

Education and remote teaching in pandemic times: challenges and perspectives¹

Fernando Eugenio Gonçalves²

Frairon César Gomes Almeida³

Haline Janaína Franco Almeida⁴

Marinete Moura da Silva Lobo⁵

ABSTRACT

The article brings an approach to the challenges of remote teaching, caused by the Covid-19 pandemic, which brought to the school environment the need for a new urgent and adapted practice to this new scenario, where the biggest obstacle was to establish a proactive routine between isolation and continuity of teaching. The objective of the research is to analyze the challenges of education during the remote teaching period, as well as to make notes regarding the professionals' and educational institutions' preparation or lack of it. The research is a bibliographic study of a qualitative nature based on the literature of Oliveira (2020), Medeiros (2020), besides official documents and legislation in the area of study. The results demonstrate the difficulties of remote teaching for parents and education professionals in the implementation of the emergency modality, besides presenting the negative consequences for student learning in this period.

KEYWORDS: Need; Professionals; Difficulties.

¹ English Version by Fernanda Chaves Ribeiro. *E-mail:* rillnanda@gmail.com.

² Degree in Pedagogy. Universidade Estadual do Maranhão, Lago da Pedra, MA, Brasil. Orcid: <https://orcid.org/0000-0003-1011-7950>. *E-mail:* fernandoeugenio2011@hotmail.com.

³ Master and PhD (student) in Teaching. Universidade do Vale do Taquari, Lajeado, Rio Grande do Sul, Brasil. Orcid: <https://orcid.org/0000-0002-2291-1185>. *E-mail:* fraironalmeida@professor.uema.br.

⁴ Master in Language Arts: Teaching Language and Literature – PPGL, Universidade Federal do Tocantins – UFT, Araguaína, Tocantins, Brasil. Orcid: <https://orcid.org/0009-0008-8407-5347>. *E-mail:* haline.franco@ifma.edu.br.

⁵ PhD in Teaching. Universidade do Vale do Taquari, Lajeado, Rio Grande do Sul, Brasil. Orcid: <https://orcid.org/0000-0001-7299-900X>. *E-mail:* marinete.lobo@ifma.edu.br.

Educação e ensino remoto em tempos de pandemia: desafios e perspectivas

RESUMO

O artigo traz uma abordagem quanto aos desafios do ensino remoto, ocasionado pela pandemia da Covid-19, que trouxe ao ambiente escolar a necessidade de uma nova prática urgente e adaptada a esse novo cenário, cujo o maior entrave se constituiu em estabelecer uma rotina proativa entre o isolamento e a continuidade do ensino. O objetivo da pesquisa é analisar os desafios da educação durante o período do ensino remoto, assim como fazer apontamentos quanto ao preparo ou não dos profissionais e das instituições de ensino. Trata-se de um estudo bibliográfico de natureza qualitativa, fundamentada nas literaturas de Oliveira (2020), Medeiros (2020), além de documentos oficiais e da legislação da área de estudo. Os resultados demonstram as dificuldades do ensino remoto para os pais e profissionais da educação na implementação da modalidade emergencial, além de apresentar as consequências negativas para a aprendizagem dos alunos neste período.

PALAVRAS-CHAVE: Necessidade; Profissionais; Dificuldades.

Educación y enseñanza remota en los tiempos de pandemia: Retos y perspectivas

RESUMEN

El artículo trae un abordaje quanto a los retos de la enseñanza remota, debido a la pandemia de la Covid-19, que ha traído al ambiente de la escuela la necesidad de una nueva práctica urgente y adaptada a este nuevo escenario, donde el mayor obstáculo se constituye en tener una nueva rutina proativa entre el aislamiento y la continuidad de la enseñanza. El objetivo de la pesquisa es analizar los retos de la educación durante el período de la enseñanza remota, así como hacer los apuntamientos quanto al preparo o no de los profesionales y de las instituciones de la enseñanza. La pesquisa se trata de un estudio bibliográfico de naturaleza cualitativa razonada en las literaturas de Oliveira (2020), Medeiros (2020), además de documentos oficiales y de la legislación de la área de estudio. Los resultados demuestran las dificultades de la enseñanza remota para

los padres y profesionales de la educación en la implementación de la modalidad emergencial, además de presentar las consecuencias negativas para el aprendizaje de los alumnos en este período.

