rethought." "We are not prepared to deal with it". The teachers reported great disappointment, because one of the teacher's roles is to mediate between the child and the environment, but with the child on the other side of a screen, they don't have this "control" over their work. They are not sure whether the parents are prepared to carry out the teaching activities. Many teachers reported that children didn't play with their parents because they felt embarrassed or even because their parents didn't encourage them. The article concludes that early childhood education was one of the areas most affected by parents' lack of encouragement and engagement in helping children, thus causing great damage to Brazilian early childhood education during the Covid-19 pandemic.

MENTAL HEALTH DURING REMOTE TEACHING

There were many challenges during the pandemic for everyone, as well as for the subjects of the pandemic school communities (teachers, students, guardians and others) who, at that time of isolation imposed by COVID, were the main ones affected by teaching through digital platforms, structured as an emergency for remote teaching.

The research carried out by Renata Porto and others (2020), based on two contexts: Belo Horizonte (MG) and Rio Grande do Sul (RS), portrays the challenges of emergency remote teaching with elementary school students and for students in the three secondary school grades at a privately funded institution. The sample consisted of 68 teenagers, using Google Forms questionnaires with questions about motivation for learning and adaptation

to the new remote teaching method. It was clear from the study that factors such as anxiety and stress strongly influenced the students' motivation for the pedagogical proposals suggested by the teachers. The difficulty of socializing among the students was strongly marked, regardless of the socio-economic class of the individuals.

The "difficult or impossible access to devices and the lack of support from schools is added to the domestic environment, which made the schooling process difficult, especially for girls, who were forced to take on more tasks of caring for the home and family" (CABRAL, et. al. 2023, p. 1). However, Porto (2020) observed nuances of behavior in adolescents, with girls showing a more productive result and indicating a tendency to use motivation for learning and thus reducing the chances of school failure.

Adolescence is a period of socialization and engagement with your group (tribe), these socialization skills were paralyzed and the great challenge of building bonds in virtual environments was posed at that time. There remains a major task for the school in the aftermath of the pandemic, which is to guarantee a space for socialization for these students, fulfilling its role as a "privileged territory for proposing/constructing actions to help adolescents deal with problems aggravated by the pandemic." (CABRAL, et. al. 2023, p.1). Taking into account the period of isolation and adaptation to the remote modality, it is understood that not only the students, but also the teachers, parents and guardians were affected in various aspects of life, where the possibilities of integration with others, economic difficulties and so on, were aggravating at that time.

Souza et. al. (2021, p.3) reflect on the mental health of basic education teachers. For the authors, "making the home environment the full-time workplace has had little-explored

consequences for the health of education professionals who have long sustained this hybrid between contractual commitments and life chores private".

The lack of physical space in the school has a strong impact on the work of teachers, especially in terms of the possibilities for exchange and solidarity, and, according to the authors, also for collective struggles. Physical classroom space, on the other hand,

which used to be occupied by the pedagogical closeness that involves the teacher-student relationship, in which socialization, the body, movement, the gaze are present and at the service of the training process, has given way to a virtual, limited and isolated meeting, with the implementation of remote classes, which can generate dissatisfaction, sadness and anxiety among teachers. (Souza et. Al., 2021, p.3)

The article by Silvestre, Figueiredo and Silva (2023), on the other hand, criticizes the uncertain view related to common sense, which firmly believed that teachers started to work less during remote teaching, or even not at all, because of the growth in technological uses in teaching, i.e. the more technology, the less need for work on the part of the teacher. The results were clear in saying that teachers started working more during the remote period. The vast majority of those interviewed reported an increase in their workload, a reduction in leisure activities and reported not being able to "switch off" from work once their workload had ended. Most of the teachers also reported that it was impossible to hold down a single job at a school, as there was a real need to supplement their income. Therefore, it is correct to say that despite the implementation of technologies, the human workforce, in the case of public school teachers in São Paulo, has only increased.

For Souza et al. (2021), teaching work in the pandemic that "makes exacerbated use of technology, articulating new modes of con-

trol, extraction of overwork and social surplus value”, issues that directly affect the health of teachers, brings the urgency of “continuous monitoring of the health of education professionals in the context of returning to work activities, which needs to be directed under the focus of collective health and Occupational Health surveillance” (idem, p.11).

OTHER DISCUSSIONS

A very interesting analysis by Nicoline and Medeiros (2022) discusses “Historical learning in times of pandemic”, dialoguing with papers presented at the XI National Meeting on Perspectives in History Teaching, held in the year 2021. The work is interesting because it brings different perspectives on the teaching of history in the remote period, highlighting themes and strategies. The purpose of the article was to bring to light what the works presented at the event - through narratives from different regions of Brazil, what the authors call “discourses produced in the pandemic scenario” - dialog with history teaching, during the remote teaching caused by the COVID 19 pandemic, especially on strategies adopted to maintain history teaching.

