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IS REMOTE EDUCATION DUE TO THE PANDEMIC, A SOLUTION FOR THE MOMENT, OR IS IT HERE TO STAY?

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Abstract: This exploratory study aims to evaluate the perspective of students from four educational institutions, from elementary school to graduation, regarding ICT-mediated teaching (remote and its distance learning and hybrid variables) for the post-pandemic period. Participation in the study was voluntary, confidential and 117 respondents agreed. A descriptive analysis of the tabulated data in the questionnaire was carried out using the Gmail forms system. The predisposition for a definitive migration of the teaching modality was evident, as 53.8% answered that despite preferring the face-to-face modality, blended teaching is better than the completely remote one, as it provides interaction with colleagues and teachers. Adding this percentage to those who indicated that they prefer the totally remote course because they have adapted well (26.5%), we have 80.3% of students adapted to the challenges and possibilities of the new teaching offer if the institutions where they are enrolled decided to modernize the teaching offer. It is concluded, therefore, that despite the difficulties faced by students in adapting to the remote modality imposed by the health crisis resulting from the pandemic with the coronavirus, most are inclined to permanently adapt to an intermediate model, the so-called hybrid teaching.

Keywords: ICT; Teaching-learning; Teaching modalities; Active methodologies.

INTRODUCTION

The pandemic suddenly arrived, and with it the need to adapt and reframe many daily acts, including education. Information and communication technologies - ICT that connect us with the world, facilitated the social isolation recommended by health authorities as a measure to combat the spread of the coronavirus.

It is a fact that the pandemic has accelerated processes. Some institutions, from the most

diverse branches of activity, were in some percentage living with remote work, but the change imposed was brutal and those who were unable to carry out their activities remotely ended up ceasing to function, during the period(s) of lockdown imposed by the governors and mayors of Brazilian cities.

It seems obvious that the so-called digital native generation, and currently the majority among those enrolled in public or private education, adapt easily with the change of scenery and offer of face-to-face teaching to virtual, but is that what happened?

It was intended to understand obstacles to the process of digital transformation of the work and study environment, especially in teaching institutions from fundamental to undergraduate, and for this purpose, research was applied to students from public and private institutions to probe their adaptation to remote teaching and even their predisposition on the continuity of the modality in the post-pandemic, or a possible adaptation of face-to-face teaching in hybrid.

For there to be adaptation, there must be at least a mastery in the environment(s) that one began to "frequent" remotely, and therefore one of the aspects investigated was whether the residential or institutional infrastructure interfered with the adaptation, and even whether there was a difference in mastery between the students or teachers that influenced learning.

The choice of surveying students in different realities (public and private institutions, capital and periphery, elementary and undergraduate levels, among others) sought to highlight differences or affinities in the face of the same scenario of remote teaching applied to all levels of education, without distinction.

REMOTE, DISTANCE AND HYBRID TEACHING – APPROACHES AND DIFFERENCES

According to the Brazilian Association of Distance Learning (ABED), the history of distance education in Brazil began in 1904, with an article published in ``Jornal do Brasil``, where an advertisement was found in the classifieds offering a typing course by correspondence (ABED, 2011). Since then, much has evolved in distance learning.

However, officially, distance education emerged by Decree No. 5622 of December 19, 2005, which was later revoked. Its update took place by Decree No. 9.057, of May 25, 2017, in force until the present, which defines, in its first article:

Art. 1 For the purposes of this Decree, distance education is considered to be the educational modality in which the didactic-pedagogical mediation in the teaching and learning processes occurs with the use of information and communication means and technologies, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develop educational activities by students and education professionals who are in different places and times. (BRAZIL, 2017).

It is important to point out that there are not only face-to-face teaching models, remote teaching and distance learning, there are associations between the models that can bring greater comfort in a transition period (such as blended learning).

Due to social isolation and lockdown in more than one opportunity in the same cities, and in the most diverse Brazilian states, hybrid teaching did not become a real possibility in the case of the pandemic, which arrived requiring immediate adaptation, and therefore the institutions, in weight, opted for remote teaching, where classes are mostly online (called synchronous), with

the opportunity for disconnected activities (called asynchronous), but in any of the two possibilities of remote teaching, interactions were from home, but with image and sound in time between students and teachers.