PALABRAS CLAVE: Necesidad; Profesionales; Dificultades.

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*Teaching is an exercise of immortality.
Somehow we continue to live
in those whose eyes have learned to see
the world through the magic of our words.*

Rubem Alves

Introduction

The Covid-19 pandemic brought sudden changes to people's lives around the world, altering normality in all areas of society. From one moment to the next, people had to stop leaving their homes, working, walking on the streets and also going to school, thus causing the insertion of a new tool in the educational context: remote teaching, which became part of this new reality.

The need to study the topic comes from looking at the countless challenges and perspectives that education started to face, which goes from the lack of experience and aptitude of education professionals in dealing with information tools, recording and editing video classes, live broadcasts, production and editing of graphic materials and text, to the lack of tools and human and physical resources to meet all this new demand. In addition to the difficulty faced by parents and students who do not have access to the internet, an essential tool in this teaching process.

Regarding what was presented, the following guiding question is the problem: what challenges and perspectives can be pointed out in the educational context given the scenario brought about by the Covid-19 pandemic in the use of remote teaching?

Regarding the objective, the research seeks to analyze the challenges of education during the period of remote teaching, caused by the Covid-19 pandemic, as well as to make notes regarding the preparation or the lack thereof of professionals and educational institutions.

Concerning the methodological procedures, it is an applied nature research with a qualitative approach that, according to Rampazzo (2011), there is a need to solve problems and also due to the researcher's curiosity. As for the objectives, this is of an exploratory nature, as according to Gil (2007), "it aims to facilitate the researcher's familiarity with the problem that is the subject of the research" and in regards to the technical procedures it is a bibliographic study which, still according to Rampazzo (2011), "is the systematized study, developed based on material published in books, magazines, newspapers, electronic networks", since, on this occasion, it was mainly based on the literature of Oliveira (2020), Medeiros (2020), in addition to official documents and the legislation that underlies the respective area of study.

The article was organized into sections, interconnected with each other, starting with notes regarding the insertion of remote teaching in public networks, which bough broader consequences. Afterwards, the challenges and perspectives of remote teaching are discussed in regards to professionals, parents and students, as well as notes that were made discussing the use of technological resources and the role of parents and guardians in the effectiveness of the teaching offered during the pandemic period.

From the study carried out, it is noted that public education was one of the sectors that suffered the most from the social problems and symptoms caused by this virus. As a result, it is expected that this article can contribute as a source of study and knowledge about the damage that education has faced at this time, as well as exposing the difficulties that teachers, parents and students have faced and what are the consequences for the learning process.

Remote teaching in public education networks

Since the World Health Organization (WHO) classified the contamination by Covid-19, a disease caused by the new Coronavirus (Sars-Cov-2), as a pandemic on March 11, 2020, a series of precautions were taken throughout the world in order to reduce the spread of the disease. One of these precautions was social distancing, an implemented measure that made it impossible to continue in-person classes, thus forcing the closure of schools everywhere.

Initially, some decrees were published prohibiting the access to schools in the first academic months. However, given that these periods of suspension of classes were not sufficient to contain the spread of the Covid-19 disease, other documents needed to be edited, with in-person classes not being allowed in the following months.

It was only from the beginning of July, that some municipalities began to resume school activities through remote teaching. Measure taken to recover the 2020 academic year, as emergency actions to prevent Covid-19 did not yet allow a return to normality. This resumption was based on guidelines and directives from the National Education Council – CNE, which, through Opinion CNE/CP No: 5/2020, of April 28, 2020, proposed the reorganization of the school calendar and the possibility of calculating non-in-person activities for the purpose of complying with the minimum annual workload, and the Opinion CNE/CP No: 11/2020, of July 7, 2020, which presented educational guidelines for carrying out non-in-person classes and pedagogical activities.