The text doesn't show how many articles were analyzed or how many were presented at the event, but according to the authors, through the papers presented at the event, a new parameter has begun, which is the inclusion of the family (mother, father, guardian) in the monitoring of children and adolescents. A recurring issue is the exclusion promoted by remote learning, since it is expensive for low-income families to have equipment and a reasonable internet network. This issue creates a challenge for teachers to come up with strategies for including these children, such as offering printed materials to students.

Another issue highlighted by the authors is that despite the different regions of the

country, many points are common. A striking strategy was to give visibility to the bodies of Afro-Brazilians in the country by working with narratives, highlighted in one of the works, narratives that seek new social political commitments with these subjects, as well as with “understanding the social effects of the virus” (NICOLINE E MEDEIROS, p.288). “In this discouraging scenario, the racist practices that invisibilize and trivialize the existence of thousands of Afro-Brazilians and indigenous people have also come to light, exposing the visibilities and invisibilities that mark the country's history.” (NICOLINE and MEDEIROS, p. 293). For this reason, the authors recognize the power of historical narrative, which can transform or maintain unilateral and Eurocentric historical thinking.

For the authors,

Teachers and researchers have this role: to bring to light the needs and specificities of each corner of the territory, so that the materiality of these processes reaches government bodies. This type of teaching is directly linked to the notion of citizenship and the historical awareness of the subjects, which is built through a teaching of history that is re-signified and connected to this reality. (NICOLINE E MEDEIROS, p. 284)

A very interesting fact in the authors' proposal is that “it is worth highlighting the importance of the accounts of individuals who are experiencing the pandemic as a form of historical record of their experience time” (NICOLINE E MEDEIROS, p. 286), in other words, the account of what was experienced. Furthermore, the authors also question the meanings that learning to teach history may take on in the not-so-distant future, which may allow us to extend the reflection to other areas.

Finally, we would like to highlight two groups that have also been greatly affected by remote teaching: students with disabilities and older students in Youth and Adult Education.

Bueno et. al. (2022) in a survey of 156 teachers from federal basic education institutes in Brazil - i.e. schools with better working conditions than other Brazilian public schools - pointed out that only 31 teachers said that their training course included special education content (19%). More than half of the teachers claimed to have students with autism, deafness and blindness, and more students with autism, but just under half of the teachers claimed to produce differentiated and adapted materials. The adaptations that were usually made were: larger fonts, materials with more pictures, preparation of binders instead of texts.

90% of teachers with inclusion students claimed that they needed help from their students to carry out the activities. It was therefore clear that students who needed special education during remote education were considerably more affected than other students in Brazil's federal networks.

Another group greatly affected by remote teaching was the elderly. Andrade; Silva and Scortegagna (2023) highlight the difficulties teachers face in relation to remote teaching with EJA (youth and adult education) students, especially the elderly, based on the perceptions of teachers. Despite teachers proposing activities such as short video lessons, online games, short videos on YouTube, documents shared on google docs and fortnightly meetings via google meet, many students found it difficult to carry out these activities and/or participate. Difficulties such as vision problems (spending too much time looking at the cell phone or computer screen), difficulty in carrying out the activities, even when they mastered the content, difficulty with reading and writing, difficulty understanding the commands required by the teachers.

The authors also highlight the lack of preparation of EJA teachers, the lack of continuing training and criticize the fact that the EJA modality is so invisibilized and,

therefore, so harmed, not only in the daily face-to-face, but especially in cases of urgency such as the Covid-19 pandemic.

FINAL CONSIDERATIONS

Throughout the analysis, it was found that there is a predominance of interrelated themes among the articles read and similar perceptions about remote classes. This paper presented the perspectives of the texts from the point of view of teaching, students and the family, going through the data found on how learning occurred in basic education during remote teaching.

Some of the texts discussed dealt with teachers' experiences and conceptions of the remote period, such as the instability experienced by teachers when they had to migrate urgently and hastily to the digital environment, while at the same time having to plan and deliver lessons to promote students' knowledge.

Another set of texts presented data on the students' experience of remote learning, taking into account the new technologies needed to attend classes and carry out tasks, as well as the absence of friends to play with and the school environment itself.

Some articles have looked at how the presence of the family became indispensable during this period, and whether the parents and caregivers responsible for the students had the necessary conditions to help the students to remain studying at home.

This work has presented different points of view on remote teaching in basic education and its main problems. We understand that "acting in urgency, deciding in uncertainty" (PERRENOUD, 2001) was the possible path at that time for remote teaching in basic education, bringing impacts for the work of teachers and students and for the entire school community, especially families.

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