The challenges and perspectives of remote teaching in the pandemic period: reflections on teaching practice in online geography teaching

Os desafios e as perspectivas do ensino remoto no período pandêmico: reflexões sobre a prática docente no ensino on-line de geografia

Los retos y perspectivas de la enseñanza a distancia en el periodo de pandemia: reflexiones sobre la práctica docente en la enseñanza de geografía en línea

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ABSTRACT
Remote teaching requires that families have the appropriate equipment to monitor the content and activities that are passed on by the school, in addition to knowledge focused on the pedagogical axes of the teaching-learning process. The objective of this article is to understand the students'/families' conception of remote teaching and the main challenges and perspectives during the pandemic period. To develop this study, a bibliographical research was used, carrying out a survey on scientific journal websites, databases and texts of theses, dissertations, articles and/or printed and online scientific productions. It was noticed that this form of remote teaching brought a lot of difficulty, both for students in terms of learning and for families. As classes have been suspended since March 2020 to prevent the spread of COVID-19, there was no other teaching possibility for this pandemic moment. Therefore, it is understood that this is a moment of overcoming for all education professionals, students, families and new forms of social coexistence.

Keywords: Pandemic, Education, Geography.

RESUMO
O ensino remoto exige que as famílias tenham os equipamentos apropriados para o acompanhamento dos conteúdos e atividades que são repassadas pela escola, além de conhecimentos voltados para os eixos pedagógicos do processo de ensino-aprendizado. O objetivo deste artigo é compreender a concepção dos alunos/famílias sobre o ensino remoto e os principais desafios e perspectivas no período pandêmico. Para o
desenvolvimento deste estudo foi utilizado uma pesquisa bibliográfica, realizando-se o levantamento em sites de periódicos científicos, banco de dados e textos de teses, dissertações, artigos e outras produções científicas impressas e on-line. Percebeu-se que essa forma de ensino remoto trouxe bastante dificuldade, tanto para os alunos na questão do aprendizado e para as famílias. Como houve uma suspensão das aulas desde março de 2020 para evitar a propagação do COVID-19, não existia outra possibilidade de ensino para este momento pandêmico. Por isso, entende-se que esse é um momento de superação de todos os profissionais da educação, dos alunos, das famílias e das novas formas de convivência social.


1 INTRODUCTION

The (COVID-19) pandemic, according to Borba (2020), has caused a large part of the world population, including Brazilians, anxiety and various emotions, regardless of the individual's social or cultural class.

The temporary suspension of in-person classes to prevent the spread of COVID-19, a respiratory disease caused by the new coronavirus identified in December 2019 in China, with a high rate of contamination among people, social isolation became necessary
and with this arises the need for a debate regarding remote activities in this pandemic period (Thompson, 2020).

In the case of the present study, Opinion No. 5/2020, of April 28, 2020, from the National Education Council was considered, which deals with changes to the calendar and defines some directions for the school community.

Given this context, it is necessary to seek strategies and teaching alternatives to keep students committed to learning in remote classes, with the aim of establishing learning and development of these students in the face of this new reality, which has often become chaotic, but necessary.

During the class period, the help of families was necessary, providing support and interaction with the children and the teacher. It was noticed that this form of remote teaching brought a lot of difficulty, both for the students in terms of learning and interacting with the class, as they did not know each other in person, only virtually.

On March 9, 2020, it was announced by the World Health Organization (WHO) that COVID-19 is a disease that spreads in humans, mainly through droplets developed when people infected by the virus cough, sneeze or talk. On March 11, 2020, in a statement from the (WHO), this disease was already characterized as a pandemic, as it spread in 114 territories at that time, with 118 thousand infected, and 4,291 people who died, due to Coronavirus infection (WHO,2020).

On March 18, 2020, the United Nations Educational, Scientific and Cultural Organization (UNESCO) confirmed that 85 countries have completely closed face-to-face activities to mitigate the proliferation of people infected with the new coronavirus. From that moment on, teaching became completely distance learning, reaching approximately 776 million young people and children students. This decision took place in a virtual meeting that had 73 participating countries (UNESCO, 2020).

