Remote classes: Challenge and reinvention in times of pandemic

Aulas remotas: Desafio e reinvenção em tempos de pandemia

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ABSTRACT

The COVID-19 pandemic has caused a unique moment of bewilderment. And given this, the inhabitants of the city of Itacoatiara, metropolitan region of Manaus, in the state of Amazonas, experienced this pandemic situation in a unique way. Many felt frightened, confined for four long months to their own homes. And because of the risk of contamination by the virus that causes COVID-19, overnight, it was no longer allowed to go to schools, a fact that forced educational institutions to find an alternative to continue the school year. And this alternative, for the continuity of the teaching and learning process, was remote teaching, through the use of digital tools easily accessible to students, such as the cell phone, computer, tablet.

Keywords: Remote classes, Challenge, Pandemic.

RESUMO

A pandemia da COVID-19, ocasionou um momento único de perplexidade. E, diante disso, os habitantes da cidade de Itacoatiara, região metropolitana de Manaus, no estado do Amazonas, experienciaram essa situação pandêmica de maneira ímpar. Muitos se sentiram atemorizados, confinados, durante quatro longos meses, nas próprias casas. E, por causa do risco de contaminação pelo vírus causador da COVID-19, de um dia para outro, não foi mais permitido ir às escolas, fato que obrigou as instituições educacionais a encontrarem uma alternativa para dar continuidade ao ano letivo. E essa alternativa, para a continuidade do processo de ensino e de aprendizagem, foi o ensino remoto, por meio do uso de ferramentas digitais de fácil acesso dos alunos, tal como o celular, computador, tablet.

Palavras-chave: Aulas remotas, Desafio, Pandemia.

1 INTRODUCTION

The COVID-19 pandemic has caused a unique moment of bewilderment. And given this, the inhabitants of the city of Itacoatiara, metropolitan region of Manaus, in the state of Amazonas, experienced this pandemic situation in a unique way. Many felt frightened, confined for four long months to their own homes. And because of the risk of contamination by the virus that causes COVID-19, overnight, it was no longer allowed to go to schools, a fact that forced educational institutions to find an alternative to continue the school year. And this alternative, for the continuity of the teaching and learning process, was remote teaching, through the use of digital tools easily accessible to students, such as the cell phone, computer, tablet.

Regarding the effects of the pandemic in the state of Amazonas, it recorded the first case of Covid-19 on March 13, 2020. The state has faced two severe waves of the disease, with a health breakdown in

January 2021, a crisis due to lack of oxygen and many deaths. The state was the first state to suffer the collapse in its health system, the referral hospital for admission of severe cases of Covid-19 reached maximum operational capacity, there was no vacancy in any public or private hospital. Also in January 2021, the Amazon became the epicenter of the pandemic in Brazil and experiencing the worst moments of the pandemic outbreak: the records of daily burials, burials in trench system, absence of places for hospitalization in hospitals were news throughout the country and around the world.

At the peak of the pandemic, in the aforementioned period, the Amazon came to record 3,586 deaths in a single month. According to the health portal of the federal government until the day 02/10/2021 were recorded in Brazil 21.459.117 cases of Covid-19 and 597.723 deaths and in Amazonas 426.554 cases and 13.725 deaths by Covid-19. Itacoatiara had 10,590 cases, 316 deaths.

The relevance of this study is given by the importance of recording the moments experienced by different generations during the pandemic moment, especially when it comes to something new and "dismal" – an invisible enemy that kills without restriction. For society, it is important to think about the immediate impacts that the virus has caused in people's lives, in this case, in school education, which cannot be seen in isolation from the entire social, political and economic context.

Through research, applied to teachers and students, we sought to understand what they think about remote teaching in times of pandemic, in order to show the importance of DIDs to minimize the challenge of pedagogical loss in remote teaching, as well as to show that it is possible to innovate, reorganizing pedagogical practice, in the face of an atypical situation in the world scenario.

