

The classroom in times of COVID-19: The outcome of remote classes in elementary school I



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ABSTRACT

Technological advancement has long been leaving its mark and demarcating its territory around the world, giving rise to new models, perspectives, new means of communication and a new vision of teaching and learning. However, despite all this

digital advancement, the educational network, specifically teachers, did not master the advanced techniques of technology, when they had to adopt them in their practices in the classroom in an emergency and immediate way because of the health crisis, which was established with the advance of COVID -19. Very different from distance education, teachers found it almost mandatory to adopt remote teaching practices. It aims to analyze student learning in emergency remote teaching. It relied on the qualitative approach. The possible results will be presented in an authentic way, when evaluating the teaching-learning activities developed during the pandemic, especially in elementary school I, as well as the marks left by the lack of investment in Brazilian education.

Keywords: Remote Teaching, Teachers, Students, Technologies.

1 INTRODUCTION

The COVID-19 caused by the novel coronavirus (SARS-CoV-2), which took the whole world by surprise in the year 2020, led Brazil's education to adopt the remote environment immediately, catching teachers and students by surprise so that public and private schools adopted the new school calendar, so that there would not be a loss of learning on the part of students.

In the middle of the year 2021 COVID-19, still making its victims in Brazil, with the vaccination system, was controlling the advance of the same. But the vaccine was still uncertain for children and most public and private schools chose to also end the 2021 school year in the remote format, while others chose to return in the semi-face-to-face format, since elementary school I (1st to 5th grade) is formed by children from 7 to 11 years of age.

Thus, to make the analysis of this reality it is necessary to consider the public educational policies that govern Brazilian education, when choosing to adopt remote teaching, to ensure that students and teachers at elementary school have a better adaptation to this new environment, with a considerable level of performance.



Thus, it is necessary a critical approach to this reality, considering the social and economic aspects of each member that forms the educational body to understand the transition from face-to-face to remote emergency and the impacts that this caused, taking into account that students and teachers of the face-to-face education network were not ready, nor fans to accept this new modality. All these causes are added to an emptying of the public school that is going on due to a scarcity of content and scientific knowledge, especially of the working class.

In search of a problematization of this question, one can question: was there really been a learning and good development of the students, in the emergency remote teaching (ERE)? Have students and teachers received the necessary assistance and preparation to enter emergency remote learning? Was it possible to ensure that all students in the public school system were able to follow the remote classes? What was the impact that ERE had on classroom practice? Who is interested in the advancement of distance education in Brazil?

The study has as specific objectives: to identify the main difficulties of students and teachers in relation to remote teaching offered by public elementary schools I; reflect on which measures would lead to better performance for students and demonstrate the inequalities faced by the educational system formed by parents, teachers and students. However, the approach that is best suited is the qualitative one, because it allows to establish relations of the concrete real, with a grounded and rich theoretical basis to analyze the practical context.

The absence of public policies for investment in education, the lack of interest of the government to ensure a quality emergency remote teaching, caused losses in student learning, consequently hindered the teaching process of teachers, resulting in deficits for the present and future of society.

2 REMOTE TEACHING IN PUBLIC SCHOOLS

Not only in the pandemic digital age, schools have made use of technological tools as support and pedagogical support in their various education systems, especially the private education network, which they used long before, digital whiteboards, online platforms with complementary resources to education, as instruments present in face-to-face classes, supported by what governs the Law of Guidelines and Bases of National Education (LDBEN, 1996).

The absence of technological equipment for the use of students and teachers in public schools is a fact and when they are present it is not very functional, because they have the worst internet access providers with constant falls and oscillations. This, due to the low investment in education, in its various sectors, far below what it should, so that one can have a breakthrough in Brazilian education. In addition to the lack of infrastructure of the school units, it is important to note that most Brazilian public-school students do not have access to the internet, computer and cell phone.