To prevent contagion, the WHO recommended social distancing between people, to avoid the spread of the disease, making educational activities unfeasible, as there is a very large circulation of people in the school environment, in addition to the fact that classrooms have a high number of students, generating crowding, which is why face-to-face classes became inconceivable (Médici, Tatoo, Leao,2020).
In this context, one of the most discussed solutions is the use of digital communication and information technologies (TDIC), as a teaching method that makes it possible to maintain social isolation and continue the educational process remotely (Médici; Tatting; Leao, 2020).

The suspension of in-person teaching in all schools, public and private, has had many consequences for parents/families, students, teachers and the entire school community, at all levels of education. Causing an interruption in educational plans and a drastic change in family life, due to the new school and work routines that occur within homes, which often did not and do not have the minimum adequate conditions to receive any type of activity (Médici, Tatting; Leao, 2020).

Remote teaching must use the technological tools present in Distance Education (EaD), such as the use of TDIC, allowing the expansion of human activities in all spheres, including education. These technologies allow communication between students, families, teachers and teaching staff, allowing continuity in teaching and learning (Médici; Tatting; Leao, 2020).

In an extreme urgent context, it was necessary for teachers to organize their classes remotely, activities mediated by technology, requiring skills that many did not have, as there were always some obstacles in training/preparing teachers to use technological devices (Rosa, 2020).

Therefore, it is necessary that training courses provide access to various teaching strategies, and to computer equipment to improve the way of teaching, to use technological tools such as: Google Meet, WhatsApp web, drive, teaching platforms, Chats and Live (Goldbach & Macedo, 2007).

The Ministry of Education (MEC) and the National Education Council (CNE) recognized that the workload allocated to remote teaching is absolutely valid (ROSA, 2020).
2 METHODOLOGY

The methodology proposed in this article to achieve the objectives and the proposed perspective is classified as bibliographic research, being a modality within scientific research. For Bastos and Keller (1995), scientific research is an investigation procedure to provide a solution, an answer or to delve deeper into a question in the study of a phenomenon. With a methodical approach to a given subject with the aim of explaining study procedures. For Gil (2002), research is developed when there is no basic information to respond to a specific problem, or if the information that is available is in disarray, becoming inappropriate for the problem.

Scientific research begins with bibliographical research, where the researcher will carry out a survey of works already published, with the aim of verifying the existence of scientific works already developed, helping to choose the problem and the appropriate method to better understand the phenomenon to be studied. The instruments used to carry out this type of research are: scientific articles, books, theses and dissertations, electronic magazines, reports prepared by governmental or private bodies, yearbooks, web pages and other types of written sources that have already been published. It is essential that the researcher systematizes all the material collected through thorough reading, reflection and subsequently improves and deepens his scientific work theoretically and methodologically (Fonseca, 2002; Severino, 2007 Andrade, 2010).

The purpose of bibliographical research is to review the existing literature and not redound to the topic of study or experimentation (Macedo, 1994). In this way, this type of research is not just a mere repetition of work already developed on a given subject, but it ensures a new approach with renewed conclusions (Lakatos & Marconi, 2003).

For Boccato (2006), it is essential that the researcher carries out systematic planning that will bring him contributions in relation to knowledge about what has already been researched, what was the focus and perspectives that were treated on the subject in scientific literature, having the understanding from the definition of the theme, the resolution of a problem (hypothesis) and the logical construction of the preparation of the work. A critical analysis of the documents researched is necessary to develop knowledge
3 RELATIONSHIP OF SCHOOLS WITH FAMILIES DURING THE PANDEMIC

The Federal Constitution, in its article 205, asserts that “education, a right for all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society”. The role of the family becomes fundamental in the educational process of children and adolescents. This topic is also addressed in several academic researches and in other studies that are committed to understanding education in the social and cultural environment.

Schools seek to encourage family presence and participation in different ways, as they believe it is essential for learning social values, developing socio-emotional skills and maintaining and motivating students. However, some families are often unable to participate very effectively in this educational process. The causes of this absence may be due to a lack of time or even a lack of awareness of the importance of education for children and adolescents, delegating this activity entirely to the school.

Emergency remote teaching, currently occurring due to the pandemic and social isolation, makes the presence of families essential for organizing schedules, subjects, understanding the activities sent by teachers, for students who need to study at home and prepare the entire environment for temporary accommodations of an environment conducive to learning. In this article, the analysis is based on the relationship between schools and families in the context of emergency remote education.