Thus, it was observed that for teachers to work, in the remote teaching modality, with students of Early Childhood Education and Elementary School, initial and final years, it was challenging, becoming much more difficult due to the absence of physical contact so important in this process. On the other hand, the pedagogical coordination began to have a greater monitoring of planning and classes, thus being able to contribute much more to the teaching and learning process, in addition to assisting teachers in this challenge. Each weekend, the teachers produced reports to present the elements of positivity and the points of attention, observed during the week, thus enabling a better pedagogical planning.

At first, teachers were resistant to writing the reports, as well as not recording the videos, or even resistance to opening the WhatsApp group so that parents and students could interact. But later, all this became a routine practice, a good reflective practice, being carried out by 100% of the teachers of the Adventist School of Itacoatiara, where the teaching staff totals 33 teachers and 652 students.

2 GOAL

Reflect on the impacts of the COVID-19 pandemic in a school in Itacoatiara/AM, as well as enumerate the elements of positivity and points of attention, related to the methodological referrals of remote classes, during isolation and social distancing, caused by the pandemic.

3 METHODOLOGY

This is an exploratory research of documentary character and quantiqualitative analysis. As stated by Lakatos and Marconi (2021, p. 190), data collection is the phase of the research carried out in order to collect previous information about the field of interest. It constitutes one of the first steps of any scientific research that is done in two ways: documentary research (or from primary sources) and bibliographical research (or from secondary sources). The characteristic of documentary research is to take as a source of data collection only written or unwritten documents, called primary sources, which may have been made at the time when the fact or phenomenon occurs, or after.

The locus of the field research was the Adventist School of Itacoatiara/AM. For data collection, research was applied to the students and teachers of the referred school, whose purpose was to understand, through the answers, the way of thinking and dealing with the technological and pandemic reality in the current context. Direct observation was also used, a practical way to follow remote classes.

4 DEVELOPMENT

The year 2020 was marked by the COVID-19 pandemic – brought on by the novel coronavirus. This changed people's lives, making them very confusing; And people, all over the world, were suddenly forbidden to leave their homes, no longer had the usual freedom, all under "house arrest." The changes were abrupt in personal relationships, in the routines of life, at school and at work. A nefarious experience with "unprecedented economic, political, cultural and historical repercussions and impacts in the history of pandemics." The scenario of the country demanded the reinvention of various sectors of society, and among them, the educational sector, which also had to reinvent itself to continue the teaching and learning process. This new scenario forced schools to seek technological solutions in order to continue serving students in the 2020 school year, which had begun just two months ago. According to data from the United Nations (UN), worldwide, 9 out of 10 students are temporarily out of school in response to the pandemic.

> In Brazil, many education networks have already suspended classes and are making use of digital learning resource solutions, inspired by the Distance Education (EaD) modality. But remote learning strategies, as important as they are in the current context, have limitations and do not serve all Brazilian children and young people in the same way, as pointed out in the technical note "Distance Learning in Basic Education in the face of the Covid-19 pandemic", from Todos Pela Educação, released on April 7 (RODRIGUES, 2020).

Faced with this new virus, there was not the slightest possibility of the country planning in advance, everything happened quickly changing the world routine. The rulers had to act in an emergency way, it was not possible to think of a strategic planning, the most important thing was to protect the largest number of people, equip the hospitals, isolate the infected and treat them. In the educational scenario, a big problem was created, because many teachers did not even have the real contact with the technological tools, being forced, in a short time, to reinvent themselves to reach the students, since the only alternative would be the remote classes.

The remote classes, via WhatsApp, Facebook, Zoom Meetings, Google Classroom, or through the portals, created for this purpose, such as E-class, were a great challenge for teachers, parents and students, since, in the ninth week of activities, more precisely three months, in this modality, it was observed that fatigue and discouragement took over everyone, who clamored for holidays and some for face-to-face classes. Faced with this scenario, the Ministry of Education has expressed little about it and, on the other hand, society has been divided into diverse opinions about remote classes. In addition, news reports have ratified the great inequality existing in Brazilian education, a fact that has worsened with distance learning, especially for students in public schools, because the population, in general, does not have access to good quality public internet.