According to Pacheco (2023), schools have been adorned with new technologies without intensifying communication, teaching, research and extension, necessary to establish relationships. Most of the technologies used in school spaces in the educational process of the basic school, according to (Kenski, 2012) are auxiliary instruments, they are not the object, nor the substance or purpose of education. As much as technologies advance and evolve, they will never replace social relationships, learning through personal interaction between students at school and students with teachers.

When discussing the school and its future (Canário, 2006), he points out that we live what he conventionally called the "crisis of the school", a crisis that provokes many questions, such as: what is the relationship established between the school and the community where it is inserted?; what is the function of the school in today's society?; What is the role of teachers in the teaching-learning process in the information age, the devaluation of the school and the teaching work in the face of technological advances and easy access to information? The moment of pandemic crisis brought us back to these questions, highlighting above all the importance of the school and the teacher for the formation of a just, egalitarian and beneficial society for all.

According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), 70% of the world's student population has been affected by this moment of instability and uncertainty, having their classes suspended and the entire calendar and planning of the various educational systems altered and modified. The pandemic avalanche has fostered in the educational landscape: fear, insecurity, uncertainty, and risk in the lives of teachers, students, schools and the community.

With the suspension of classes, in the month of March 2020 in all Brazilian school network, in the states and municipalities, in the public and private networks, in elementary, secondary, technical, and higher education. The Ministry of Education of Brazil (MEC) enters the scene and authorizes the execution of remote classes in the various modalities of education, with the school units and institutions of technical and higher education being responsible for the reorganization of the calendars and the dynamics of school days. Schools and institutions felt comfortable to plan and reorganize their calendar of school days, as is the case of the school units in the municipality of Serrinha - BA, in the dream and desire that the pandemic period was fast and could soon return to normalcy. However, the reality extended longer than anticipated and schools across the country had to organize their calendars and their classes for two years, faced with a reality of so many uncertainties, fears, panics and worries.

Many workers and professionals were affected by the changes that took place in all countries. But teachers were undoubtedly the ones who suffered the most from the changes that occurred with the remote system of classes. There were abrupt changes in their daily school life to meet the needs of the school, the students and their own profession. About the role of teachers, Libâneo (2011),



comments on the crucial importance that teachers assume in the face of so many transformations in the current reality. Such changes and upheavals have occurred on a global scale. "In a world of intense scientific and technological transformations, they need a solid general formation, capable of helping them in their ability to think scientifically, to scientifically pose human problems" (Libâneo, 2011, p. 3).

It should be noted that the situation in question came like lightning, overwhelmingly for everyone. But, it was the teachers who had to reinvent themselves and adapt to the new in an unexpected way to meet the demands of the new education system, this without having an adequate training, schools without equipment, teachers and students totally unprepared for the new and also without such technological equipment and basic requirements for the applicability and development of activities and practices that could guarantee the minimum of a quality education.

In this way, many problems arise in the daily life of the school and the classroom that are common in the various realities of the educational system and why not say that they are commonplace in the real situation of the country, there are many problems: with the use of the necessary technologies, computer, internet, cell phone, indiscipline in time management, absence in the basic infrastructure, especially in the public education system to provide students and teachers with the minimum necessary for the development of remote learning.

Faced with such a reality, it is worth noting that students and teachers as human beings and living in social circles, are affected in this pandemic context by several aspects, not only that of education. It is necessary to worry about such subjects beyond the daily life of the school, but also to reflect on the "post-pandemic", where teachers and students will be back in the space and floor of the school.

Reich; Borges; Xavier (2020, p.25), point out that:

We are all inextricably interconnected in a global information environment that brings us a global awareness and with it a global responsibility for sustainable development, for finding solutions to pollution, poverty, pandemics, and climate change, as well as for learning how to live together.

Humans are characterized as hopeful, predisposed, and resilient beings, with great capacity to adapt to various environments, nothing seems to be able to stop the human being, however, from the beginning of the year 2020 was shown a human reality totally different from the usual. A pandemic has been able to undo dreams, plans, goals and even claim lives. Many of the humans who were hopeful, predisposed, and resilient eventually succumbed in the face of COVID-19. Opportunity in which Santos (2020, p. 10), warns:

Suddenly, the pandemic erupts, the light of the market's pales, and from the darkness with which they always threaten us if we do not prostrate their vassalage emerges a new clarity. The pandemic clarity and the aspirations in which it materializes.