Like remote teaching, distance learning – EAD, would be a feasible possibility for immediate adoption, but it is assumed that its adoption was not a consensus due to the possibility of a negative impact on students due to the lack of contact with colleagues and teachers. Because, in this teaching format, classes are usually recorded with activities made available on platforms with a certain deadline for returning them. It seems to us to be an option for students who are well committed to schedules and who already have a certain degree of autonomy and awareness of the responsibility of seeking their own results in a more solitary way.

Although distance learning is not new, the incorporation of ICT in the process generates more possibilities, as stated by Veiga et al (1998, p.2)

Distance learning (EAD) is nothing new. In Brazil, it has operated for decades through correspondence courses, such as those at ``Instituto Universal Brasileiro``, and through television, such as ``Telecurso 2o Grau``, created by ``Rede Globo``. The biggest novelty in recent years is the possibility of using interactive technologies, which allow real-time communication between instructors and students, such as teleconferences and the Internet, which has developed in terms of capillarity, speed and incorporation of multimedia resources.

The break imposed by the coronavirus pandemic was radical and required an adaptation without prior construction of knowledge by teachers and some students to the world of ICT, in an intense way, without most of them having previous experience that would place them more comfortably in a learning relationship different from the one

they were used to.

Considering the momentary unfeasibility of adopting blended learning, the idea may come to fruition to ensure a state of future readiness, if a survey with the school community replicates similar results to this one.

Well, Avrella & Cerutti (2018, p.41) indicate that this modality “aims to unite the best of the traditional class with some kind of technology, highlighting how it can be gradually inserted into the school context, respecting the time of the people involved in this process”, that is, it provides for an adaptation period.

Abrupt changes can lead to unexpected decisions regarding the permanence or transformation of students into graduates, a thought that is consistent with what Nogueira (2014, p.20) says.

evasion and student persistence are complex phenomena, which result from numerous factors that influence the student's decision to remain or not in a course, affecting educational institutions by causing waste of economic, social and human resources.

It is understood that all changes promoted by educational institutions, adopted by their teachers, aim at the best for students. However, as people, in addition to being different, are often at different rhythms and times in their lives, making the same information and/or opportunities perceived as opportunities for a portion of those involved and as a challenge or obstacle for others.

Discussing the transformation of face-to-face teaching into a more advanced and less traumatic stage, blended learning, can be an excellent opportunity for institutional strengthening to face other sudden and lasting crises such as Covid-19.

Also, for Avrela & Cerutti (2018, p.45) “working this way in the classroom is not only beneficial for the smooth progress and performance of classes, but also for students

to be prepared to live in society and to face the most diverse situations”

Thus, due to the experimentation of remote teaching being an unexpected or unscheduled exercise of a methodology little known to some, and even

unknown to many who were only actors in the face-to-face teaching modality, it is understood that it is important for institutions to seek to understand with their target audiences the acceptance of changes in the sense of transforming the teaching-learning relationship in whole or in part, permanently in the post-pandemic in the most consensual way possible, stimulating practice and seeking ways to minimize resistance.

The sensitivity of managers, teachers and the entire school community, including parents and guardians, is a key point in finding unequal teaching alternatives according to local inequalities, for example megalopolises such as São Paulo and Rio de Janeiro, could adopt more intensively technology-mediated teaching modalities, whether distance learning, remote or hybrid teaching, as a way of even reducing the pollution caused by the circulation of more vehicles, those transporting these students and teachers.

Communities with serious logistical problems could adopt remote classes or distance learning, as reflected by Nogueira (2014, p.20).

the Amazon region has continental distances, in addition to presenting enormous logistical barriers to the displacement of students, as well as difficulties in implementing advanced campuses in the 62 (sixty-two) municipalities that make up the State of Amazonas. Places where it is difficult for the population to move to university centers and campuses have found their ideal locus of application in EaD, achieving expressive significance in the educational system as a form of social inclusion, training of professionals, element of citizenship, among others.

Social inclusion, one of the basic pillars of educational institutions, must permeate the discourse to overcome barriers and convince those less excited about changes. To paraphrase Cora Coralina, it seems very appropriate for the situation, because as she rightly defined it, education does not change the world, but it changes people and these change their realities (our adaptation). It is difficult to think of changes that do not go through education, so changing or combining methodologies for learning to advance in the capitals and in the corners of Brazil is the invitation that will be more latent in the post-pandemic.