Art. 11. Education departments and all school institutions are responsible for:

I – planning the reorganization of learning environments, including available technologies to meet the requirements of the laid out curriculum;

II – carry out synchronous and asynchronous online activities according to technological availability;

III – carry out assessment activities online or through printed material delivered since the period of suspension of classes; and

IV – use far-reaching social media (WhatsApp, Facebook, Instagram, etc.) to stimulate and guide studies, research and projects that can be included in the calendar and integrate curricular planning. (BRAZIL, CNE/CP No: 5/2020, 2020, p. 8).

Given the uncertainty regarding when in-person classes would return and the clear impossibility of complying with the minimum annual workload for the 2020 academic year, as it is an obligation established by Law No. 9,394, of December 20, 1996 (LDB), the The National Congress approves Law No. 14,040, of August 18, 2020, which established special educational standards to be adopted during the public calamity state, exempting basic education teaching establishments from the obligation to observe the minimum number of days of effective school work.

Art. 2nd Basic education teaching establishments, observing the national guidelines published by the CNE, the National Common Curricular Base (BNCC) and the norms to be edited by the respective education systems, are exceptionally exempt from:

I - in early childhood education, the obligation to observe the minimum number of days of educational work and compliance with the minimum annual workload provided for in item II of the caput of art. 31 of Law No. 9,394, of December 20, 1996;

II - in elementary school and high school, the obligation to observe the minimum number of days of effective school work, in accordance with item I of the caput and § 1 of art. 24 of Law No. 9,394, of December 20, 1996, as long as the minimum annual workload required in the specific

provisions is met, without prejudice to the quality of teaching and the guarantee of the learning rights and objectives, adding the provisions of § 3 of this article .

From then on, the National Education Council – CNE, pointed out activities that could be developed in a non-in-person manner by using digital means, social media and printed didactic material that could be delivered to parents and guardians. Public school teachers began to gather each classroom into WhatsApp groups to create direct communication with students and also to send guidance, digital materials and video lessons. This tool was mainly used to send text and audio messages and also for sharing images and videos, becoming the main ally of remote teaching.

Worsening of inequalities in public education with remote teaching

The students' parents and guardians, who were not reached by virtual means, were advised to look for printed materials in schools, which created an inequality in the service offered, as those students who had a device connected to the internet, could contact their teachers and clear up their questions about the subjects, while those who did not have this resource were unable to contact the teacher to ask questions and receive explanations about the classes and activities. This inequality in the education offer goes against one of the basic principles of the 1988 Federal Constitution, in Art. 206, stating that education must be offered under equal conditions; teaching will be provided based on the following principles: Item 1 – equal conditions for access and permanence at school. (BRAZIL, 1988).

The Brazilian Federal Constitution of 1988 establishes these parameters to guarantee everyone the same conditions of access to quality education. However, the remote teaching modality makes it impossible to comply with this standard, as not all students have the

same conditions to participate in classes through virtual means. This was already warned by CNE/CP Opinion No.: 11/2020, (2020). “Limitations in the ability to implement non-in-person activities throughout the period of social isolation may unevenly affect students’ learning opportunities” (BRAZIL, CNE/CP No: 11/2020, 2020, p. 2).

The right and guarantee to a quality education, for all, was one of the main achievements for society in the 20th century, as important as the right to basic health care and the right to life, with all these conquered rights being threatened in this pandemic. If on one hand one sees the growing risk of contamination from the virus, on the other, one sees the growth of an already existing inequality.

All this, inequality is very strong. Inequality of resources, of conditions to study, of time, dedication. All of this, of course, affects education. But this element was very highlighted, because some imagined that digital technology could save, so to speak, education in a time of pandemic. People could continue their activities during the pandemic, which is clearly false. (OLIVEIRA, 2020, p. 33).