So quickly, the cruel virus spread, and with it hung in the air uncertainties, fears, panics, and afflictions in the face of the reality posed. What many did not realize is that the pandemic (which was so defined by the World Health Organization on March 11, 2020), would have long duration and millions of fatalities. The COVID-19 pandemic has stopped everything, economy, politics, school spaces, fun... What didn't stop was the circulation of the virus around the world. Santos (2020, p. 6) "In each historical epoch, the dominant ways of living (work, consumption, leisure, coexistence) and of anticipating or postponing death are relatively rigid and seem to stem from rules written in the stone of human nature."

Faced with this perspective, society has sought solutions so that education is viable in another way. For this, it is necessary to search for new ways (methods and techniques) of teaching that allow guidance by the WHO on social isolation. One of the most debated solutions in this context is the use of digital communication and information technologies (TDIC) (Medici; Tatto; Leo, 2020).

According to Seabra (2013), historically mobile devices are enemies of education for causing distraction in the classroom, however, electronic devices can go from villain to good guy, depending on their use in the learning process. Nowadays, some of these devices have come to be seen as partners, because they enable access to information.

It is important to consider that the use of technological tools is a mechanism that allows the expansion of human activities in all social spheres, especially in the educational system. For this reason, the most relevant option in this pandemic situation is the use of mechanisms present in Distance Education (EaD), such as the use of TDIC, to act as a means of communication between teachers and students (Medici; Tatto; Leo, 2020).

3 FALLACY OF REMOTE LEARNING FOR TEACHERS AND STUDENTS

Or Coronavirus is formed by viruses that are constantly mutating, causing respiratory complications, depending on the immune system of each person can come to cause even death. On February 26, 2020, Brazil recorded its first positive case of COVID-19, highly contagious, where it caught the entire health community unprepared and without resources to control the virus. At a time when everything was uncertain adopting quarantine and social isolation was the only possible measure to stop the spread of the disease and save lives.

Thus, governors of the different Brazilian states opted for the suspension of face-to-face classes. Each time there was thought of a possible return of the face-to-face return the scenario was more and more alarming. Not only have the schools had their doors closed, but everyone else the economic sector, such as commerce, banks, churches, etc. In the media resonated many campaigns encouraging the entire population to stay at home and practices of what to do in social isolation such as reading a book, watching a series, practicing yoga, physical exercises at home etc.



Therefore, there is a concern of the Ministry of Education (MEC) to ensure the ensuring the education and learning of thousands of young Brazilians. And that's when remote learning comes up in an emergency way. However, it is important to note that remote learning and distance learning (EaD) are not similar. The EaD has a whole planning, a direction, a structure to be applied in a distance modality, so that the student is in an environment of dedication to his studies, do exercises, tests and other evaluative activities in a simple and uncomplicated way. Already the remote teaching is an alternative so that the student does not go without class, being done activities at a distance, but nothing for a long time planned and studied, simply to meet a need and not lose focus on studies and learning. Thus, Saraiva warns that:

In the course of this process of migration from face-to-face school activities to virtual environments, we noticed that unlike distance education, whose emphasis is on control mechanisms, the analysis of the selected news shows that remote education reinforces disciplinary mechanisms. Still, there is a celebration of this moment as an opportunity for innovation in teaching models and a move away from those called traditional. However, our analyses also found that the migration of school activities maintains or even deepens the processes of exclusion, whether of access to the network, or of the condition of carrying out the activities in the students' homes and even of survival, such as food. (2020, p.18)

The traditional model of teaching preaches for banking education, for technical education with a collection of rules and practical prescriptions, where the teacher is the pedagogical center. It is considerable to say that remote learning is rather a technological advance, which leaves some backward or traditional customs behind. But when remote teaching in practice does not consider the social context of students, when this teaching is imposed from any way for teachers to deal with this technology that until recently was a totally unknown area, thus becoming the center of pedagogical methodology, proves that the ERE still needs to advance on some issues to leave traditional dictates aside. Since the teacher does not build knowledge alone, he needs the school and the dialogue with the students and the community in which he is inserted.