The fact that about a fifth of students are willing to wait for the return to face-to-face teaching, even if it takes time, indicates a concern and becomes a phenomenon that deserves to be studied if institutions understand the maturation and predisposition of the vast majority to change the switch from fully face-to-face to hybrid.

Because, not studying for an indefinite period (given that they considered not studying, even if it takes time) is not healthy for the future of these and the country itself, as they would be delaying their educational and even professional development (for undergraduate respondents).

It was expected that there would be adaptation problems and that part of them resulted from fear of change, or lack of knowledge of the methodology. Almeida (2020, p.18) corroborates this impression when he says that:

Parents had many problems. Teachers had many problems. Students had many problems. All those actors in the educational process who resisted change so much needed to experience it. And, of course, as there was no previous preparation, the action, initially composed to ensure the student's involvement with the contents, could not have worked 100% correctly. I'm talking

about remote teaching.

As remote teaching is part of blended learning, but cannot be confused with it, with the sudden and drastic change from face-to-face to remote teaching, it was expected that there would be some resistance, even for younger students who are digital natives, and this was perceived in the tabulation of responses attributed to the research, which is the basis of this article.

Almeida (2020. P.18) states that there is a similarity between remote and hybrid teaching, but that these modalities must not be confused, because:

within the idea of hybrid teaching there are moments of remote school, remote learning, remote teaching. However, what we saw in social isolation due to the pandemic was a mix that sometimes-looked like remote teaching – most of the time, sometimes it looked like EAD, sometimes it looked like e-learning, sometimes it looked like so many other things.

It is understandable, therefore, if some of the actors involved did not have expertise and permeated various technologies seeking to apply remote teaching, that at some point and to some degree for a percentage of this educational population involved that discouragement and demotivation have appeared, but that from the involvement of all these negative feelings have faded for most participants.

Motivation for learning is something that can be built, according to Bacich & Moran (2017, p.43)

Learning is more meaningful when we motivate students intimately, when they find meaning in the activities we propose, when we consult their deep motivations, when they engage in projects to which they contribute, when there is dialogue about the activities and how to carry them out. For this, it is essential to know them, ask questions, map the profile of each student.

In addition to getting to know them, welcoming them affectionately, establishing bridges, getting closer to their universe, how they see the world, what they value, starting from where they are to help them broaden their perception, see other points of view, accept creative and enterprising challenges.

If what matters is that meaningful learning takes place, centering the teaching-learning relationship on the student is more important than the space where this exercise takes place.

It is in this sense that a new meaning can be given to students if institutions adopt new methodologies that manage to awaken in them the desire to build their learning based on the use of active methodologies, avoiding the need to be lined up in a classroom where attention is preferentially to the teacher.

In active methodologies, according to Amaral et al (2018, p.15)

The subject-student assumes the position of co-author in the construction of knowledge, and this requires institutions and professors to urgently circulate other meanings that are different from the traditional model that characterizes the ways of learning and teaching in a univocal way. Thus, it is necessary to establish teaching techniques and strategies that make students more participatory, considering that many, if not all, are digital natives.

Almeida (2020, p.19-22), also thinks and defends a student-centered methodology, but for their development to be successful, teaching will need to be based on six objectives, namely:

1. Greater student engagement in learning.
2. Better use of the teacher's time.
3. Expansion of the potential of educational action aimed at effective interventions.
4. Personalized planning and monitoring of each student.

5. Offering learning experiences that are linked to students' different ways of learning.

6. Approximation of the school reality to the student's daily life.

Seeking to clarify the resistance and based on the survey responses, identifying and analyzing them under the thinking of Amaral et al, it can be understood that the approximately 20% of students who resist change and claim that they prefer to wait for face-to-face teaching, even if it takes time to happen in this format, because, according to them, they cannot learn in a format other than face-to-face teaching, perhaps they are not being properly stimulated or are even "addicted" to receiving the professors' pronouncements as a sufficient summary, not being willing to expand this knowledge autonomously.

If this premise is valid, it becomes even more important and urgent that teachers help in the transition from the model that leaves them limited in knowledge due to passivity and that distances them from the challenges that await them in the post-academic world.