This inequality is easily seen in the data released on April 29, 2020 by the Brazilian Institute of Geography and Statistics (IBGE), through the National Household Sample Survey (PNAD), which exposes the 45.9 million Brazilians who have not yet had access to the internet in 2018. This number corresponds to 25.3% of the Brazilian population aged 10 or over. The same research shows that the north and northeast regions have great inequality in comparison to the others, with 36% of the population with no internet access in 2018, while the central-west and southeast regions are only 18.5% (IBGE, 2020).

Regarding the tools for internet access, according to PNAD, cell phones are the most used equipment and are present in 99.2% of households that have access to internet, with the main purpose of use

being to send and receive text and voice messages, or images via apps. The microcomputer, the most suitable tool for study, is present in only 48.1% of households where there was internet access (IBGE, 2020). This means that more than half of Brazilians do not have this tool at home to help with remote studies.

This inequality becomes even greater when comparing students in public schools with those in private schools. It is known that private educational institutions offer pedagogical practices and in-person assistance with students, following guidelines and protocols to prevent contamination, such as temperature checks upon entry, the use of masks, distancing in the classroom. There is still synchronous service at home, that is, students are supported through digital platforms such as *Google Class, Google Meet, Zoom*.

This reality differs from public school students, since they do not have a school infrastructure that can provide them with safety and quality. They are left with only the virtual service alternative. However, in many cases, this digital resource is unavailable, as there is no device connected to the internet.

The worsening of inequalities observed in remote teaching represents only part of the problem, being one of the main causes of the increasing reduction in learning in public school classes during this period, without in-person classes. Other factors contribute to this drop in learning, such as the reduction in total time dedicated to studying at home. This is what the research carried out by the Getúlio Vargas Foundation - FGV points out, which states:

The average school time for the group aged 6 to 15 in August 2020 calculated based on PNAD Covid microdata was 2.37 hours per working day, just below the minimum of the Basic Education Guidelines Law (LDBE). The older the student, the less time dedicated to remote study. Enrolled

16 and 17-year-old teenagers dedicate themselves relatively more to remote learning, but suffer from greater school dropout rates, and therefore have less time spent at school on the overall count than children between 6 and 15 years old. There is also a relevant jump from the age of 18, with a drop in time spent at school from 2.34 to 0.95 hours/day (FGV SOCIAL, 2020, n.p.).

The mentioned study also demonstrates that the reduction in time dedicated to classes at home is linked to low supply from schools and, not necessarily, to low commitment from students in carrying out the proposed activities. “While 13.5% of students aged 6 to 15 did not receive materials from educational managers and teachers, only 2.88% did not use the materials they received for some personal reason” (FGV SOCIAL, 2020, n.p.). An important fact confirmed by this study, which reinforces previously mentioned statements about disadvantaged students being those most affected by the low supply and poor quality of remote education.

The analysis by income stratum shows that the poorer the individual, the lower the attendance at school, the lower the amount of exercise received and, to make matters worse, the less time dedicated to the exercise received. Consequently, there was less time spent at school. It is important to highlight that the poorest students are 633% more affected by the lack of school activities than the richest students (FGV SOCIAL, 2020, n. p.).

Just as social inequalities and the little time dedicated to activities at home, other factors have also contributed to the reduction in student learning in remote education, which can be cited by the lack of structure and autonomy of students to study at home, since they cannot always count on someone more

experienced to help them. Another important aspect is the situation of parents not having the aptitude or pedagogical knowledge to help their children in carrying out activities, as it is known that many of them are not literate, especially those with lower financial conditions, and also, many parents and guardians do not have time to dedicate themselves to this task, as they need to spend most of their day working to support their families.

Teachers, seeking to overcome the barriers encountered in education during this period and the lack of resources, reinvented themselves and learned to deal with digital tools, even without any previous experience with at distance classes. In order to overcome the difficulties of some families, they took printed activities to the students' homes. However, despite all efforts, the quality of the offered teaching is still very low. But as Gadotti (2003, p. 14) already questioned, "What can a teacher do, what should he do, what is possible to do?".

