

Emergency Remote Learning in Times of Pandemic: A Leap into the Unknown

Emergency remote teaching in times of pandemic: a leap into the unknown

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ABSTRACT:

Research on the COVID-19 pandemic and its impacts on education has been a recurring theme due to the importance of this phenomenon. This research sought to determine the conditions under which Emergency Remote Education (ERE) took place and the resulting feelings among teachers. The methodology used was quantitative. The research instrument was an interview. The results were graphed and analyzed. It was concluded that teachers lacked support from the public sector that supports the institution, resulting in a feeling of unproductivity and failure.

KEYWORDS: Remote learning; in-service training; social function of education.

ABSTRACT

Word on the Covid 19 pandemic and its impacts on education has been a recurring theme due to the importance of this phenomenon. In this research, we are supposed to verify under what conditions the ERE – Emergency Remote Teaching took place and the feelings resulting from this process for teachers. The methodology used was quantitative. The research instruments the interview. The results placed in graphs are analyzed. It was concluded that the teachers did not have support from the public sphere that maintains the institution. Resulting in a feeling of unproductivity and failure.

KEYWORDS: Remote teaching; in-service training; social function of education.

1 INTRODUCTION

The spread of the new coronavirus began in China in late 2019 and quickly the disease called Covid 19 was spread throughout the world. It was recognized as a pandemic by the WHO - World Health Organization, in Brazil, the new disease made its first appearance victim in February 2020, thus producing significant changes in the lives of the population. And, in the educational field it would be no different.

In Salvador, in-person classes were suspended in March 2020 and from In September of the same year, non-face-to-face activities began based on Law 14,040/2020¹. Thus, they were offered for Elementary Education and Youth Education. and Adults – EJA, “printed activities and classes through the Escola Mais Digital Platform,

¹ [L14040 \(planalto.gov.br\)](http://L14040.planalto.gov.br)

SMED channel on YouTube and TV.” (SMED, 2021). This legal framework defines the beginning of the Emergency Remote Education – ERE.

To compose the theoretical framework of the research, several materials were consulted bibliographical data. Regarding these, it is appropriate to quote what MARCONI & LAKATOS, 2003, say:

Bibliographic research, or secondary source research, encompasses all previously published bibliography related to the topic under study, from individual publications, bulletins, newspapers, magazines, books, research papers, monographs, theses, cartographic material, etc., to oral media (radio, tape recordings), and audiovisual media (film and television). Its purpose is to put the researcher in direct contact with everything that has been written, said, or filmed on a given subject, including lectures followed by debates that have been transcribed in some form, either published or recorded. (MARCONI & LAKATOS 2003, p. 183)

Once founded, this article is organized as follows: Introduction, Theoretical Framework, Material and Method, Results and Discussions, Final Considerations, in addition to references and graphs resulting from the research carried out.

Using the Google questionnaire as the research technique, this work aimed to verify under what conditions emergency remote teaching took place and the resulting feelings of this process for the teaching staff of the school studied. Other secondary objectives were the following: analyze the level of proficiency of teachers in using the tools technological; and verify the support offered by the public authorities to the professionals who make up your painting.

2 THEORETICAL FRAMEWORK

2.1. A BRIEF RETROSPECTIVE

The advent of the Corona virus (COVID-19) pandemic has produced a redefinition of education never before imagined. The disease emerged from a worldwide contagion, alarmed the cities it passed through because it carried with it the weight of being unknown and mortal. The population was divided between the apprehensive and the skeptical. These attitudes were also observed in rulers. About this time, scientist Célia Szwarcwald wrote:

It was a period that affected all aspects of Brazilians' lives, generating a lot of uncertainty, especially in the beginning, when little was actually known about the disease [...] people wanted to understand and know what was happening to them. (SZWARC WALD, 2022)²

² [Covid-19: Icict/Fiocruz researcher is one of the scientists with the most publications on the disease](#)

As scientists research the new virus, they discover that SARS-CoV-2 has spread across the planet using our bodies as agents of dissemination. This post, the forms of prevention and contagion widely publicized in the media were listed of mass communication. And, knowing that the virus spread from person to person through from droplets expelled through speech, coughing, as well as nasal droplets from sneezing, social distancing was essential as a measure to contain the dizzying advance of the disease followed by the frightening number of deaths.

As there is no consensus between governors and mayors and, with the Ministry of Health leaving it up to them to decide on how to carry out prevention and combat actions epidemic, social isolation and distancing measures were adopted in different moments in Brazilian states and cities. According to (FARIAS, 2020) social distancing is a “preventive measure in which people must maintain a minimum distance of one one and a half meters between them and avoid crowds.”

Therefore, public educational establishments in Salvador, namely the School Municipal Carlos Batalha, the target of this research, were surprised by the abrupt closure in March 2020. And, until then, it was not certain how long it would take for the return to normality. This compulsory shutdown in many sectors of society generated a wave of fake news favoring the psychological illness of the population.