> One of the side effects of the coronavirus pandemic is the closure of schools. The decision is not exclusive to Brazil. According to UNESCO data, 1.5 billion children and young people are prevented from going to school in the world. With no end to the pandemic, many countries have adopted remote learning as a strategy. In Brazil, some private schools and public schools are opting for online remote learning (BACELLOS, 2020).

However, in the trajectory of remote teaching, it was observed that there is a considerable difference with regard to internet access in education networks. According to data from the Brazilian Institute of Geography and Statistics (IBGE), 98.2% of students in the private school system used the Internet, this percentage among students in the public school system was only 87.0%. A difference of 11.2%. In the North and Northeast regions, the percentage is much lower, considering that the public school students who used the Internet were 73.2% and 83.2%. In the Great Regions of the country, this index ranged from 91.0% to 92.2%. When it comes to students in the private school system, the percentage of Internet use is above 96.0% in the Great Regions, reaching almost all students. Cell phones, on the other hand, are almost unanimous in both networks, even surpassing television.

Those who have experienced and followed the educational reality, in the daily school life, of this pandemic, observed that many students, really, do not have the necessary conditions for access to remote classes and, still, there are those who have access, but do not have control over the accesses.

As the cases are diverse, each school network discussed and organized itself to assist students in remote teaching, in remote classes. Among the alternatives, for the student who did not have access to remote classes, was to prepare printed material, which should be presented to teachers on the return to face-to-face classes. However, it is known that, in the North region, there are locations that do not have electric light, being also difficult to access, and, therefore, depending on the location, the student, in addition to not having access to the internet, also did not have access to the printed material. Thus, it becomes even more difficult to measure the difficulty and the pedagogical (intellectual) loss of these, with distance learning.

Powered By Rock Convert (2018), speak of the importance of giving space to students, "focusing on 'educating the emotions' in the school environment through socio-emotional skills". The BNCC brings this theme as something essential to develop the autonomous thinking of children and adolescents, which can reduce cases of indiscipline and improve learning rates. In this case, students need to be able to

> [...] learning to act, progressively, with emotional autonomy, respecting and expressing feelings and emotions; act in a group in a functional way and be able to build new relationships, with respect for diversity and showing solidarity with the other; know what they are and abide by the rules of social interaction (POWERED BY ROCK CONVERT, 2018).

A relevant point, brought by BNCC, which draws attention, were the objects of learning and the real needs of knowing them and inserting them in the teaching and learning process. As there are no alternatives, it is necessary to make use of what is suggested by the educational authorities, because if the students are digital natives, it is thought that these will not have difficulty in accessing or creating the digital learning objects (ODAS), which will certainly help in the learning of students.

Thus, it is perceived that, in the activities of teaching, learning and evaluating, it is recommended that professionals involve students more in digital activities, monitoring actions and interactions, providing feedback with a view to improving the effectiveness of practices, both individual and collaborative.

Regarding the teachers' speech: in the Adventist school in Itacoatiara, weekly letters were drawn up for teachers, parents and students, in an attempt to help and motivate them to stay engaged with remote classes. And, despite all the work that the pedagogical team carried out, it was observed, through the reports of the teachers and the students, the discouragement present in the families, both on the part of the students and on the part of the parents, as confirmed by the report of a teacher of the school,

> [...] Because parents are getting discouraged, they want to get kids out of school. As for the little ones, they also no longer want to do the activities at home. They want to go to school. As they are very small they do not understand that they should stay at home with their parents, and it has already been explained by the teachers in audio and by the parents, at home. But there are children, yes, who love to make their tarefinhas and every day participate in the class.

Every week, he became aware of what had been happening during remote classes through reports written by teachers. In addition to teaching and learning happening remotely, contact was also maintained with students every day, an interaction so important for learning. However, many students stopped participating in classes and, when questioned by the teacher, or by the Guidance Service, the answer to this situation was always the same: no access to the internet.

The challenge of reinventing himself, essentially, in the COVID-19 pandemic, was left to the professor. And, in general, they also sought, in distance courses, a way to learn how to record videos so that they could reach students in situations of social distancing and isolation. Given the digital tools available, it was understood that the teacher also needed to be empowered by the technological elements; the new paths that DICs provide; they should appropriate the new methodologies, other knowledge by the Active Methodologies.