Exercising this role of mediator and stimulating the search for information by the students, helping them in the construction of knowledge, instigating them so that the information available to everyone in the virtual world becomes useful knowledge for the personal and professional lives of the students, there will be a catapult of learning to the level of significance that will allow a more effective relationship between the master and the apprentice.

Due to the globalization process and the rapid changes in the world scenario, it is corroborated to know the construction of remote teaching from the COVID-19 pandemic, in view of this scenario, the solution is questioned: is it for the moment or is it here to stay? In view of this vision,

according to Almeida (2020) hybrid teaching is here and to stay, but it will be necessary to break resistance to change from teachers, who talk about news and changes, but do not put them into practice.

For Leal (2020), the author understands remote teaching in the current context, as an educational strategy with technology as an ally, as a way to ensure continuity of the school year. Thus, given the current circumstances, remote teaching, interrelated with education and digital technologies, constitute a strategic pedagogical instrument in the teaching-learning process.

In the conception of Alves (2020), remote teaching constitutes a set of pedagogical practices mediated by digital platforms. According to Morán (2015) technology stood out as a factor of integration of all spaces and times, where teaching and learning occur interconnected. The author describes as technology the set of different digital platforms, among other means that help access to knowledge.

According to Spinardi and Both (2018) the authors believe that the remote teaching model provides greater interaction, flexibility, autonomy and discipline to students.

According to Peres (2020) the current teaching process, in the digital society, is characterized by the ease of interaction granted by digital technologies, as a way of spreading the conception of knowledge and social relations.

Therefore, remote teaching is defined as the teaching-learning process combined with technology, through digital platforms and other means, where the student is the center of this process and the teacher is the mediator, facing challenges in a co-responsible way in the virtual school environment.

Thus, “The constant technological updates and the great cultural influence on society from the second half of the 20th century to date

have caused a virtualization of relationships”, according to Neto (2017, p.59).

With this, according to Aurélio dictionary, etymologically the word remote, from the Latin *remotus* means away, distanced or far away in time, Ferreira (2010). But, for the context applied to Education in this pandemic period, the distance was in the physical space because a good part of the classes was synchronous, where teachers and students were virtually able to interact, in real time.

In light of the continuation of classes remotely, it became possible through Ordinance Number 343 of March 17, 2020, later revoked by Ordinance No. 544 of June 16, 2020, enacted by MEC in the person of the then Minister of Education Abraham Weintraub, which guided the replacement of face-to-face classes with remote classes or on digital platforms, for as long as the coronavirus-COVID-19 pandemic lasts.

In your art. 1st exceptional character authorizes the replacement of face-to-face disciplines, for remote classes that use digital and communication technologies, following the limits of the legislation in force (BRAZIL, 2020).

With that, it made the states take strategic measures in order to integrate and adapt the new teaching spaces for all, as described in Table 2.

The replacement of face-to-face teaching activities forced both teachers and students to migrate to the virtual environment, changing the methodological practices of the physical space for reinvention in virtual spaces, the so-called emergency remote teaching, the solution of the moment in the face of the pandemic crisis in the current context.

Ries, Rocha and Silva (2020) describe that, in the current teaching and learning scenario, it requires rethinking the pedagogical work and facing challenges in a co-responsible way in the construction of the teaching and

Main characteristics of Remote Learning in the context of the COVID-19 pandemic:
<ol style="list-style-type: none"> 1 - 1. Classes take place online, consistent with class schedules in the face-to-face model; 2. It was implemented on an emergency basis, as a way to respond to the resumption of classes in the face of the pandemic crisis; 3. Classes generally take place on platforms such as: Google Meet, Zoom, Classroom and on the management platforms of the Sigaa universities themselves (integrated system for managing academic activities); 4. It has assessments of learning knowledge in a differentiated way; 5. The remote academic calendar follows the operation of the face-to-face calendar; 6. The contents and activities are virtual, not having a unified standard; 7. There is interaction between students and teachers on different platforms and media; 8. It does not establish an exact number of disciplines to be studied per semester, the student being able to take as many subjects as possible; 9. Enables knowledge creation in a collaborative, flexible and virtual environment; 10. Progressive changes in the teaching-learning process giving autonomy to students in the form of knowledge acquisition.

Table 1- Remote Learning in Brazil: Main characteristics.