All these points mentioned: the inequalities in access to classes, the little time dedicated to activities, the lack of structure for studying at home and the setback in learning "has a very profound impact on children and teenagers", as Florence Bauer says, in an article from G1 on April 5, 2021. Bauer is a representative of Unicef in Brazil and remembers that basic education students, despite not being the age group most affected by the disease, are the ones that suffer most from the indirect effects of Covid -19 (G1, 2021).

This study by UNICEF Brazil says that "in November 2020, therefore, at the end of the school year, 5,075,294 children and teenagers aged 6 to 17 were out of school or without school activities, which corresponds to 13.9% of this portion of the population throughout Brazil" (UNICEF BRAZIL, 2021, p. 44). It is known that school dropout percentages in Brazil have always been very high, but the pandemic and the difficulties

in accessing classes and activities with remote teaching, already exposed previously, have further aggravated this problem and consequently contributed to the reduction in learning.

Challenges and perspectives encountered by teachers, parents and students in remote teaching

No sector of society was prepared for the long periods of isolation, restrictions and social distancing imposed by the Covid-19 pandemic. Likewise, the Brazilian public education was unable to overcome this moment calmly. According to Oliveira and Junior (2020, p. 733), “no educational system was prepared to face this exceptionality, especially in countries that present glaring weaknesses in the educational offer, as is the case in Brazil”.

This exceptional situation imposes a series of challenges in implementing an emergency education system. The “how to do it” was the main one, because, without a guideline that indicated the best way to implement this emergency teaching modality, educational systems would be prone to using a methodology similar to those used in Distance Education. According to Souza and Miranda, (2020, p. 83).

The rupture from in-person processes to virtual teaching and learning ones requires greater exploration of technological resources until then little used in the school environment. This form of teaching requires a new methodology, in which the approach to the content needs to be done in a different way, considering that even for students with access to technological means, there are limits to the apprehension of the content. In the in-person classroom there is greater support and direct contact with the teacher. Furthermore, it is necessary to emphasize that not all content, given its specificities, is satisfactorily suited to remote teaching.

Before the Covid-19 pandemic, Distance Education was regulated by Law No. 9,394/1996 and by Decree No. 9,057/2017, which authorizes distance learning modalities for University and High School Education, with the help of tutoring and additional in-person workload. As for the offering of the modality in elementary school, it was only permitted in emergency situations. This made it necessary to publish exceptional legislation through Ordinance No. 343/2020. However, unlike the distance learning modality, emergency remote teaching does not have its own methodological organization and prior training for teachers.

During this period, teachers were forced to redo all classes, give new exercises, write handouts, record subject content on video, create their own channels on social media, change assessments, actively search for students and get closer to students' families. (PEGN/GLOBO, 2020).

The restriction measures and the change from in-person to remote teaching formats imposed on children and teenagers directly affect their learning. If it is so difficult for adults to be stuck at home, imagine for younger people and children who need this physical contact and social interaction to fully develop. A research report carried out by the Center for Studies and Research on Childhood and Early Childhood Education (CSRCEC/FaE/UFG), pointed out, among other results, the negative impacts on physical and mental health resulting from tiredness, lack of interaction, excessive of activities and learning difficulties generated by this teaching modality in this age group (SILVA, et al, 2021, p. 71).

During the Covid-19 pandemic, in addition to the tragedy caused by the virus, there has been a frequent increase in cases of symptoms related to mental illnesses such as anxiety, stress, insomnia and many others. These problems

have directly affected the mental health of teachers and students, as well as society as a whole. Souza and Miranda, (2020, p. 84), also highlight that:

The requirement for differentiated preparation of classes and assistance to students through different means of communication, means that the teacher is connected to work at all times, including outside regular hours and on weekends. Added to this professional overload, which has become the keynote during this period, is the growing feeling of insecurity generated by the pandemic. This entire situation has caused great emotional overload, culminating in an increase in stress, anxiety, insomnia and other symptoms related to mental health.

Although children and teenagers are not part of the risk groups affected by the most serious form of Covid-19, they are not free from emotional problems caused by long periods of confinement at home, away from school and colleagues. According to Polanczyk (2020), children and teenagers, although equally infected, present milder clinical manifestations than adults and the elderly. However, the impact of the pandemic on their mental health is expected to be of the same magnitude or, perhaps, greater.