The bibliographical research for this work was carried out to understand and investigate the material produced by DataFolha, contracted by Fundação Lemann and Itaú Social, where interviews were carried out with fathers, mothers or guardians of students from public schools in all regions of Brazil.

The National Education Council (CNE), in April 2020, developed guidelines for schools during the pandemic, educational actions were indicated by level and teaching modality. The family plays a fundamental and essential role in maintaining students’ ties to school and avoiding possible setbacks.
The focus of the recommendations proposed by the CNE is to show the need for family participation to strengthen bonds with students, making suggestions for activities that parents can carry out with their children.

In the case of elementary school students, the main role of family members is mediating and guiding teachers through scripts. “Family mediators cannot replace the teacher’s activity”, in other words, educational institutions must have limited roles in organizing a routine for their students. In high school, greater autonomy for students is recommended, carrying out a greater number of non-face-to-face activities with the guidance of teachers and family participating in the organization and motivation with studies.

The Datafolha survey indicated that 59% of parents or guardians have only one student at home, making it possible to better organize the environment so that these students can have more concentration and greater performance in their learning process. While 11% have more than 3 students at home in the remote teaching process. This directly interferes with distance activities. In these residences with a number equivalent to 3 or more students who often study at the same time, several problems were reported such as: the primary level of those responsible is 43%, family income is up to 2 minimum wages for 84% of those responsible, 35% are in the informal sector, 36% live in the northeast region, 21% live in the north and 66% of those responsible for students are mixed race or black.

When the question was about: “The relationship at home with the student worsened during this period of absence from school”, the answers obtained were distributed in the months of May and June, and the percentages obtained were respectively: 77% disagreed, 21% agreed, 2% did not respond or did not know how to give their opinion. It is clear that the difficulties increased over the months, as the insertion of new ways of teaching in a model previously unknown to most teachers, students, parents and guardians turned the teaching-learning process into a challenge. gigantic for the entire educational system.

According to Cordeiro (2020), Brazilian educators did not have minimal training to deal with digital tools, so it was necessary to relearn and reinvent themselves. A path full of obstacles, more necessary in the current situation. The difficulties identified are
diverse, in addition to the lack of commitment, lack of motivation, delays in returning activities, lack of support from parents or guardians in organizing study schedules, in addition to problems accessing good quality internet.

Active methodologies can favor the process of autonomy and effectiveness, through the use of technologies with a focus on developing and improving new skills and abilities required for the reality experienced. Virtual classrooms such as Google Classroom, and the materials made available such as electronic handouts and other complementary activities such as: mind maps, documentaries/films, song and poetry analyses, asynchronous classes, creation of media resources such as The videos demonstrate that an education revolution is underway for the next generations who need to be adapted to this advancement of this virtual teaching model (CORDEIRO, 2020).

Access to the internet and its technologies has caused inequalities in that some benefit from access to the internet and others are left out of this technological insertion due to the fact that they do not have the same opportunities due to lack of internet connection or even lack of access to the internet. lack of devices (cell phone, tablet, notebook). In relation to students' learning with access to resources, it is clear that the majority's development can be considered regular or even unsatisfactory. The main difficulties reported are: the lack of motivation and a suitable place to study, as a result of which there is greater difficulty in understanding and assimilating the content, in addition to the lack of explanation of some more complex subjects, generating greater difficulty in understanding and assimilation of content and the lack of planning and organization of an effective study schedule (FELIZOLA, 2011).

Education in Brazil goes through numerous challenges and difficulties, including: the frustration of teachers for not being able to fully achieve their objectives, as in many classes students do not have the initiative to learn, the lack of interest and apathy on the part of students who often attend classes out of obligation and often do not perform basic activities, among other problems (PEZZINIE; SZYMANSKI, 2015).

The technological resources and methodologies used include the use of online platforms for lectures, video conferences, chats to answer questions, WhatsApp groups, video classes available on YouTube, and the main means To access this material, use your
cell phone and/or notebook. For the planning of teaching activities, clearer, illustrative content is prioritized, with mental maps, easy to understand with a reflection on generating themes, to develop a more active participation of students.