According to Saviani (2020), remote teaching brings a tendency to the conservation of an education that is in merchandise in the wake of privatization, this is where the great entrepreneurs of Brazilian education seek to reduce costs aiming only at increasing profits. However, remote teaching was a political choice, where it was thought only in a reproducivist logic, because the primary conditions of students and teachers for its implementation were not observed and considered. The technologies continue to be used within the logic of the means of production, the conjuncture of the remote environment reinforced this when it affected and excluded mainly the students of the working class, there were several students who could not follow the online classes because of not having a computer, a cell phone, a tablet or even public policies that ensures that no student would be left behind.



The uberization of work is within a logic of devaluation of the teacher's work, because in addition to living with their rights being cut, they often fail to make the pedagogical process effective, to be fulfilling bureaucracies. It is important to note that:

Much of the population does not have access to this technology equally, as a result of social differences. This problem is even more visible when talking about students from the private school network and public schools, and these do not have the same conditions of access to resources that help in their daily lives with regard to the study itself, such as computer, mobile internet with sufficient speed, among other factors (Melo, 2020, p.13).

One of the aspects that was most aggravated by remote learning was the growth of social inequalities. However, it is necessary to consider that the education project that must be developed must be a project that first leads to the overcoming of social inequalities and for this it is not possible to take into account a teaching that opens up these social ills even more. The ERE has become a strategy of the ruling class to deny knowledge to the dominated class, because there is a tendency that this teaching process is reduced only to the posting of curricular programming topics on platforms, usually made available by the Department of Education, reinforcing an uncritical perspective.

The Critical pedagogical perspective is not consistent with remote teaching, considering the difficulty that children, parents, adolescents and teachers had when dealing with this format. The teaching-learning relationship is highly committed to this whole digital fallacy. Saviani (2020, p. 6), already stated:

It should be borne in mind that, by its very nature, education can only be face-to-face. As an activity of the order of non-material production in which the product is not separable from the act of production, education is necessarily constituted as an interpersonal relationship implying, therefore, the simultaneous presence of the two educational agents: the teacher with his students. And it is known that one of the main functions of education is the socialization of children and young people, which cannot be done with remote or distance learning and much less with so-called home teaching.

4 DIFFICULTIES AND POSSIBILITIES IN ERE IN ELEMENTARY SCHOOL

Remote learning has made even clearer the social inequality we live with daily, which has limited the possibility of teachers teaching a richer class, it became clear. But when it comes to kindergarten and elementary school, you've had a harder time making it happen.

Eventually the platforms of VLE, meet, teams and classroom google, were some of the features that schools adopted to apply remote learning. However, children from 3 to 10 years of age still do not have enough property to master these applications, and many of the parents or guardians have never even studied, or even have difficulties accessing the internet, thus having enormous difficulties to manage the new technologies. The ERE was detrimental to the entire educational body, but negatively impacted the children of elementary school I, who really needed to have much closer contact with the teacher, at this first moment of cognitive development.



In the digital age it is routine that children in this age group already have access to some technological device but do it only for entertainment or fun. That's where countless schools opted for classes through a chat app, which is Whatsapp messenger. At class time, teachers posted the content of the day and would be waiting for questions or feedback from students but considering the context of the reality of each student.

Many activities only arrived hours later, or answered by some adult or even did not arrive at all. And the teaching-learning process was compromised. Teaching children in elementary school requires a greater degree of innovation and creativity because the fact that they are still children is not something that arouses their interest and holds their attention.

Considering these demands, many schools opted for the delivery of school kits with activity packages already printed, where the parents or guardians of the student picked up at school and on a certain date would return these activities. However, many parents work and end up compromising the time dedicated to teaching the child. The children who performed best in remote learning were those whose parents could afford a tutoring to take care of their education.

