

## The Covid-19 pandemic and its transformations: Challenges and perceptions experienced with remote classes



<https://doi.org/10.56238/chaandieducasc-030>

**Joceline Arlene Gouveia Rocha Barreto**

Master of Science in Emergent Technologies in Education (MUST UNIVERSITY FLÓRIDA-USA).

### ABSTRACT

This study will address a current topic (2020/2021) and its consequences, experienced by this teacher who writes to you, during the period of the Corona Virus Disease 2019 (Covid-19) pandemic. Likewise, it will be reported how this process was

developed during this difficult time that we are all witnessing.

Initially, I would like to address the various conditions that were caused in my body due to the “coronavirus” disease, but I believe that the perspective I have for this reflection will trigger even more arguments, since it was an experience surrounded by doubts, fears and concerns, in addition to the fact that research and studies on this topic are still insufficient and scarce.

**Keywords:** Remote Classes, Pandemic, Public health.

### 1 INTRODUCTION

In this approach, my main objective is to bring reflections on Covid-19, its sequelae, and the process of remote teaching during this period. In addition, considering the scarcity of empirical studies on the subject, as well as the need for more advanced methods for the treatment of patients, I chose to prepare a study based on my own experience report. Therefore, I explored the data collection I obtained during this internship, while I was hospitalized at the Hangar Field Hospital, in Belém do Pará. In addition, I determined my theoretical collaborator mainly in Samaja (1987; 1993; 2000; 2003; 2004).

Further, regarding the origin of this pandemic, Fahd, Santiago-Vieira and Nascimento (2020, p. 2) described that the SARS-COV-2 virus was initially identified at the end of 2019, in the city of Wuhan, China. And it quickly spread to several countries, promoting a major pandemic, officially decreed on March 11, 2020, by the World Health Organization (WHO).

It is understood that, from then on, the most immediate consequence of Covid-19 was the exorbitance in the health systems that ended up making it impossible to provide adequate and satisfactory care to the populations, thus generating the death of more than one million people, in addition to the low resources and the lack of professionals necessary for the real functioning of health institutions.

In line with this and referring to my experience, I can emphasize that close to the date of July 6, 2020 I had my first contact with the "coronavirus". Soon after, I started to present several symptoms related to this virus (such as loss of smell, loss of taste, tiredness, body aches, fever, among others),



which caused my hospitalization for a period of 15 (fifteen) days at the Hangar Field Hospital, in Belém do Pará. However, after these days of hospitalization, I still had to be isolated from my family, friends, and co-workers for another period.

We were observing the repercussions and effects of Covid-19, a pandemic spreading through every country in the world, causing death and suffering to all people. There was a huge reduction in the mobilization of individuals in society, many losses, even with the restrictions imposed on contact and social interaction to maintain physical distance between people, to avoid contamination with the virus. We were also forced to remain in our homes, isolated and/or quarantined, in addition to complying with other preventive measures defined in Brazil by Law No. 13,979, of February 6, 2020 (FAHD; SANTIAGO-VIEIRA and NASCIMENTO, 2020, p. 2).

Still on the catastrophic scenario that the "coronavirus" pandemic has caused around the world, the authors Fahd, Santiago-Vieira and Nascimento (2020, p. 2) comment that:

There was a large-scale shutdown of the productive activities of industries, commerce and non-essential services, and the partial or total closure of cities (lockdown). Thus, considering the context of the twenty-first century with globalization that interconnects economic, political, and social determinants internationally, the Covid-19 pandemic has generated a global crisis that has supplanted aspects of the health emergency.

Furthermore, regarding the hierarchical dimensions related to the circumstances of knowledge arising from health events, the author Almeida Filho (1997, p. 2) presents the following points:

First, in a recursive sense, insofar as it exists—it consists of iterative, reproducing, and transforming processes of hierarchical interfaces; second, in a conflicting sense, since each hierarchical order maintains a high level of autonomy in relation to the other plans for the occurrence of health events.

Covid-19 arrived like an earthquake, or a hurricane, or a tsunami in our lives, leaving marks that will never be erased from our history. The world will no longer be the same, as we are experiencing a very complex scenario. We have seen educational institutions being closed, leading to the face-to-face stoppage of their activities and giving way to a new prism of remote classes. And a remarkable scenario was to be able to witness the need, the need and the impact that health suffered, since public and private hospitals were completely full, generating absolute despair in people.

To corroborate what was previously said about educational institutions, it is worth mentioning the words of Fahd, Santiago-Vieira and Nascimento (2020, p. 3) who say that "Ordinance No. 544 of June 16, 2020 of the Ministry of Education authorized 'the replacement of face-to-face classes' in public institutions of Higher Education by remote classes".

