

## ***Remote education in times of pandemic Just one more reflection***

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**RESUMO** - *The pandemic caused by Covid-19 in Brazil is already over a year old and is still far from over and was a watershed not only for our country but for the world. Many companies consider that the home office will no longer be the exception, but the rule in the type of work or hiring, in the development of products or services, is just one example of how much we had to reposition in the most varied aspects. In education and the use of technologies, it was no different: digital technology until then, only seen as a tool to support teaching-learning, had its importance enhanced and has been more necessary than even imagined, planned, and used by the most optimistic educator.*

**Keywords** - *remote education, pandemic, education technologies*

### **I. INTRODUCTION**

Feelings such as empathy, dedication, understanding, are used by both parties - student and teacher, but in fact, neither party adapted to the pace and need for change that the situation required. We had to reinvent ourselves and forget much of what and how we had learned and known, in the short term. The student did not adapt and often due to lack of resources, encouragement, interaction, or even personal problems, he lost interest in doing and continuing to participate. As well as the professor who somehow and at the beginning of the pandemic “did what he could”, but who, over time, also ended up doing what was humanly possible and what he could for the moment. If we consider that the procedures and bureaucratic rules remained practically the same (maybe they just changed the name), with little or no help aiming at the emotional, social, training, information, review of processes, and even care for human beings. DEVELOPMENT

Several speculations or assumptions were made about the remote classes or activities by teachers with very diverse opinions. Also in this aspect, from interrupting the school year in 2020 with the post-pandemic resumption, to returning to classes and/or activities in the remote/hybrid model with a percentage of on-site students by the guidelines and protocols of the health agencies. It is a fact that the area of education and the bodies that govern them are still trying to find a “middle ground”, to minimize the possible academic damage in all aspects.

Taking teaching as an example, we are talking about a quantitative increase of 20% or greater, in the context of professional assignments, since, on the one hand, nothing was left undone, on the other, the work fronts increased considerably, about the work to be developed, as there was no time for technical, emotional and psychological preparation for the distance model.

We except here the debate on the profession of teacher, which by definition of the Aurélio dictionary: masculine/feminine noun - One who teaches in some educational establishment; teacher, master, pro. However, and somehow, the teachers still found their respective paths or guidelines to continue, even minimally, with the known didactics and reinventing themselves and adapting to the needs of the remote moment, in addition to many other aspects that will not be discussed in this article. As well, there are some parallel attributions that the category was not prepared for, such as psychological, emotional, and social support, for example, where there was no formal support or, at least, adjusted to the reality of remote education. But that even so, the teacher would perform it, as best as possible.

Taking into account the structural aspect of some of the families, where the school plays a much greater role than what

it does, it was evidenced in the pandemic. Just as the teacher does not have training in psychology and/or social assistance, the fathers, mothers, and/or guardians of the students also do not have pedagogical training that could help, guide, lead, evaluate and mentor their dependents, we also have to take into account. Often, they couldn't even encourage them.

On the other hand, it seems evident to us that some of those responsible have long since stopped following the educational evolution, even if minimally, of their dependents. And that this was very well characterized in the pandemic.

In this aspect, digital technology that was treated as a tool and still is, perhaps amid the pandemic, has a more important role than we imagined or at least, what it was proposed to do before

## II. CONCLUSION

With the numerous social problems already existing and known, the support of municipalities, states, and federation, when it occurred, was very subtle, not only for students, teachers, schools, school community, among others but also for society in general or as a whole. Disinformation, conjectures, speculations, especially without proper scientific basis, taking

for granted the lack of empathy and all the anxiety generated, were unprecedented. There are divergences about some of the procedures, regulations imposed through norms, rules, deliberations, decrees, among others, that even with all the known and even unknown risks, given the evolution of the pandemic, which continued to occur in person, even if they could be carried out remotely, even with the lack of relevance and the impact is not evident.

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