According to Pereira (2021, p. 7):

It is perceived that teachers need the support of the family more than ever for the classes to work, but that due to work or even lack of instruction from parents, this communication ends up being impaired.

The pandemic period brings strong marks in the lives of children of 7, 8, 9, 10 and 11 years of age, with enormous difficulties to be able to read the basics and many could not even write their own name alone. Studies indicate that:

Unlike the other modalities Early Childhood Education, does not admit Education and Distance, so the educational construction of the moment, was far from what is known in the institutions and the distance educational modality, there was a flexibilization of the pedagogical doing, there was a reinvention of practices aligning the possibilities of the moment, the conceptions and legal frameworks in force, the needs of children and their families and the use of technologies (Castro, 2020, p.3).

The root of the problem was intensified when in the public network Secretaries of Education at the end of the school year advised that teachers would have to approve all students, thus disregarding the teacher's evaluation methodology. And so, it was two years (2020 and 2021), in which these children were approved without knowing at least the basics of the year to which they were enrolled. In the year 2022 teachers also face another great difficulty that is the fruit of this education system, when it had to replan all the pedagogical practice to return literacy to these students. For example, when entering a class of 5^o year, the teacher will have to at least in the first trimester return literacy students.



For Barbosa (2020), remote learning for those students who are digitally excluded is configured as a cognitive and technological loss, and this is where it becomes clear that social inequality has been reinforced by these factors. There are families that have two or more children who study between kindergarten and elementary school and have only one cell phone to follow the classes, thus compromising the good monitoring of classes, because the cell phone crashes, cell phone fills the memory, cell phone that erases everything from nothing, class schedules that intersect, making them have no right to learning, for the lack of technological apparatus. And that's where a lot of kids end up frustrating, stressing, resulting in truancy and also by the imposition of child labor. Many were the cases of children between 7 and 11 years of age who stopped following the remote classes and began some kind of work, to help their families, since many were in situations of extreme economic tightening, when experiencing unemployment.

Children are in the development phase and need social relations, for their growth, to have this right cut off because of quarantine, further reinforces the idea that they are on vacation, since they are at home and ends up generating a conflict not to follow the classes, since for them it is a tedious and discouraging process. It is notorious and:

It is noticed, paradoxically, that the participation of families is very low, but teachers continue with their educational interventions in the effort to provide these families and contemplate a pedagogical affective contact, given the real possibilities of their students' lives (Matos, 2020, p.12).

The use of technologies in education has always proved to be a great challenge to be faced and when one does not have the commitment of the Families, teachers, and students, this cause is impossible to accomplish. When comparing the remote education of the private elementary I with that of the public network, it is perceived that the key to the fallacy of remote education focuses on the lack of investment in education. However, this is not fair, because Brazilians also pay for public education, by paying the high taxes daily.

According to Godoi (2021), at the time of the pandemic, the media did show a herculean effort by teachers and students of public schools to continue their activities, without leaving any student aside, being able to cite as an example, many teachers who took the printed activities to their students by bicycle or motorcycle and the difficulties of students and their families to get internet signal. It is within this logic that the situation of the ERE not only alarmingly exposes the ills of Brazilian social inequality, but also shows the real engagement that teachers, students and their families have in the search for education.

Godoi (2021, p. 17), warns that:

However, the teachers also revealed the professional challenges related to ERE, such as: the difficulty of access to digital technologies and the Internet that is a barrier while not reaching all students. In fact, given the unequal access to technology for students, a fifth of teachers



have also prepared handouts for students who don't have access to the Internet. Other challenges were: the lack of support from parents or guardians in the performance of students' tasks or in relation to certain contents in which there are certain prejudices, the bureaucracy of the institutional demands of the school and the absence of bodily interaction between students in the virtual environment.

It is important to highlight the great commitment of the teachers, so that all students could follow all the content and could capture the best learning. But all this work often became in vain, because if at home the student did not have a responsible committed to help, the situation became more complicated, for the possible positive evolution of remote learning.