Source: Prepared by the authors, 2021.

learning process. For these authors, the new educational strategies need to be constantly evaluated and discussed as a way to guarantee positive feedback, so that the goals and objectives set can be achieved.

This teaching-learning model presupposes progressive changes, giving students autonomy. For Morán (2015, p. 27) “it is important that each school defines a strategic plan on how to make these changes”. One of the advantages of this model, which can be observed, was to place the student at the center of the teaching-learning process, and the teacher as a mediator, enabling students to study at their own pace with the most varied digital tools.

Moreira, Henriques and Barros (2020) report that the teacher, more than a transmitter of knowledge, must be a guide in the student’s learning process in order to develop their abilities, namely to learn to learn, sharpening self-learning and strengthening autonomy. For this, the stimuli are fundamental in any process of growth or evolution of the human being.

According to Ries, Rocha and Silva (2020), the need to adapt teaching plans, pedagogical strategies and teaching methodologies are built by a collaborative regime between those involved in situations such as the pandemic.

At this point, it must be noted that the school as such is no longer the only space that enables interaction between students and teachers. For, a rupture is created between what traditionally happens at school, and what technology and the new way of life make available, Neto (2017).

This way, the significantly progressive human condition in its processes, change, presents itself as an evolution manifesto, Santos, Alves and Porto (2018).

The emergence of this new teaching model and the strategies adopted by state education secretaries permanently transformed the

traditional teaching pattern to some degree.

In general, in a positive way, it is possible to understand that remote teaching has changed the emphasis given to the traditional teaching-learning process. With this, gaining greater importance in the new world scenario, which is intended for more inclusion, participation and interactivity.

In addition to the emergency aspect, there are also other factors that must directly influence the change in the usual teaching-learning model, mainly due to the social problems that Brazil faces.

According to Cesar (2020), it is considered that public power strategies must use actions that intentionally seek to reduce, as much as possible, the risk of expanding educational inequalities.

From this interpretation, it is possible to perceive that there must be equity in the treatment of disparities such as access to the internet and technological equipment, in order to avoid the maintenance of existing differences between regions, due to exclusion and social, political and educational inequality in our country.

Interconnecting these students and these professors to the virtual world, effectively, can and probably will provide knowledge of inequalities and the search for joint solutions so that these disparities are minimized and such equal rights of access to knowledge become a reality in Brazil.

METHODOLOGY

This exploratory study aims to evaluate the perspective of students from four educational institutions, from elementary school to graduation, regarding ICT-mediated teaching (remote and its distance learning and hybrid variables) for the post-pandemic period.

This research was carried out using the quantitative methodology and bibliographic review. The questionnaire was applied from