Another problem arising from the pandemic context and which has also affected children and teenagers across the country is the loss of family income, something that has directly influenced student learning. Because, as already explained, it is low-income families that face the most difficulties related to connectivity and lack of digital equipment to access remote classes. This can be confirmed through the Primary and Secondary Impacts of COVID-19 on Children and Teenagers survey, carried out by Ibope for Unicef. The survey revealed that:

Among the 91% of children who continued to have access to education, a significant percentage are unable to study

regularly. “The results make it clear that access to rights occurs unequally in Brazil. With the pandemic, disparities may worsen, strongly impacting those who were already in vulnerable situations” (UNICEF, 2020, s.p.).

Difficulties that are also faced by teachers who have been fighting for better salary conditions for a long time, despite this, many have had to bear the costs of internet and new digital equipment to produce and make classes available to their students. The pandemic has highlighted the fragility of the educational system. Teachers with a salary gap, having to reinvent themselves in different ways to develop their work digitally, often with no material conditions.

The use of information and communication technologies (ICTs) as a support tool in remote teaching

The abrupt and necessary interruption of classes to contain the spread of the disease and the uncertainty of when it would be possible to return to normality resulted in a series of doubts about the appropriate time for this return and how it would happen. A sufficient period for the minimum training of education professionals to work more efficiently in remote teaching, given that, in the first month of classes being suspended, Ordinance No. 343 of the Ministry of Education (MEC) was published authorizing the replacement of in-person classes for digital media classes for the duration of the pandemic situation.

It was believed that, just as the use of the internet has revolutionized work and commerce relations with the implementation of home office and so-called e-commerce, in the same way, the use of the internet and digital tools would compensate for the distance between student and school, imposed by the new virus. However, students' connectivity difficulties and teachers' lack of skills to teach digital media classes have become a relevant problem in this process.

“Covid-19 anticipated what would happen in the classroom by about ten or fifteen years”, calculates geography teacher, Daniel Rodrigues Silva Luz Neto, from the Federal District. (PEGN/GLOBO, 2020). “We had to learn something that was never developed throughout our lives, which was to face technology in the short term”, says Juanice Pereira dos Santos Silva, teacher in inclusive education, at the Special Education Center, also from the Federal District. (PEGN/GLOBO, 2020).

See the report made to G1, by the municipal school teacher in Campo Grande (MS), Katia Araújo: "We are digitally illiterate. You only realize that you don't know when you need to use the tool" (G1, 2020, n.p.). Reports like this, made by teachers, are easily found in articles reported on the subject in different media. However, Libâneo (2014, p. 4) warned that:

The new teacher would need, at least, a broader general culture, ability to learn how to learn, competence to know how to act in the classroom, communicative skills, mastery of informational language, know how to use communication media and articulate classes with the media and multimedia.

Despite what Libâneo says in the quoted excerpt, about the teacher needing to have this general and expanded culture, this does not exempt educational bodies and public authorities from creating continuing education programs that meet this need for teacher training. João Carlos Salles, president of the National Association of Directors of Federal Higher Education Institutions (ANDIFES), in an interview with the Brasil de Fato website, also highlights that:

For continuity to be possible in this way, two elements are fundamental. The first is access, which means quality internet and minimally acceptable equipment so that people can follow training activities. Another issue I would say is that it is a big bet that the country has failed to make for a

long time in teachers, in training. Having a computer is not enough, even though it is essential. Having the internet is not enough, even though it is essential. Without these two elements, we cannot move forward. But in addition, teachers must be trained in the appropriate use of digital technologies (OLIVEIRA, 2020, p. 33).

Changes are necessary and happen constantly in all spheres of life. The use of information and communication technologies (ICT) as a tool to support the teaching-learning process is part of these changes, but unfortunately, has occurred at a very slow pace in the country, mainly due to a lack of investment and teacher training for its use in the classroom. Rosa (2020, p. 1), highlights that “the provision of education mediated by technology has always faced barriers, based mainly on misinformation and the lack of teachers’ preparation”. Something that could show very different results from those already exposed here, if there was no lack of preparation to deal with ICT, as they are fundamental tools in the effectiveness of remote teaching. For Oliveira and Junior (2020, p. 733).