In the survey carried out by the Carlos Chagas Foundation (2020), it was found that the bond between the student and the family increased during the pandemic period with a percentage of (47%) of the students interviewed indicated this option, 20.2% indicated that there was no change, 10.0% said it decreased and 22.6% were unable to inform.

However, according to Tonche (2014), in the educational context, in many families there is a lack of interest, as many parents/guardians work outside the home and when they arrive at home there is no concern regarding the student's school day, the activities that should be made, the schedule for handing in work and the dates of assessments, that is, there is no effective charge for the activities carried out by the school, which causes a lack of interest and motivation in learning for these students.

During social isolation, education became unfeasible, especially for social classes with lower purchasing power, mainly due to the lack of access to digital technologies or because they did not have adequate space in their homes to carry out their studies. As confinement affected all sectors in a mutual way, families began to live with the conflicts arising from this new reality that was imposed with the pandemic. Stress, arguments and often even physical and/or psychological aggression have unfortunately become more frequent. (ALVES, 2020)

In a Datafolha survey, referring to the months of May and June 2021, it indicated that the rate of guardians who did not receive guidance from the school was 47% to 44% respectively. The most worrying thing is that at the most critical moment of the pandemic and without any type of educational guidance, many parents had to take on teaching their children without having instructions or support from educational institutions.

The approval of law 13,987/2020, on April 7, 2020, which authorizes during the pandemic “the immediate distribution to parents or guardians of students enrolled in them, of foodstuffs purchased with financial resources received, with monitoring by the CAE, under the terms of this Law, to the Pnae account” (National School Meal Program).
Therefore, meal resources must be allocated to students' families, and it is the school's responsibility to carry out this distribution. According to research by the Education Technical Committee of the Rui Barbosa Institute (CTE-IRB/Interdisciplinarity and Evidence in Educational Debate (Iede), 94% of municipal departments were developing actions in this regard (data collected in May and June). Percentages equal to 90% of food distribution are found in the Northeast and Southeast-South regions; the central-west region has 87% and the north has 81%, the lowest recorded in this research.

The difficulty in accessing technology, outdated student records, the move of many families to more inland regions were some of the barriers encountered in achieving greater success for students who abruptly had to leave their homes, their place of study, often lacking any type of appropriate infrastructure so that it could occur more effectively.

The presence of families willing to take a more active role in their children's education becomes essential and beneficial for the development of children and adolescents during the period of emergency remote education. It is now necessary to look for alternatives for the gradual return of students, explaining the main safety measures that must be adopted, personal care, monitoring by educational establishments and keeping families close to educational establishments.

4 REFLECTIONS ON TEACHING PRACTICE IN ONLINE TEACHING GEOGRAPHY

The Geography class had the following title: Urban floods due to rain, this class is in accordance with the BNCC Skill: (EF06GE004). During the class, the water cycle was described, comparing surface runoff in urban and rural environments, recognizing the main components of the morphology of basins and the main river channels and their economic viability and their geomorphology and forest cover. The classes were taught to students in the 5th year of elementary school. In the age group of 10 years old. The modality used was distance learning. The platform used was meet.google.com.

Floods were studied, which despite being a natural phenomenon cause various inconveniences for the population. The explanations were based on the main causes of
the floods, the consequences and the relationship with social, economic and environmental issues. As a homework activity, students were asked to do research on the neighborhood or city where they live and whether there has ever been any type of flood, who suffered the main consequences of this natural catastrophe and to conduct an interview with older residents to find out if In times past, there was some kind of flood. On the day of the class, a debate was held and each student gave their explanation about the activity developed.

During the class, the water cycle was also explained, the movement made by water in the soil and how vegetation acts in this process. The issue of the volume of rainwater, infiltration and surface runoff of water on the ground and how waterproofing can interfere with floods, as the large volume of rainwater in a short period of time, without proper drainage, brings catastrophic consequences for the society. We explained that many rivers have high levels during the flood season, these watercourses overflow during the rainy season.