In this regard, the following are reports from some teachers, who teach at the Adventist school, about the perceptions obtained through remote classes. The number 1 teacher, for example, showed that, at first, she was very terrified, but then, with the support of the school, in general, she brought her to an "instability".

> "In the first few weeks of remote classes, I freaked out (literally), I got lost, I cried, I wasn't sure what direction to take, I didn't know what to do to transmit knowledge to teenagers with quality and at a distance. [...]. I have been very frustrated to realize that many students did not correspond to my effort and commitment to produce the classes and did not interact or send the activities [...], today I am more relaxed".

Teacher number 2, on the other hand, spoke of the great challenge in mastering technological tools. And so he said: "It's a new challenge, never, in all my professional life, have I imagined teaching through other tools, other than a classroom, a data show, a painting and a brush, it's a challenge full of adaptations." Teacher number 3 spoke of the lack of support from parents, the illnesses that affect families and the lack of the internet,

> "[...] Working with the distance learning modality has not been easy. Unfortunately the participation of most students is lacking, some parents are working and can only accompany their children when they come home at night. Whole families who are sick and children do not deliver the tasks on the requested date, because they are sick [...]. There is the issue of internet access, because not everyone can be connected [...].

The second question, to the teachers, was about the technological tools that they used the most in the period of remote classes. And the answers were:

> Teacher 1. "Cell phone, computer and some media recording programs, because I use in the making of my video lessons, are my allies in the teaching-learning process, in this modality in which we find ourselves"; Teacher 2.I have worked via ZOOM, CPB Educational portal for correction of activities (not all could access), most of the corrections are via WhatsApp, the notebook has been widely used for preparation of classes, slide presentation and the cell phone for recording the videos used to

explain the contents; Teacher 3. Classes are through the Whats App, Google Classroom, *E-Class*, educational videos, textbook activities, extra activities, video lessons, explanatory audio and in some cases, direct links.

All the teachers who answered the questions were very objective in listing the tools used in the day to day, tools that have become very familiar, because without them they would not be able to teach the remote classes, among them, are: the applications ZOOM Meetings, Google Classroom, cell phone, the computer, the internet, the videos and the portal of the Brazilian Publishing House (E-class).

The third question, asked to the teachers, was about the elements of positivity and the points of attention in relation to remote teaching. They first reported the elements of positivity:

> Teacher 1: "Interaction of students, support from some parents, self-improvement, reinvention of methods, greater mastery of technological tools, maintenance of work routine to not give space to the bad thoughts that come as an effect of the pandemic, among others, are some of the positive aspects that surround our new work as teachers in EaD." Teacher 2: "With this new teaching modality, I dare say that, in many classes the interaction is often greater than we had in the physical classroom, the students who were more introverted are with voice, are more communicative behind this new teaching tool, I perceive a greater performance of these students. A positive point was also the learning in the elaboration of video lessons, since I did not master such tools, and this new knowledge added value in my professional life." Teacher 3: "The most relevant positive point is the family's commitment to participate, worrying about informing when it is unable to perform the activities in the allotted time. Guardians ask questions when necessary, as well as encourage children to interact. With rare exceptions."

In the above reports of the teachers, during the period of remote classes, the support and involvement of parents, the interactivity of students, self-overcoming, reinvention of methods, greater mastery of technological tools, maintenance of a work routine, learning in the preparation of video lessons, and that many students feel safer and more comfortable in participating in classes, stood out as elements of positivity, that is, the technological environment gave voice to introspective students.

Some teachers said they had the opportunity to learn, as well as the possibility to develop resilience, being more persistent in the face of challenges. In this sense, Caiado (2020 p.) points out that, "even having common goals, each one must do their part so that they reach the path of success, which aims to lead children and young people to a better future."

At a time of great challenge, the ideal would be that the family and the school had the same expectations regarding the education of the students, in order to provide them with greater security in learning, contributing to them being critical citizens, able to face the complexity of situations that arise, unexpectedly, in the society where they are inserted.