Education managers and professionals are working hard to find alternatives for remote teaching activities. In most situations, what was recommended was the direct migration from the in-person to the virtual environment, without the necessary technical support and without any prior planning. This creates a debate that transcends the educational sector, as the suspension of in-person classes changes the routine of students and their families, places restrictions on working mothers who have to bear with the full care of their children and imposes new conditions work for teachers and studies for students.

The excerpt cited above is part of a survey carried out with 15,654 teachers from public education networks in the country, carried out by the Federal University of Minas Gerais (Mestrado/UFMG), which highlights a series of difficulties that educators have been facing during this period. According to data from this study, 89% of the teachers interviewed had no previous experience with non-in-person classes; for 21% of the questioned educators, it is difficult or very difficult to deal with digital technologies; and a fact that draws attention in this study is that until the moment of the data collection for the research, which was from the 8th to the 30th of June 2020, 42% of the interviewees stated that they had not yet received any type of training and were continuing to learn all on their own. Thus revealing that educators in public education networks were abandoned to their own individuality.

The survey data also showed that 82% of teachers were teaching classes at home, using their own resources such as the internet and digital tools to teach their classes; also, 82% of teachers stated that working hours have increased. Among many other data, the study confirmed what had already been pointed out in the April 2020 PNAD, showing the great inequality that the north and northeast regions present in comparison to other regions. Both in regards to the resources available for offering non-in-person teaching, such as the use of radios, TV channels and virtual learning environments, and to the availability of students to have access to the offered classes. The report made by Karina Batelli, a teacher from the São Paulo municipal network in an interview with G1 on June 8, 2020, reinforces what has been happening here.

Didactics differs in remote teaching compared to the in-person teaching. At school there is an exchange, you ask a question, they return it, and we create a group. Now, this is me speaking, it's a recorded class – I put it on YouTube, send the link through the platform, they watch it and send their questions. We had to learn how to film a video lesson. And

the students had to learn to listen to the teachers, because it's not Felipe Neto with all that way of speaking that the students are used to. It is a subject that they need to understand to do homework (G1, 2020, n.p.).

After a few years of schools closing, at times there was an opening and the use of a hybrid teaching format. Model that combines in-person service with part of the class and remote online service with the other part, alternating the service of these two groups for a week. There is also a great challenge in reversing the consequences of this dystopian period and promoting the best progress in education.

The Parents' and Guardians' role in the effectiveness of remote learning at home

Something indisputable in regards to a good learning performance for any student is the participation of the parents in the process of their children's educational training. And, in this type of emergency teaching, their participation is increasingly necessary, especially for students in Early Childhood Education and those in the first years of Elementary School, as they lack the maturity to manage their own studies and the ability to learn on their own. "Remote teaching requires students to have a study routine, discipline and organization, which they often do not have." (SOUZA; MIRANDA, 2020, p. 87). And, with this, the teacher's role in the classroom is placed upon parents and guardians in the home classroom.

There are many outbursts from parents and guardians, shared on social media during this period, as they had to be divided between their daily tasks and the new task of passing everything that was sent by the school on to their children, whatever the means and the formats, and doing so without the proper ability to develop a function that teachers spend years studying to perform. Many parents and guardians, in order not to see their

children miss classes and lose the necessary learning, had to learn and relearn content from their school days.

Another difficulty frequently mentioned in reports from parents and guardians is the inability to help their children with their studies, both due to the lack of education of many, and also because they do not have time, as they need to work to ensure their children's most basic needs. A Public Consultation carried out by the Union of Workers in Public Basic Education of Piauí (SINTE-PI) showed the position of parents and guardians of students on remote classes and the difficulties they are facing during the pandemic.