Federal units	Remote Teaching Strategies: measures adopted by state departments to mitigate student learning losses caused by pandemic.
Acre	The secretary launched a platform with content for students and entered into a partnership with an open TV channel to offer tele classes. In addition, it released a Guiding Guide for the Development of Activities during the period of suspension of classes. In addition to the guide, suggestions for materials, activities and video lessons are available on the Rede Escola Digital platform, from the secretariat.
Alagoas	The secretariat established the Special Regime for Non-Present School Activities. The document guides how the activities must be carried out by the teaching units, with the support of the Regional Education Managements and the secretariat. (Ordinance No. 4.904/2020, published in the Official Gazette of the State of Alagoas (DOE) on April 7, 2020).
Amapá	The secretariat provided platforms for non-face-to-face activities, such as Escola Digital Amapá, ``Escolas Conectadas`` and AVAMEC. In addition to the textbooks already delivered to students at the beginning of the 2020 school year, which can be used in activities prepared by teachers.
Amazonas	Transmission of daily school content on open TV through the "Aula em Casa" program, and provision of content on the AVA, Saber+ platforms and the Mano app. Classes are also broadcast live on Facebook and Instagram. After the return of face-to-face classes, learning verification will be carried out.
Bahia	In 2020, the secretariat made available study guides, by area of knowledge, on the educacao.ba.gov.br portal. It also expanded the Anísio Teixeira Platform with the Content Channel of 12 Public Higher Education Institutions (HEIs). In addition, it broadcast tele classes through the program "Estude em Casa", from ``TV Educativa``, in addition to using the online classroom project "Classes Abertas", with guidance for teachers, from the Roberto Marinho Foundation.
Ceará	Schools were instructed to develop a Home Activities Plan, using the network's textbook as a basis. To interact with students, teachers are using the platforms ``Aluno Online``, Professor Online (developed by the Secretariat itself) and Google Classroom. The evaluation of the contents must be carried out when returning to face-to-face classes. Youth and Adult Education Centers are also using technological platforms to offer non-face-to-face activities. For non-face-to-face special regime activities, schools must prepare specific materials by digital means or not, making it possible for students to carry out the activities.
Distrito Federal	In the remote part, the main instrument is the Google Classroom platform. Students with difficulty accessing the internet already have data packages for use on any mobile device paid by the Secretariat.
Goiás	To serve students, there is the ``NetEscola`` content portal, with classes and lists of activities for all grades of Elementary and High School, this portal is updated daily by the producers of material in the areas.
Espírito Santo	The school year restarts in municipalities that are at Low and Moderate Risk, with all the support and bio-security protocols. Classes in the state network were resumed in October, in the hybrid format. Students who opt for remote teaching will be able to follow the classes, which will be made available on the SeduES YouTube channel. Two bills will be sent to the Legislative Assembly: one aimed at granting a cost allowance to permanent teachers, pedagogues and directors in the amount of BRL 5,000 for the acquisition of computer equipment (notebook, Chromebook or tablet), and another offering "internet assistance" in the amount of BRL 50.00 per month for each teacher - permanent or on temporary assignment (DT).
Maranhão	SEDUC will offer students chips with a data package and printed material. In 2020, the Gonçalves Dias Portal was launched, which contains video classes, handouts and study guides based on the High School curriculum of the State Education Network and will support teaching and learning in 2021.
Mato Grosso	The State Government has partnered to offer the Google for Education platform, which allows for greater interaction between students and teachers. For students who do not have access to the internet, handouts will be delivered and there will be pedagogical duty in schools to answer questions.
Mato Grosso do Sul	The secretary works with the ``Protagonismo Digital`` platform to carry out remote classes during the period of suspension of classes. Students without internet access will receive the study material printed at home, and must return the activities after classes resume.
Minas Gerais	The activities will be offered through the Non-Present Study Regime, which was developed by the secretariat. The main action is the Tutored Study Plan (PET), which are handouts with subject contents concentrated in volumes and by teaching stage.
Pará	The secretariat offers video classes for students in the Final Years of Elementary and High School. They are broadcast on ``TV Cultura``, from Monday to Friday, from 3:30 pm to 5:30 pm, and on Saturdays, from 11 am to 1 pm. They can also be accessed through the app and through social networks. On the secretary's website, students have the option to download the exercises daily.
Paraíba	The secretariat launched the ``Paraíba Educa`` platform (http://paraiba.pb.gov.br/paraibaeduca) and is closing a partnership to show tele classes on TV Assembly.

Paraná	Students from Paraná's state network will have hybrid education in 2021. Teachers will simultaneously teach students who are in the classroom and those who are at home. For this, the Department of Education and Sport has a notebook for each classroom in the state.
Pernambuco	In 2020, the secretariat created the Educa-PE platform, a pedagogical initiative for live streaming of classes during the isolation period.
Piauí	Among the platforms used, students have access to transmission via Canal Educação, TV Antares, Google Meet, zoom, whats App, in addition, schools are producing printed material. Schools also had complete autonomy to plan and implement new strategies according to their specificities.
	The distribution of chip with internet for the students of the network is one of the new actions.
Rio de Janeiro	As of March, a free navigation link will be available so that students have unlimited access to Seeduc's didactic content without spending their own internet packages. A new app will cover all remote teaching content, in addition to live classes in Google Classroom.
Rio Grande do Norte	The Secretariat made the Digital School available to the entire network, the Secretariat's virtual learning environment, where the teacher can post content for students and hold web conferences. The secretariat also partnered with Google for Education to provide free access to the company's platforms and resources.
Rio Grande do Sul	Faced with the coronavirus pandemic and the need to prioritize the safety of students, teachers and the school community, in 2021 the State Department of Education (Seduc) will continue the hybrid teaching model. Classes in the State Education Network, which include face-to-face and remote activities, through the Google Classroom platform, begin on March 8th and end on December 21st.
Rondônia	Remote classes are being offered through the Google Classroom digital platform. Classes are planned and taught by teachers from the state network who work in Technological Mediation, made available through the "Google Classroom" platform. The teachers prepared schedules containing the themes of the classes and access links, where the student is directed to watch the video classes on the Technological Mediation channel on YouTube.
Roraima	The secretariat has a group of specialists in information technology in direct assistance to teachers and students, offering short courses and information.
Santa Catarina	For students with internet access, the use of the Google Classroom platform will be maintained for sending activities and interactions between the class and the teacher. As for students with restricted access or without access to the internet, the secretariat will continue to deliver printed materials at the student's home schools for parents and guardians.
São Paulo	The secretariat launched the SP Education Media Center (CMSP). The platform allows state network students to have access to live classes, video classes and other pedagogical content even during the quarantine period.
Sergipe	In 2020, the government partnered with the Amazonas Department of Education and made video classes available on State Public TV, with 4h40 daily for secondary and elementary education II. It also launched the "Estude em Casa" portal, with content for students and teachers. For 2021 the government allowed a TV channel that covers the entire state.
Tocantins	Pursuant to Decree No. 6,211, allowing student schools to resume in-person classes in January 2021. Following the guidelines of Ordinance No. 185, establishing a set of pedagogical practices to protect health and measures to resume face-to-face or remote activities.