The fundamental role of vegetation was highlighted, as it helps in the absorption of rainwater, providing water to the water table and protecting the soil through the infiltration process. The disorder in urbanization occupies unsuitable areas such as riverbeds, where the riparian forests that protect the banks from the erosion process are removed. The waterproofing of these areas is carried out with cement or by inserting an asphalt blanket. As water infiltration decreases, major floods occur, causing social, cultural, economic and political disruptions. This figure was shown to the students so that they could understand the water cycle and its various stages.
Some questions were raised such as: What are the main damages suffered by the population with the major floods? Do you know if there has ever been any type of flood that affected your family or residents near your home? We asked the class to research any heavy rain in the neighborhood where their house is located in the neighborhood of their school and what were the main consequences caused by this type of natural phenomenon, causing some natural disasters and later the research was presented in the classroom and debates took place. As a purposeful action, it was explained to the students that they would produce a folder with consistent, quick information and plenty of images with some questions such as: Why do streets flood during floods? What are the main diseases found in contaminated water? What would be the main alternatives adopted by governments to reduce the harmful effects of floods? In the following class, students presented their work and there was a discussion with the class on the topic.
Changes in the local landscape, was the topic of our geography class, it was explained to the students who would use Google Earth to virtually tour the neighborhoods and cities where the class lives. To problematize the class, a question was asked: How is it possible to analyze the transformation of the landscape using satellite images? Why are satellite images important for landscape analysis?. As a purposeful action, we zoomed in on some images to check the routes recorded through photographs. In Google Earth for Street View, it is possible to photograph the location in 360º, with very real images.

The geography lesson covering the topic of "learning the differences between today's and yesterday's waste treatment and their environmental impact". Students need to understand the evolution of consumption patterns and their impact on the storage and distribution of products, the end of old professions and the emergence and regulation of other activities. When workers produce recyclable materials, new work relationships are created. Aggression to the environment and sustainability actions among the community. Certain processes related to packaging history need to be contextualized. For example, the use of certain containers, such as those used to store milk, is described.
Figure 3 – Print of the class on degradation of natural resources

The technology tools used for this class are WhatsApp, Google Meet, Google Classroom, Print and Youtube. The questions asked to understand the content were: How do you dispose of your trash at home? Is there a selection of recyclable and organic waste? Is there garbage collection in the neighborhood where you live? Students were asked to send this activity on video and post it in the WhatsApp group. In the following class, all answers were discussed and the educational process was improved.

5 FINAL CONSIDERATIONS

The challenge taken on by teachers and students is challenging given the current situation. Therefore, creativity on the part of teachers must be included in classes developed on virtual platforms, use of videos, creation of interactive material, video links to deepen the class, that is, all possible strategies and resources must be implemented in this new mode education. For students, the problems include the lack of equipment such as
notebooks, cell phones, tablets or other mobile devices, the lack of or poor access to the internet, the inadequate environment that can cause distractions, difficulty in assimilating and understanding the content, influencing negatively on student performance.

The biggest challenge facing early childhood education today is organizing the instruments that can provide and support the education of families and children in this phase of social distancing, defined by the need for isolation.

The students in the class were very inquisitive and intelligent, they always paid attention in class and the content was explained several times using various methodologies and techniques to try to resolve doubts. However, we are aware that the teacher has to instigate knowledge and research so that there is autonomy of thought. The class was free to express their ideas and curiosities, all knowledge must be valued, as intelligences are multiple.

Dialogue is necessary so that the context of early childhood is not lost, that is, it provides a dynamic, creative space and does not lose its essence so that the world does not move away from the repressed stages. Because, at the same time, this mutual relationship became linked to the performance of the teacher and the student.

By providing counseling via online chat, families are aware of the impact of lack of accessibility in facilities. This system raises questions about children's performance, cognitive development and effectiveness and forces teachers to reinvent themselves to provide an educational approach that meets the learning needs of their students.

Contact with children becomes essential during the pandemic, so teachers need to be able to guarantee interaction and adopt procedures to maintain dialogue with the class. Therefore, during the pandemic period, we educators need to think about how to interact and start using strategies to keep students connected. We can see that the various playful skills applied in early childhood education will provide a rich experience of children's relationships with the world.

Finally, it should be noted that educators must be careful not to demand too much commitment from families and parents. After all, in the delicate times we live in, many people face heavy workloads and often need to work from home. Therefore, care must be taken when offering certain types of activities to families and parents of these children.
In short, during this pandemic, the methodology requires some adjustments to allow families and parents to apply it, being followed remotely by teachers in early childhood education classes. The activities proposed by the educator must be contextualized according to the child’s reality.
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