Considering the socio-educational and economic situation of families residing in Pio IX, one of the three municipalities that most responded to the Public Consultation, based on data from UNICEF, on the Força da Escola Não Pode website, the level of education of fathers, mothers or guardians. The study points out that 78% of respondents have no education or have an incomplete Elementary education; 16.2% attended have a completed Elementary School or incomplete High School education; 5.8% have a completed High School or University education. When dealing with the average household income, 86.3%, it is in the range of up to ½ minimum wage; 10%, from ½ to 1 minimum wage and 2.8% more than 1 minimum wage.

The difficulties indicated above demonstrate a situation that shows the low purchasing power of families that have children studying in public schools, which influences the precarious condition of internet access and use, in addition to the lack of public policies to expand connectivity conditions. (MEDEIROS et al., 2020).

The use of cell phones, as the main study tool, sometimes shared with other family members and with precarious access to the internet, exposes a social abyss that directly interferes with encouraging the continuation of studies (SOUZA; MIRANDA, 2020, p. 87) . Often, this single device used by the whole family is in the possession of the father or mother who spends the day away due to work, meaning that the children only receive the materials and guidance sent by the teachers at the end of the day, a moment in which, only

from then on, will they have the opportunity to have their questions cleared up by the teacher. This justifies the teachers' complaints about increased workload and irregular working hours, but even so, teachers have understood the needs of their students as they know that these times may be the only time they have to receive the guidance and the feedback they need.

In other words, Medeiros et al., (2020, p. 9), reinforce this argument when they say that:

Furthermore, there is a situation of device sharing, especially in larger and low-income families. There are cases in which fathers, mothers and/or guardians go to work and need to use part of the equipment at home, restricting the conditions of use for students. The quality of equipment is not always compatible with activities involving platform use, data transport, etc.

Furthermore, students, sometimes having difficulty on contacting their teachers and, in many cases, not being able to count on someone to help with the school activities, end up having to study alone. And, when there is someone to help, that person does not have didactic, methodology or knowledge of that curricular component.

All these facts highlight what has been exposed and reinforce the importance that parents and guardians have in this process, as, without their dedication, it would be impossible to carry out teaching at home. And, as can be seen, the problems and difficulties encountered by those involved in this alternative teaching modality are serious, mainly because it was implemented in an improvised way, with no prior preparation of the education professionals, nor the availability of resources and means so that they could develop their work. Another serious issue in implementing the remote modality was the lack of consideration with the strong social

inequalities and the difficulties faced by parents and guardians in helping their children in the at home teaching.

Conclusion

In March, 2020, the first news emerged that the Coronavirus had already infected many people and was spreading rapidly throughout Brazil. That was when the first discussions arose about the need to implement restrictive measures to combat the spread of the virus. During this period, expressions such as social distancing, quarantine, lockdown became common and started to be a part of people's popular vocabulary.

With this discussion also came the economic and social implications resulting from a total closure of so-called non-essential activities. Because, if on one hand, there were uncertainties about the severity of the new disease; on the other, there was the certainty of the side effects caused by the main form of prevention: social distancing.

After a few years of the pandemic and the half-million death mark having been surpassed, it is clear that the severity of the disease would be greater if restriction measures did not need to be implemented. However, the medicine was bitter and its adverse effects on public education were exposed in this text. These include worsening social inequalities, reduced learning, increased rates of child labor, increased domestic violence against children and teenagers, among others.

Even with the end of the pandemic signaled by the WHO in 2022, the challenges and difficulties faced by parents, guardians, students and teachers regarding education still remain. However, just as a body that recovers from a virus acquires immunity, education has also taken advantage of this crisis. The use of digital platforms and tools, as a teaching-learning instrument, is one of them; in addition to the use of social networks for this purpose. As Gadotti (2003, p. 14) said, "New technologies advance new spaces of knowledge. Now, in addition to the school, the company, home space and social space have also

become educational.” Remote teaching developed skills in students that were little explored before, such as autonomy and the ability to learn how to learn. And, an added bonus: the cell phone, the villain of the classroom, has become the students' main ally away from them.

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Recieved on January 2023.

Aproved on September 2023.