Table 2- Remote Learning in Brazil: Strategies adopted by state departments.

Source: CONSED, 2020. Adapted by the authors.

01/20 to 01/31/2021. Participation in the study was voluntary, confidential and 117 respondents agreed.

According to Lakatos and Marconi (2007, p. 107) the role of the statistical method is, above all, “to provide a quantitative description of society, considered as an organized whole”.

According to Gil (2008, p. 17), “this method is based on the application of the statistical theory of probability and constitutes an important aid for research in social sciences”.

Based on the use of statistical tests, it is possible to determine, in numerical terms, the probability of getting a certain conclusion right, as well as the margin of error of a value obtained (GIL, 2008).

As for the quantitative research by Fonseca (2002, p. 20) he explains that:

[...] quantitative research results can be quantified. As the samples are generally large and considered representative of the population, the results are taken as if they constituted a real portrait of the entire target population of the research. Quantitative research focuses on objectivity. Influenced by positivism, it considers that reality can only be understood based on the analysis of raw data, collected with the aid of standardized and neutral instruments. Quantitative research resorts to mathematical language to describe the causes of a phenomenon, the relationships between variables, etc. The joint use of qualitative and quantitative research makes it possible to collect more information than could be achieved separately.

Regarding the bibliographic research Dalbério and Dalbério (2009, p. 167):

[...] the researcher must be careful with the reliability and scientific validity of the information [under the risk of] incurring in possible inconsistencies and contradictions caused by material of low credibility.

The result of the research allowed us to have an idea of the students' vision regarding the future of distance education.

The application of the questionnaire followed a standardized method for all respondents. Each was sent a link to the questionnaire through the Gmail forms system.

The analysis of the answers followed in a confidential way, without identifying the respondent so as not to influence the result of the research.

As for the research content, we started with the classification by gender and socio-economic condition, establishing income ranges and also indicating the choice of gender classification that the respondents would better identify with.

In total, 35 (thirty-five) assertions were constructed, whose responses enabled us to understand the concerns about experiencing this new teaching-learning modality for students in the face-to-face modality, remote teaching.

Space was reserved for exploration of their perception of the time between the suspension of classes and the beginning of the possible format for the health crisis phase, regarding the physical structure to accommodate this school practice in social isolation, including the quality of the internet they have, as well as electronic equipment.

The analysis was proposed both at the level of self-perception of adaptation, and about their perception in relation to the adaptation of colleagues and teachers to the challenge that was imposed on all, without distinction, as can be seen in (Appendix I).

RESULTS AND DISCUSSIONS

The student class seems to be more prone to a paradigm shift than before the pandemic. For the study experimentation in the remote modality provided the perspective of thinking about adapting the teaching-learning relationship, for most of the respondents, with the minimization or elimination of

discomforts that they felt in the face-to-face modality, such as loss of time in traffic jams while moving from their homes to educational institutions.

This predisposition can be inferred from the answers given to the following question: How about your adaptation to the new class modality? 36.8% answered that it was easy to adapt, but that they prefer the face-to-face modality because they miss the interaction between peers and teachers.