5 METHODOLOGY

The theoretical foundation enabled the use of the qualitative approach, which for (Alves, 2007, p. 58), "the researcher collects information, examines each case separately and tries to build a general theoretical framework (inductive method)". Thus, the reality data was interpreted, allowing us to understand the complexity and details of the information that was obtained, describing impressions now in which it was deepened in the present theme, based on concepts.

Regarding the research scenario, this research was developed in the city of Serrinha-BA, starting in 2021, to reflect on the teaching work and use of students in the period of remote classes. For this, as methodological resources, and data collection, whatsapp was used, in addition to the platforms: VLE, teams, meet and google classroom, which were the technological means used during this period of remote classes and where in fact we found information, memories of how this period happened.

It is a critical study, which adopts the data collection carried out through observation and investigation, which is supported by the following procedures:

First, during the two years (2020 and 2021) of the pandemic, those involved in the research were in the position of undergraduate students, having to attend remote classes through Microsoft platforms, post evaluative activities, present seminars, answer online tests, live with internet outages and also not have adequate equipment for the monitoring of classes, responding, thus, the experience of students, to later have the property of speaking in that position; soon after, in the last 6 months of 2021, when doing a paid internship for the City Hall of Serrinha – BA, in the class of the 4th grade of elementary school I, one can talk closely about the difficulties faced by teachers during this period, when they had to witness that students were not able to read and write, when having to teach by whatsapp, Because the students did not have technological equipment to support the online platforms, many students with only one device, and the most worrying thing is that it was not generating a good income, the students could not learn the basics; and as a final step, the reflection of these two realities



was made, configuring itself in the stage of the writing of this article, being understood as a set of analyses and experiences.

6 FINDINGS

In dialogue with the theoretical basis of this article, to better clarify the relationship of teachers with remote work, it is evident that they can affirm that they did not have any kind of preparation for the beginning of online classes, having to often also make use of their own technological device to teach classes or even pay for printing materials, to be made available to students who do not have access to the technological devices.

In relation to the students, the poor use of remote classes is perceived, when analyzing that many times the teachers, received activities of the students answered by some adult, and when asked to read some text, received audios with strange discernment in the words. To try to improve this reality, a lot of time was spent spelling words, but even then the most needy did not perform the requested activities. It was also found that in this period the cases of child labor in the city increased, considering that the evasion of children from classes occurred and when questioning the classmates by some student who did not attend classes, the return that was working was received.

Thus, without dignified conditions, remote teaching led to the precariousness of teaching work and student learning. For, when returning in person in the year 2022 teachers of the 5th grade of elementary school I had to take a break from the content of this year of study, and go back, to the process of literacy.

7 FINAL CONSIDERATIONS

In view of the issues that were exposed, it is noted that educational and social crises have always existed, but they were wide open and aggravated with the adherence to the ERE. However, at the time when everything was uncertain, that the most important thing was to preserve the physical health of the entire population, the only alternative was really the ERE, which allowed even in the face of demands that students did not lose focus in their studies.

Thus, in the present article, he highlighted the way in which this teaching modality was established, especially for basic education, the focus of this study. For, the same was imposed without having a preparation for teachers and without considering the different realities of each student. Mainly, for children, that school is seen as a time of socialization, intellectual growth, playful interaction. But with the ERE there was a denial of this reality and many will carry in the memory bad memories and frustrations of this period. That is why the context becomes worrying and alarming, since teachers have reinvented themselves, worked triplicate and had to use their own resources to



account for this reality and have not had their effort recognized, and in view of the fact that at present there are many negative consequences for teachers and students.

It is known that during the ERE children could indeed try technologies for another purpose that is not only for fun and entertainment. But it has become evident that teaching through a screen will never bring learning with the contact between the student and the teacher in the classroom.

Therefore, there was a lack of technological investment, quality internet to ensure that everyone had access to this new reality. Restituting the losses that the ERE caused is still a great challenge, when returning to the face-to-face format students and teachers of elementary school I must establish interpersonal relationships, thus allowing an increase in reading and writing that allow to recover the losses and losses caused to learning.



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