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Barriers and challenges faced by teachers in implementing the method of distance learning in rural schools in the city of Pelotas/RS[1]

Barriers and challenges faced by teachers in the implementation of the distance learning method in rural schools in the municipality of Pelotas/RS[two]

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SUMMARY

This work analyzes the barriers and challenges faced by teachers when implementing the Distance Learning method in rural schools in the city of Pelotas/RS. This teaching method uses technological resources that are still scarce and sometimes non-existent in rural schools. Given the current context of intensification of the Distance Learning method and considering the need for a technological structure for its application, the objective is to verify what are the barriers and challenges faced by teachers when implementing Distance Learning in rural schools. To this end, the Distance Learning method and the existing pedagogical mediation resources for its implementation are first analyzed; subsequently, rural schools and their interaction with technologies are analyzed, currently evaluating the structure that these schools have to receive the Distance Learning method; Finally, the challenges and barriers to implementing Distance Learning are analyzed using the semi-structured interview technique with teachers who work in rural schools in the city of Pelotas/RS. The study is justified due to the need to diagnose the problems faced in the pedagogical mediation of teachers in applying the Distance Learning method in the specific context faced by rural schools so that alternatives can be found for the teaching and learning of these students who are in more vulnerable situation. It is hoped that through this analysis, we can find the most appropriate pedagogical mediation to be applied in the implementation of Distance Learning in rural schools. It is clear that this method, which is an alternative and sometimes necessary resource for teaching and learning, is no longer applied in rural schools due to a lack of adequate and specific planning. To develop the work, the inductive method was used, in qualitative research, through the bibliographic research technique. **Key words:**Distance Learning, Rural Schools, Technologies.

ABSTRACT

This paper analyzes the barriers and challenges faced by teachers in the implementation of the Distance Learning method in rural schools in the municipality of Pelotas/RS. This teaching method uses technological resources that are still scarce and sometimes non-existent in rural schools. Given the current context of intensification of the Distance Learning method and considering the need for a technological structure for its application, the objective is to verify what are the barriers and challenges faced by teachers for the implementation of Distance Learning in rural schools. To this end, the distance learning method and the existing pedagogical mediation resources for its implementation are analyzed at first; later, rural schools and their interaction with technology
gies are analyzed, currently evaluating the structure that these schools have to receive the distance learning
method; analyzes through the semi-structured interview technique with teachers working in rural schools in the
municipality of Pelotas/RS what are the challenges and barriers to the implementation of Distance Learning. The
study is justified by the need to diagnose the problems faced in the pedagogical mediation of teachers in
applying the distance learning method in the specific context faced by rural schools so that alternatives can be found for teaching and learning of these students who are in a situation of more vulnerability. It is expected that through this analysis, we can find the most appropriate pedagogical mediation to be applied in the implementation of Distance Learning in rural schools. It is perceived that this method, which

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is an alternative resource and sometimes necessary for teaching and learning, is no longer applied in rural schools due to lack of adequate and specific planning. For the development of work, the inductive method was used, in qualitative research, through the bibliographic research technique.
Keywords: Distance Learning, Rural Schools, Technologies.

1.INTRODUCTION

One of the ways found by the Ministry of Education to develop the expansion of Basic Education and Higher Education in the country was, among others, the construction of programs and public policies aimed at implementing the Distance Learning modality (LOUREIRO, 2009). It is understood that this modality provides greater effectiveness in the expansion of education, achieving the development of knowledge more quickly and efficiently both for young people in large urban centers and those who live in outskirts or in the interior of the country.

The trajectory of Distance Learning in Brazil allows us to verify that the advancement of technological resources has been incorporated as a methodological strategy by educational institutions. The evolution took place from correspondence resources, through television, teleconferences, until reaching computers. Currently, the Distance Learning model is applied based on a combination of synchronous and asynchronous interaction resources (NOVELLO; LAURINO, 2012).

The specificity of Distance Learning requires multiple communication conditions that enable interaction between those involved (teachers, tutors and students) in different times and spaces (NOVELLO; LAURINO, 2012). In other words, it is necessary to build a structure capable of facilitating communication between the parties involved in the teaching and learning process using the Distance Learning method.