If on the one hand it was known that the new disease had “variable symptoms, in general causing severe flu (fever, dry cough, difficulty breathing, headaches and body)” (DIAS, 2020), on the other hand, there was no consensus in the medical field about the evolution of illness: whether for spontaneous healing or pneumonia with respiratory impairment. However, as the number of cases increased, and particularly the number of severe cases, followed by the consequent increase in deaths, it became clear that combating the disease would take longer than initially imagined.

In view of this, the Municipal Department of Education – SMED within the scope of the Council Municipal Education Department – CME issued Resolution 0423 on September 1, 2020 thus establishing the special regime regarding pedagogical activities that should take place remotely throughout the Municipal Education Network.

It is worth noting that, since April 2020, one month after the suspension of in-person classes, schools were already delivering printed activities to families, as well as basic food baskets sent by the municipal executive. Despite this, there was no total count of this workload which culminated in the implementation of the *continuum* curricular school calendar 2020/2021 aiming to cover the essential activities of 02 school years within a single year.

2.2. EMERGENCY REMOTE TEACHING: A DIFFICULTY TO BE OVERCOME

It is known that since ancient times teachers have dealt with difficulties, the most diverse, in the professional context. This essay briefly discusses the challenges faced by the team of teachers at the Carlos Batalha School to provide students to recover learning/pedagogical time during an atypical year impacted by the state of calamity and, at the same time, overcome the obstacle of reinventing itself in an unprecedented teaching modality: Emergency Remote Teaching. On this topic, HODGES *et al* 2020 apud SANTOS & ZABOROSKI 2020, write:

In contrast to experiences that are planned from the outset and designed to be online, emergency remote learning (ERL) is a temporary shift of instruction to an alternative teaching mode due to crisis circumstances. [...] When we understand ERE in this way, we can begin to separate it from “online learning.” (HODGES *et al.* 2020 apud SANTOS & ZABOROSKI, 2020)

Furthermore, it is important to highlight that the use of online tools, as well as the production of non-face-to-face activities are not sufficient to conceptualize a teaching modality as EaD. Furthermore, it is known that working in this modality requires the teacher specific knowledge and techniques, unknown at that time to some, which made the greatest challenge requiring a herculean effort to overcome.

Parallel to this is the student body, the vast majority of which is made up of students needy people with little or no means of acquiring the technological tools capable of store content, as well as pay for an internet signal with sufficient power to download videos and participate in synchronous classes. It can be said that this contributed to many students were left without school activities since, having technological tools and knowing how to use them is a sine qua non condition for reaching the greatest number of students since, many were not leaving home to pick up and return printed activities due to the fear of contamination.

At this point, the pedagogical intentionality was challenged: how to ensure that skills and competencies that address the need to provide opportunities for experiences participation, expression and knowledge, provided for in the BNCC – Common National Base Curricular and aimed at the comprehensive education of students, in this teaching model?

3 MATERIAL AND METHOD

Having as object the perception of educators about emergency remote teaching The research proposed here is participatory in nature. The collection technique will be used interview produced and administered using the Google Forms tool. The computed responses and presented in the form of graphs, will be analyzed in light of the theoretical framework.

The school targeted by this research is located in a peripheral area. It has a teaching staff composed of 10 (ten) teachers, in addition to other professionals. It serves 240 (two hundred and forty) students aged between 4 and 12 years old, offering Early Childhood Education with classes of G04 and G05 and Elementary Education from 1st to 5th grades.

4 RESULTS AND DISCUSSION

In Salvador, at the Engenheiro Carlos Batalha Municipal School, which is the focus of this investigation, of the 90% of teachers who responded to the survey, 33.3%⁴ considered themselves little skilled in the use of technological resources. This deficiency was not minimized by the education department, as 100% of those interviewed stated that they had not received any support from the department. essential equipment such as tablets, cell phones and/or notebooks, as well as training to address this barrier.

The pandemic has exposed to society the fragility of guaranteed education as right of all under the 1988 Constitution: “Education, a right of all and a duty of the State and of the family, will be promoted and encouraged with the collaboration of society” (KINOSHITA & MELO, 2003, p. 159). It also brought to light issues related to didactic approaches- methodological, as well as those related to guaranteeing access to technologies that would allow students to be reached by the multiple tools used in non-classroom teaching,

⁴ The research graph can be found in the appendices.

⁵ As per attached research graph.

since 100% of the teachers who responded to the survey stated that the central body did not provide the essential instruments for pedagogical work in that situation.

Considering that the triad: work x pleasure x mental health has been widely studied in recent decades by authors such as DEJOURS (1994), the effectiveness of pedagogical praxis in the context of emergency remote teaching was questioned among teachers. When asked about the feeling of productivity and efficiency that are essential for a professional sense of “duty accomplished” and a bridge to the worker’s psychological balance, 55.6%⁶ said considered themselves “slightly productive” and the rest: 44.4% “moderately productive”. In this scenario, the extremes were discarded by the interviewees since none of them considered fully productive or fully unproductive.

When this data is crossed with the emotional impact caused by the pandemic, with the work overload resulting from the accumulation of tasks, especially for women (the majority among education professionals), among others, can reverberate in negative consequences on the health of education professionals.