However, the proposed theme covers my own reports of experiences and sequelae lived during this period of the Covid-19 Pandemic



## 2 METHODOLOGY

The approach of this study was qualitative, descriptive in nature, and sought to understand the processes of meaning of remote classes in my experience during the period of 15 (fifteen) days in which I was hospitalized at the Hangar Field Hospital, in Belém do Pará, between July 7 and 22 of the year 2020. It was configured as an experience report in which the teacher and researcher became an instrument of this study, thus explaining the data experienced during the Covid-19 pandemic stage.

The literature review of this study sought articles that address the theme presented to support the appreciation of the central categories of study: health and remote teaching. However, it can be seen that this theme will continue to seek research from experience reports, as I observe that many people, like me, who acquired this virus, also had their lives, their dreams and their perspectives transformed.

The survey of this information experienced by me regarding my experiences with remote classes and in the public health environment took place during the academic period of remote classes, referring to the months of March to December 2020.

## 3 DISCUSSION OF RESULTS

The discussion of the results achieved can be summarized following two axes of evaluation that are articulated based on the challenges and perceptions experienced during the pandemic, comprising the months between March and December of the year 2020. Therefore, the axes are: a) Access to and participation in remote classes; and, b) The experiences obtained with remote teaching in the experience of the Covid-19 pandemic.

### 3.1 ACCESS TO AND PARTICIPATION IN REMOTE CLASSES

The announcement about the suspension of classes due to the Covid-19 pandemic made me very worried about the uncertain future of my studies. And about what my relationship with technology and the development of my learning would be like.

"Inclusion, control and affection make up the triad of fundamental needs to be satisfied by the group" (ARAÚJO, 2012, p117). When we observe this triad, we have a tendency to growth, and I understand that this growth is necessary in our environment, in order to develop our ability to communicate with the whole, and technology will not only be a barrier for me, but a way to be able to transform my difficulty into something productive of learning. which is what I faced and have overcome in this long period of pandemic.

Faster than I expected, I received the sad news about the closure of educational institutions and the reality of the world of digital technologies as a teaching tool for each and every student. As a result, my graduate classes moved online due to the distancing situation due to Covid-19.



And for me, this teaching had a great impact, since I am a graduate student and I didn't know how to handle these digital technologies as new teaching tools very well, in addition to not knowing how these tools could have all the support that there is in a face-to-face classroom.

In addition, this type of distance learning was very complicated for my view as a student, since in the midst of chaos, with the internet not supporting a great demand from students, I suffered a lot with this teaching. I couldn't understand the process of this new technological adaptation.

In a classroom we have the opportunity to interact better with teachers and classmates. It's quite different than being behind a cell phone, laptop, tablet, or computer. I often noticed the insecurity of some teachers in handling this technological tool during the development of teaching, since there was a continuous fear of not being able to achieve excellence in the course of the process.

Similarly, some teachers needed the support of students who knew how to better handle this digital technology, including video applications, reading applications, slide creation applications, websites, and many others, in order to assist as "technical support" to teachers. And I believe that we have all been impacted in some way by so many rises in the technological world, whether these are in the areas of health, education, economy, commerce, and other areas.

The impossibility of holding face-to-face classes between teachers and students is due to the great measures of social isolation. Thus, remote classes served as an alternative in order to facilitate teaching to students.

The teacher develops his discipline through online classes, recorded or live, by video conference or some other similar resource, thus making the workload equivalent to face-to-face classes, with no loss of content for students.

This adaptation generated a tsunami in me after I had contact with Covid-19, as I feel very limited about the complexity of technology. The changes experienced by me with this new perspective of using technology came to personalize my experience even more, I had to invest time and effort in search of knowledge, and this process has not been easy, because the resources and equipment during this period were at very high values.

Technology is a product of science and engineering that involves several instrumental assemblies; They are technical methods that seek solutions to problems.

Access to remote classes, for me, was very complicated, but I got the opportunity to learn and have new knowledge and new experiences that made me see a new beginning, and thus, being able to develop a great knowledge experienced by me at this time that was the Covid-19 pandemic.



### 3.2 THE EXPERIENCES OBTAINED WITH REMOTE TEACHING IN THE EXPERIENCE OF THE COVID-19 PANDEMIC

The transformations generated by the advance of the "coronavirus" pandemic have caused several changes around the world, in various areas of society, such as in the areas of economy, health, education, sports, among others, even in the social factor.

A major cause of transformations in the social environment was isolation and/or distancing, including in face-to-face teaching activities, contributing in such a way to remote teaching, that it was constituted and instituted in the area of education through preventive measures of distancing between people.