Another 12% responded that they found it easy to adapt and would like to remain in the remote mode.

A reasonable percentage of respondents (18.8%) claims that they were more productive in the remote mode because they were able to optimize their time due to not wasting part of it with travel.

Among those who had more difficulties in adapting, 14.5% revealed that it was difficult, but since they did not choose the option, I haven't adapted yet (one of the possible answers), leading us to the understanding that it was difficult, but they adjusted to the new model. Leaving only 17.9% who indicated that they still have not adapted.

Bringing the understanding that hybrid education would be accepted and that the association between face-to-face and remote modalities would bring benefits to a high percentage of students, when the reduction of displacement costs, allowing a better use of per capita income of those who indicated that the family subsists with a minimum monthly wage that corresponded to 37.6% that added to those that indicated the framework of 1 to 3 minimum wages (21.4% (21.4% salaries (21.4%)), indicate that about 60% of respondents could have some benefit with the change of sport.

The answers given to the following question corroborate with the understanding that the student class is prone to accepting the

adaptation of the student environment to the use of ICT: If the university council decided to implement a hybrid model (part in attendance and part remote), what is your opinion about the change in the modality of the course, in relation to its adaptability? Because 53.8% answered that despite preferring the face-to-face modality, blended teaching is better than completely remote teaching because it provides interaction with colleagues and teachers.

Adding this percentage to those who indicated that they prefer the totally remote course because they have adapted well (26.5%), we have 80.3% of students adapted to the challenges and possibilities of the new teaching offer if the institutions where they are enrolled decided to modernize the teaching offer.

Thus, institutions need a strategy to stimulate around 20%, as it is the indicative percentage of those who have not adapted and prefer teaching fully face-to-face, even if it takes a long time to return to this modality due to the adversities imposed by the global health crisis.

As for the performance and dedication to studies in the first remote semester for on-site students, it is clear that almost 40% of them recognize that they dedicated less time than in the regular semester of teaching and that added to just over 30% who indicate that they have dedicated themselves equally to the remote and face-to-face modality.

Therefore, the percentage registered in the question about performance, whose respondents indicated that they learned less than in the traditional modality, was not surprising, since dedication to learning is an important factor for success, especially if challenges such as changing methodology are part of a period.

The curious thing was to notice that even about 70% of the respondents and their

families with income of up to 5 minimum wages, with emphasis on more than half of them (37.6%) or 44 people in total indicate that their families, in relation to socioeconomic situations, fit with an income of 1 minimum monthly wage.

Even with a limited social framework for maintaining the family group, it varied between two (the respondent plus one), or the respondent plus four or more people (about 67%, i.e. 78 of the 117 respondents) indicated having fast internet.

Most of these explained that this was the reason for the rapid adaptation to the new teaching-learning methodology, with around 14% claiming that even having a fast internet connection did not facilitate the adaptation.

In addition to 109 of the 117 respondents indicated that they had some equipment that provided access to classes (laptop, PC or smartphone), and about 65% of these reported that they had a reserved environment to dedicate themselves to their studies, leaving only 8 indicating that they did not have equipment and were helped by institutions or by family and friends.

When asked about the adaptation of the teachers (ie, the institution), 77 of them (66.3%) answered that either the teachers showed mastery in using the new tool for teaching, or initially they showed little mastery, however they adapted quickly.

FINAL CONSIDERATIONS

Going through the experience of remote teaching, without prior training, due to the imposition of a global health crisis, due to the urgency of resuming school activities, despite being a negative experience for students who do not have equipment or broadband internet that would provide regularity/stability to attend classes, demonstrated that institutions can take advantage of the opportunity arising from this challenge of having to implement a new teaching modality in record time for all those involved (teachers, students, administration as a whole) in something positive and not return to the passive teaching stage in which they found themselves.

With the understanding that it is possible to accommodate remote teaching, and move towards hybrid teaching, these actors will come out of this experience stronger, and aware that they were more susceptible to breaking the paradigm than they could imagine. Well, the self-assessment revealed a reasonable result, since many assumed that they dedicated themselves less than in the face-to-face modality, and this reflected in their results that could not be equal to those of the previous semester in which they were in the face-to-face modality, until then the comfort zones of the group that fit this way.

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