And finally, when asked about the effectiveness of emergency remote teaching for students of a public school, located in a peripheral neighborhood, with a predominantly poor population, 55.6%⁷ answered no, given that the diagnostic assessment carried out with the students highlighted the gap between the school year in which the students were enrolled and consolidation of the skills and competencies required to attend that year of education.

FINAL CONSIDERATIONS

The main objective of this article was to verify under which conditions the Teaching took place Emergency Remote at the Municipal School Engenheiro Carlos Batalha, a school unit of the network municipal public of Salvador, and the feelings resulting from this process for the body teacher.

⁶ The research graph is available in the attachments.

⁷ The research graph is available in the appendices.



This small excerpt brought to light some data that, when compared with current actions of public powers, raise certain questions: The research showed that no teacher received a tablet, computer, smartphone, or any other equipment from the agency central, as well as no students from 1st to 5th grade (public served by the school researched). However, both teachers and students will receive eight Chromebooks and tablets respectively this month. The importance of digital literacy is well known, but why hasn't it been... made such tools available during the Emergency Remote Education period?

Linked to the delivery of equipment are training courses whose purpose is to equip teachers with the tools to use new devices. Here again, it is important ask: why now and not in that context, these actions? This feeling that education moves at a slower pace than that required by society can trigger in professionals the “teaching malaise” (ZARAGOSA ...) “in view of the irreducible distance between the prescribed and the real, which means that the subject is inevitably faced with unforeseen events that place it at risk of failure” (MORAES, 2012).

Thus, the following can be concluded: if a country intends to achieve a social transformation that provide citizens with the opportunity to fully participate in a democratic and rights-based regime, The most favorable path is education. However, it is up to everyone involved in this process the fulfillment of its role – explained in the federal constitution – with a view to achieving this common goal. With this reasoning, it can also be inferred that if one of the actors “fails” in the execution the fullness of the process is compromised.

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⁸ As widely announced in the media by the mayor and secretary.



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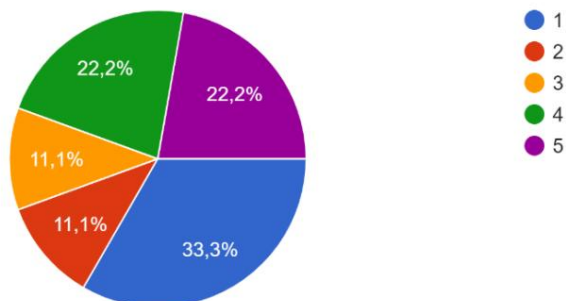
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ANNEXES

Quanto Você se considera habilitado no uso dos recursos tecnológicos? (Sendo 1 para pouco habilitado 5 para totalmente habilitado)

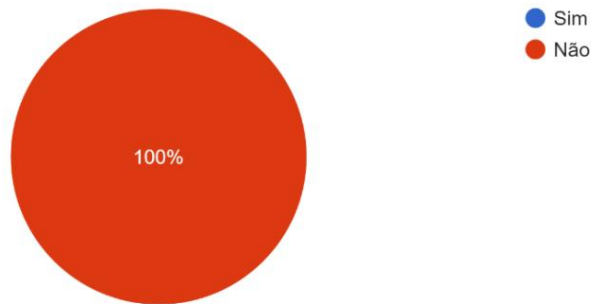
9 respostas



9

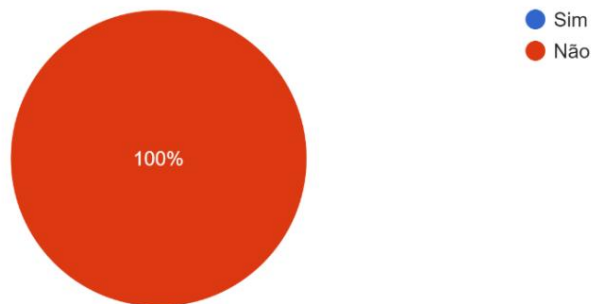
Você recebeu algum apoio/suporte para atuar em plataformas digitais?

9 respostas



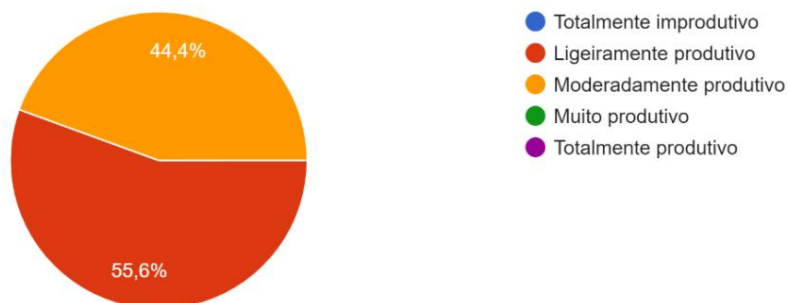
A secretaria de educação te apoiou financeiramente para a aquisição de materiais necessários para o ensino remoto?

9 respostas



Em relação ao sentimento de produtividade e eficiência, como você se sentiu nas aulas online?

9 respostas



Você considerou o ensino à distância eficaz para seus alunos?

9 respostas