Understanding the problem from the perspective of remote classes, the authors Miranda, Lima, De Oliveira and Telles (2020, p. 2) expressed that in the face of all the catastrophes produced by the pandemic in 2020, the educational area is the one that has suffered one of the greater consequences, such as the paralysis of face-to-face teaching in schools, whether private or public, thus affecting students, teachers, parents and the entire school community, at all levels of education. Therefore, this situation ends up interfering with the learning, desires, dreams and perspectives of many students, motivating a feeling of postponement of all plans in the educational environment. In addition to generating an interference in the family life of all the relatives of those involved, as well as variations in work routines and occupations.

The suggestion of remote teaching to the private network, for me, arose as a great challenge, because having access to the knowledge of the digital age at the current moment complicated my mind too much.

And, in the same way, the financial conditions experienced by me also greatly influenced this process, since it was required to teach with quality access to classes, through computers, tablets, notebooks and free access to the internet, a factor that ended up generating some discomfort in me, since trying to adapt to this new reality in which we are living, It is not at all attractive and easy, based on the premise of the current economic condition of the country and the world.

Being confined to her home, often going through moments of stress due to the internet not contributing much to the transmissions of remote classes, was extremely suffocating. On many occasions, when trying to access classes, I ended up witnessing a total collapse of use.

When we had to elaborate the activities developed by the university, it was an unusual moment, because this generated in me a great psychological pressure, very unpleasant, as a result of endless problems with access to the internet, which happened frequently.

Furthermore, according to Pezzini and Szymanski (2015, p. 2) it is noted that,

Among all the difficulties that education in Brazil is going through, there is currently a great lack of interest on the part of many students in any school activity. They attend classes out of obligation, without, however, participating in basic activities. They are apathetic in the face of



any initiative from the teachers, who confess to being frustrated for not being able to fully achieve their goals.

However, I was able to verify that many technological resources were used by teachers and students during the remote classes I had access to, such as the use of video conferences, lectures, online platforms, video productions, Youtube, Whatsapp, Zoom, Google Meet, Teams, and other resources, as well as the cell phone and notebook itself.

In view of this narrative, the author Cordeiro (2020, p. 6) praises the creativity of Brazilian teachers by stating that:

The creativity of Brazilian teachers in adapting to the new reality is indescribable when it comes to the creation of media resources: creation of video classes so that students can access asynchronously beyond classes through videoconferencing for the execution of synchronous activities such as in the classroom. An educational revolution about how efficient technology has been and how much people need to be able to this technological advancement.

With regard to these digital tools and platforms, it is understood that they emerged with the purpose of adding to an experience never seen before, since we all need to seek to adapt to this new technological moment.

In the eyes of Cordeiro (2020, p. 04) we can see that,

The advancement of digital information technologies has enabled the creation of tools that can be used by teachers in the classroom, which allows greater availability of information and resources for the student, making the educational process more dynamic, efficient and innovative. The use of technological tools in education should be seen from the perspective of a new teaching methodology, enabling the digital interaction of students with the contents, that is, the student starts to interact with various tools that enable him to use his mental schemes from the rational and mediated use of information.

Also in this understanding, the author Cordeiro (2020, p. 5) points out that the use of these technologies, considering active learning methodologies, can greatly contribute to the process and development of remote teaching, in addition to providing students and teachers with more effectiveness and autonomy, in order to achieve human development in a broad way, reaching all its areas, especially the reality in which we live today.

What to talk about remote learning? It was something completely new to me. There was a lack of interest on my part, as access to the internet was difficult. Also, having to reconcile work, family, impaired health due to contamination with Covid-19 and more studies, was laborious and complicated, causing, therefore, a lot of physical, mental and, especially, emotional exhaustion.

In addition, the difficulties experienced by me in this pandemic period were a great advance for my educational and professional knowledge.



Faced with the absence and difficult access to remote classes with the new teaching suggested by the Covid-19 pandemic, I had to adapt and look for ways to learn how to use this new teaching platform and thus be able to complete my studies.

Similarly, Cordeiro (2020, p. 10) points out that few Brazilian educators have had the appropriate training to deal with these new digital tools. Teachers need to reinvent and relearn new ways of teaching and learning. Nevertheless, this has been a path that, although difficult, is fundamental to achieve a differentiated situation in Brazilian education.

#### **4 CONCLUSION**

In view of the results obtained, it is possible to conclude that currently education, as well as in other sectors, is in a process of development, in search of the new. And we are experiencing this even within this catastrophic scenario.

The scenario that we are taking on, both on the part of teachers and students, has been growing, and one day it will become great. We know that this journey ahead will be challenging, but we continue to seek more knowledge and improvement until we reach the goal.

We know that there is also a lack of interest on the part of students, because there is a lack of infrastructure for us in terms of technological equipment. And it is necessary to use creativity and strategies to adapt to this new process of remote teaching. Since the difficulties with access to the internet, health, psychological, emotional, cell phone, notebook, computer, among others, will always exist.

However, it is up to us to look for new ways to adapt to this turbulent and chaotic scenario in which we are currently inserted.





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