However, the teachers were very emphatic about some points of attention, stating that the psychological, cognitive and relational damages are devastating. Teacher No. 1's speech draws attention to the possible psychological damage the pandemic has brought to the lives of students, teachers, and parents. And, in addition, they said that many students do not have the maturity for this new teaching modality; And

that physical and mental fatigue, because of the long hours in front of the computer, or in front of the cell phone, can also be harmful to everyone involved in remote learning. Finally, they spoke of the poor quality of the internet and the shyness in appearing in front of the cameras, so much so that most teachers do not leave the video camera open, leaving only the microphone open, sharing only the examples used to systematize or teach knowledge to students.

Teacher 1 - "[...], distance learning also offers devastating damage, especially to the mental health of teachers, who often hear parents complaining; that they are charged for things they are already unable to accomplish; who do not have pleasant time with their families, because they are either in virtual classes and when they should rest, they are producing videos, scripts, activities for the following week; Other than the fear of losing their jobs, of being affected by the virus, of losing family or friends. [...].

Teacher 2 – "Many students do not have the maturity for this new form of teaching, [...]. What comforts my heart as a teacher is that my video lessons are being taken advantage of by students who really want to learn;

Teacher 4- "[...]. Plans, reports, posts, much more research, follow-up in E-Class, in the group, in private, sometimes, out of hours, weekends. The dynamics of this work is demanding practically exclusivity, [...], and this ends up wearing out, especially those who work in another institution (teacher of the 1st year B, Elementary School, initial years).

As far as speech is concerned, it gives students. During the period of isolation and social distancing, students were also heard, who did not hesitate to talk about the moment they lived. The intention of this attentive listening was premised on the opportunity to develop strategies to help them, integrally, in this moment of challenging life, not only in the academic dimension, but mainly in the emotional and spiritual dimensions.

Below are the questions asked of students:

A) How are you coping with social isolation?

B) What are the biggest challenges of Distance Learning?

C) Cite the positive and negative points of Distance Education.

D) How can we improve our classes? Speak your ideas.

Regarding the proposed questions, here are some records of the students' answers. And, respectively, follow the analyses of these eavesdropping. To question A "How are you coping with social isolation?", three students thus answered:

Student 1: "Nothing has changed since the beginning of quarantine, I continue to do what I have always done, because before isolation I rarely left home.";

Student2: "Not much changes, I only worry about the health of my family members, but it's a little boring";

Student 3: "So far so good! We are following the guidelines and staying home and not in contact with anyone."

Of the students who answered the questions, only two said they are not very well, one misses school and the other worries about the health of family members. The others say they are following the classes,

giving account of the activities and following the normal life, which, certainly, does not match the speech of the teachers, who, in all the reports, complained of the absence of the students in the virtual rooms and the neglect of some, who did not deliver the activities, on the agreed dates, and also of those who were referred to the Guidance Service and to the psychological care of the school; Although the school does not measure efforts to provide a qualified work team to serve parents, students and teachers who have shown any signs of stress, practicing solidarity and working Christian values. Regarding question B **"What are the biggest challenges of Distance Learning?"** , some students answered that:

Student 1: "Well.... I think the activities, because it's been a little tricky to deal with all of them";
Student 2: **"**In my opinion it is to do the activity without being able to talk to the teacher personally, listen to the teacher's voice explaining the issue and such";
Student 3: "Focus on activities, because it often makes you want to do other things like fiddling with your phone";
Student 4: "Understand the content quickly and deliver the many activities on time";
Student 5: "It's good, but at the same time we get busy, like when we're doing the activities we have to do other things, but other than that, it's quiet**."**

In these answers, the most recurrent words highlight the greatest challenges encountered by students when studying through the remote modality, such as: performing activities without the teacher's face-to-face help, the difficulty of concentration in classes and the appropriation of content. Of the participating students, only one said he understood the subjects and did all his activities proposed by the teachers.