However, this pedagogical mediation structure, in most cases, is carried out using technological structures, which are sometimes not available in some educational institutions. This is the reality, for example, of schools located in rural areas, as according to studies by the Institute for Applied Economic Research (IPEA, 2019), only 44% of residents of rural areas use the internet. In urban areas, this rate is 70%.

The aforementioned study allows us to conclude that access to the internet is far from being universal, and there are still large differences between the access of rural and urban residents to this resource. In other words, there are still technological barriers in rural areas that have long been overcome in urban areas.

The rural environment in terms of education suffered for many years with the absence of specific policies, especially since the 1960s, when agricultural modernization took place in the countryside. Despite some policies implemented over the years, mainly in the 2000s, the differences are still stark between the two realities (IPEA, 2021).

Emergency Distance Learning is already challenging even in favorable infrastructure conditions, however, in rural areas, with the lack of connection or slow internet speed, lack of frequent contact between students and schools, the distance to deliver printed materials and the routine of families in the countryside, the difficulties are even greater.

Faced with this problem, this research seeks to analyze the barriers and challenges faced by teachers from rural schools to implement the Distance Learning method, considering that this modality uses technological means for interaction, which are still precarious in rural schools.

In this context, it is understood that teachers in rural schools face peculiar difficulties in developing their students' teaching and learning when the Distance Learning method is applied.

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It is therefore important to find out, based on the reports of these teachers about the barriers and challenges they face, which possible mediations in Distance Learning would be most appropriate for the interaction between teachers and students in rural schools.

two.INVESTIGATION PROBLEM

This research presents the following question to be the object of investigation: What are the barriers and challenges faced by teachers in rural schools in the city of Pelotas/RS when implementing the Distance Learning method?

It is understood that based on the results obtained in this research, it will be possible to draw up a diagnosis of the challenges and barriers that teachers encounter in the implementation of Distance Learning, to enable, from this perspective, the development of more specific and assertive pedagogical mediations for students. students and teachers from rural schools.

In this way, it will be possible to overcome barriers that prevent or hinder access to Distance Learning for students in rural schools, making it possible to use this methodological resource effectively and appropriately when implementing it.

3.JUSTIFICATION OF THE INVESTIGATION

The topic relating to the Distance Learning method and rural schools is of interest to research, as it affects a layer of the population in the process of development and in a vulnerable situation. Presenting peculiar characteristics that need to be addressed in order to develop public policies aimed at meeting their desires. In this context, research into education and the Distance Learning method are necessary to discuss, protect and guarantee effective access to education in rural areas.

The difficulties experienced over the years by teachers and students in rural schools have gained yet another adversity today, which has continued since 2020 due to the new Coronavirus. The spread of the pandemic brought about the need for adaptations in education, requiring alternative teaching methods that depend on structure and technological resources, which are sometimes scarce in rural schools.

This current context has accentuated worrying reflections regarding the technological resources of rural schools for implementing alternative teaching and learning methods, such as the Distance Learning method. Teachers in rural schools face challenges and barriers in implementing this method, having to create pedagogical mediations that sometimes replace technological resources as they are difficult to access or still non-existent in these schools.

Distance Learning presupposes a system where there is a set of instructional and support methods and means to produce effective learning, which depends on the learning model, technological infrastructure and classroom infrastructure. Therefore, this research seeks to analyze teaching and learning issues that are essential to expand teaching effectively and appropriately for students in rural schools.

It is worth highlighting that this research deals with a current topic, relevant in the area of education and still lacking research regarding rural schools in the municipality of Pelotas/RS.

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4.GOALS

4.1 General Objective

Verify the challenges and barriers faced by teachers in rural schools in the city of Pelotas/ RS when implementing the Distance Learning method.