Already, in question C, "Cite the positive points and the negative points of Distance Education", the students answered:

Positive:
Student 1: "We do not run the risk of acquiring the virus, the contents can be reviewed at any time by the videos";
Student 2: "You can research things during class";
Student 3: "They are always looking for a different and dynamic way to teach us";
Student 4: "It's that we interact more through the cell phone like almost all the students say what they understand."
Negative:
Student 1: "Too many activities, some students do not participate in classes and lose content, because they do not have access to the internet or cell phone";
Student 2: "Lack of the messes in the classroom, longing to see the teachers, and it is also a little difficult to understand the subject";
Student 3: "It is more difficult to learn, concentrate and do the activities";
Student 4: "As it is the distance it is difficult to focus on the subject, and sometimes WhatsApp gets a bit messy because it is a lot of information."

In the students' answers, it is possible to perceive that the elements of positivity, in remote teaching, highlighted by them, are the protection, because, at home, the risk of being infected by the virus is much lower, the agility in the researches, which can be done in real time, the different ways of teaching presented by the teachers, the greater interactivity in the virtual rooms than in the classrooms and, finally, the non-loss of the school year. The points of attention are the excess of activities to do, the lack of internet, the

longing for teachers, colleagues and messes, in the classroom, the difficulty of understanding the contents taught, because there is no teacher, in person, to ask, the difficulty of concentration, in class, and, finally, the absence of interactivity in real time.   On question D "How can we improve our lessons? Tell us your ideas," the records read, according to the students who responded.

> Student 1: "The online class is being satisfactory for me, I like how certain teachers organize their classes, through videos about the content studied, because in this way the understanding and visualization of these subjects is easier";
> Student 2: "Well, I understand, but when teachers send video I think it's good because it helps us more";
> Student 3: "The classes could be more playful, a little less activities and a little more interactivity. It can also stress the student, sometimes it can take time to ask questions about the subject and debate about it, it makes the class much more interesting."

In this last question, to be analyzed, the objective, from the listening of the students, was to capture their contribution to the improvement of the teaching practice, besides being able to contribute with the suggestion of different strategies to make the remote classes more dynamic. Of the students who responded, some showed satisfaction with remote classes, and others showed dissatisfaction. However, everything that was suggested by them, in relation to the possible strategies, no idea could be used, since the teachers of the school, who were part of the research, already used such referrals in educational practices. Therefore, it was not possible to obtain the expected contributions.

5 FINAL CONSIDERATIONS

It is true that the Universities are already working on a new initial and continuing training for teachers, because the current formations do not account for the reality that was imposed and lived during the COVID-19 pandemic. After the pandemic, possibly, classes should not be the same, since students require different learning dynamics because they are also different, and the recommendations of the authorities, in Education, point to hybrid teaching.

Today, many teachers already focus on Active Methodologies, such as: the inverted classroom and learning project, gamification, among others, which are quite efficient for hybrid teaching. Therefore, this may be the moment for the student to be the protagonist in the search for knowledge through these methodologies so used in this period of remote classes. In addition, the teacher may also have the need to review the daily life of the classroom, reviewing the pedagogical practice, seeking other possibilities of methodological referrals. However, we must be careful, because reinventing and innovating does not only mean using digital tools. For innovation may lie only in the way we provide students with the appropriation of scientific knowledge.

Given this, it is possible to innovate from what you have and the needs of the moment; and the teacher should take advantage of any opportunity to be in constant learning, seeking more questions than answers. Therefore, one has the possibility of learning from doubts and attempts at success.

However, it is natural to be concerned with learning, but above all, in times of pandemic, it is essential to develop the skills and competencies necessary for the context, with classes that integrate all this synchronously. It is worth mentioning that methodology is different from technology. It is important to think about the process of interaction, sharing, inside or outside a classroom. It is believed that the role of the teacher will not be lost during the pandemic or post-pandemic, what will happen is the change or transformation of the teacher's role at the time of teaching and planning, within the process of remote teaching.

Everyone wants to believe that "command and control education" has its days numbered. However, for this new reality to be in force, it is necessary to make use of different possibilities to teach and to learn, collecting data, interacting with peers, proposing different scenarios, more joyful, more dynamic and more autonomous. Therefore, it is essential to assimilate the digital and technological culture that has been present for a long time in society, thus seeking excellence in the action of teaching and learning.

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