4.2Specific objectives

4.2.1. Analyze the Distance Learning method and the existing pedagogical mediation resources for its implementation;

4.2.2. Analyze rural schools and their interaction with the use of technologies;

4.2.3. Analyze the implementation of Distance Learning in rural schools.

5.THEORETICAL REFERENCE

According to Moore (2007), it is not the geographic distance that matters, but rather the transactional distance, that is, the exchange distance between teacher and student. This distance could be measured by two variables: dialogue and structural, which will measure the greater or lesser distance between the actors in the educational process (LEITE; CÓRDOBA, 2020).

In fact, there are several concepts and denominations regarding the Distance Learning modality, however, in general, it can be understood as an educational structure in which the student necessarily attends a teaching environment with new teaching resources and learning and does not share their knowledge in person.

However, according to Michael G. Moore (2007), geographic distance cannot also translate into a distance between the student/teacher so that educational pedagogical practices can be implemented (LEITE; CÓRDOBA, 2020). To this end, the implementation of Distance Learning requires careful planning and must be customized for the application of its methodology.

It should therefore not be limited to digital media alone, as there are other tools capable of success, such as television and printed media, which must be thought of and adapted to the local reality and the historical moment that society demands.

In this way, using Moore's knowledge as a basis, and considering the reality of the In rural schools and the current moment of intensification of Distance Learning, we realize the need to evaluate the adaptations that need to be made to expand this methodological resource to rural schools.

It is extremely important to build consistent and structured interactions for the application of this method in order to maintain quality teaching and learning in pedagogical interactions, preventing Distance Learning from making this relationship between student and teacher, teaching and learning, distant.

Among the important contributions regarding the Distance Learning method by Michael G. Moore (2007), it is worth highlighting their Transactional Distance Theory. Proposed in the seventies, the theory was based on the concepts of*CV*, called structure and dialogue. For the author, the educational system is constituted through a negotiation between teacher and student, called*transaction*(transaction)

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(LEITE; CÓRDOBA, 2020). In distance learning, these transactions, which are essential, are constituted through printed or electronic media.

According to Moore (2007), it is not the geographic distance that matters, but rather the transactional distance, that is, the exchange distance between teacher and student.

6.METHODOLOGY

6.1. Approach method

To develop the research theme, the inductive method will be used, starting from a particular, specific premise, through the analysis of rural schools in the municipality of Pelotas/RS, in order to reach a general understanding in relation to the challenges and barriers that Schools located in rural areas face the need to implement Distance Learning.

6.2 Procedure method

To develop the stages of the structure of the future chapters of the Master's Dissertation, the method of qualitative research research will be used, in order to obtain a theoretical-methodological framework that allows us to understand, interpret and describe the object of investigation, the challenges and barriers faced by teachers when implementing the Distance Learning method in rural schools in the city of Pelotas/RS.

6.3 Search techniques

As for technical procedures, we will use bibliographical research, using books by renowned authors, theses, dissertations and scientific articles. It is understood that the basis of this project will be built on theorizations of renowned scholars about the variants of this work, including Michael Moore and his theories on the Distance Learning method.

Regarding empirical research, the investigation will be carried out based on reports obtained in a questionnaire. tionary constructed with questions applied to teachers working in rural schools in the city of Pelotas/RS.

To this end, the data collection technique will be used through semi-structured interviews, seeking, from applied questionnaires, that contain questions in relation to the barriers and challenges they face in implementing the Distance Learning method, obtain answers that will serve as a basis for conclusion this work.

7.EXPECTED RESULTS

From this work it is expected that the answers obtained by those teachers who work in rural schools in the city of Pelotas/RS, we can draw up a diagnosis of the challenges and barriers that occur

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in the implementation of Distance Learning, to enable, from this perspective, the development of more specific and assertive pedagogical mediations for students and teachers in rural schools. It is hoped that this will make it possible to use this resource appropriately for students who study in schools located in rural areas.

8.EDUCATIONAL PRODUCT

The preliminary project must present a proposal for an educational product aligned with the guidelines for the CAPES teaching area[3] and related to the research problem presented.

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3 The definition of educational products can be found on the CAPES page, in the teaching area document, on the page 14, available at https://www.gov.br/capes/pt-br/centrais-de-conteudo/ENSINO.pdf

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