Implications in the educational process of a municipality of Amapá, in the Sars-Cov-2 pandemic

Implicações no processo educativo de um município do Amapá, na pandemia de Sars-Cov-2

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ABSTRACT
The interruption of face-to-face classes and their consequent replacement by non-face-to-face activities subsidized by digital means, aiming to reduce the spread of the virus, so that primary and secondary education continued online. The study aims to characterize the impacts and challenges on access to education from the perspective of teachers from a municipality in the State of Amapá, in the Sars-CoV-2 pandemic. This is a cross-sectional study, and two schools were selected, one private and the other public. Regarding the adaptation to remote teaching, teachers evidenced problems related to the below involvement of students during classes, quality of internet connections, increased workload, which generated overload, and knowledge in the use of support tools for teaching-learning. It was evidenced that the teaching process learning for teachers in the remote modality, caused the work overload to be increased and became even more difficult, due to the need to understand and possess skills in the handling of digital technologies, so that classes were continued, in which they often did not have guidance/training of these tools.

Keywords: education, remote teaching, impact, COVID-19.

RESUMO
A interrupção de aulas presenciais e sua consequente substituição por atividades não presenciais subsidiadas por meios digitais, almejando reduzir a disseminação do vírus, de modo que o ensino básico e secundário continuasse online. O estudo tem como objetivo caracterizar os impactos e desafios no...
acesso à educação na perspectiva de docentes de um Município do Estado do Amapá, na pandemia do Sars-CoV-2. Trata-se de um estudo transversal, sendo selecionadas duas escolas, tanto da rede pública quanto privada. No que concerne a adaptação ao ensino remoto, os professores evidenciaram problemas referentes ao abaixo envolvimento dos alunos durante as aulas, qualidade das conexões de internet, aumento da carga horária de trabalho, o que gerou sobrecarga, e conhecimento na utilização de ferramentas de suporte para o ensino-aprendizagem. Evidenciou-se que o processo de ensino aprendizagem para os professores na modalidade remota, fez com que a sobrecarga de trabalho fosse aumentada e tornou-se ainda mais difícil, devido a necessidade de compreender e possuir habilidades no manuseio das tecnologias digitais, para assim, dar prosseguimento às aulas, em que muitas das vezes não possuíam orientação/capacitação dessas ferramentas.

**Palavras-chave:** educação, ensino remoto, impacto, COVID-19.

### 1 INTRODUCTION

At the end of 2019 and the beginning of 2020, the COVID-19 outbreak, caused by the “new coronavirus” SARS-CoV-2, was recognized and recorded. Alerted on December 31, 2019, the World Health Organization (WHO) regarding multiple cases of pneumonia in Wuhan city, Hubei province, People’s Republic of China. Faced with this scenario, the WHO, on January 30, 2020, declared Covid-19 a Public Health Emergency of International importance and characterizes a pandemic on March 11, 2020 (Pan American Health Organization, 2020).

As a result, emergency government measures were taken to reduce the transmission of the virus, such as: case isolation; encouraging hand hygiene, the use of mandatory face masks and progressive measures of social distancing, with the closure of schools and universities, among others. This measure led to the suspension of activities in the face-to-face school environment in all institutional spheres in Brazil and worldwide (Aquino et al., 2020).

In the Brazilian educational context, at the beginning of the first semester of 2020, the Ministry of Education published Ordinance n. 343 of March 17, 2020, which institutes the interruption of face-to-face classes and their consequent replacement by non-face-to-face activities subsidized by digital means, aiming to
reduce the spread of the virus, so that basic and secondary education continued online (Brazil, 2020).

This context was subsidized by new educational arrangements, being disseminated in all education systems in view of the current pandemic scenario, in the period. The rapid spread of a new coronavirus called SARS-Cov-2, which causes the COVID-19 disease, has caused a huge crisis for teachers, students and managers trying to print an effort to mitigate the impacts of school education (LOUREIRO & PAIXÃO, 2022).

Moreover, the measurement of the severity of pandemic impacts requires continuous evaluation, especially in the core of the development and/or educational setback, reflecting the pedagogical measures implemented, however, minute methodological modification of teaching where new learning stems from the school community (Vieira & Seco, 2020).

Additionally, the implications of compulsory migration from face-to-face education to remote education have brought great challenges to managers and teachers, where the formatting of a daily life that meets the learning needs at the various levels of teaching of Brazilian education was designed. Many works have been proposed and carried out for the continuous training of teachers for the adaptation of classes and face-to-face activities for remote teaching (Rodrigues, 2020).

In view of the above, the question is: What difficulties and challenges teachers faced during the classes during the pandemic, considering that teaching was reorganized alternatively, given the persistence of the pandemic scenario. Furthermore, our study aims to characterize the impacts and challenges on access to education from the perspective of teachers from a municipality in the State of Amapá, in the Sars-CoV-2 pandemic.

2 METHODOLOGY

This is a cross-sectional study, since it occurred in a short period of time, in the same way, it consists of a qualiquantitative approach, which sought to assimilate specific complex phenomena in the social and cultural sphere through
descriptions, interpretations and comparisons and also uses numerical variables that are classified and analyzed through statistical techniques (Fontelles, Simões, Farias & Fontelles, 2009).

Initially, for the elaboration of this study, two schools were selected, one public (we call school A) and the other private (we call school B), both from the municipality of Santana, where we sought to clarify the impacts and challenges in the teachers’ vision of access to education in the municipality of the state of Amapá during the SARS-CoV-2 pandemic. In view of the above, for the execution of the project was established as a target audience of the research professors of Biology of the School (School A), and teachers of Science and Biology of the School (School B).

The research in question occurred in 4 phases, in the first phase the first contact with the institutions was made, aiming at the exposure of the project to coordinators, directors and teachers, so, a time was made to effect this initial contact, which, occurred in a face-to-face mode with the principals of the selected schools in different weeks of September 2021, a copy of the project was provided and entrusted to the principals, so that they could analyze it, later permission was granted for the application of the project in the institutions.

In the second phase, two questionnaires were elaborated, composing objective and subjective questions, with themes pertinent to the reality of teachers in the course of remote education. The data collected and evidenced in the research serve a purpose merely for the teaching practice discipline, characterized as a pilot test. In the third phase, data were collected through the applicability of the questionnaires in November and December 2021.

The availability of teachers was considered of paramount importance, given the current conjuncture in which education was presented. In the period of the research the private school produced its classes in hybrid format. Finally, the obtained information was stored in a spreadsheet in the Microsoft Excel 2016 application, cataloged, and the analysis and tabulation of the obtained data began.
Regarding the ethical aspects of research accordingly by the Research Ethics Committee (REC) of the Federal University of Amapá under Opinion n. 5,154,905 and CAAE 52054721.0.0000.0003. To ensure confidentiality and anonymity, numerical codes and letters “A” and “B” were used to identify the participants and schools respectively, and the anonymity of the informants was guaranteed, according to resolution n. 510/2016.

3 RESULTS AND DISCUSSION

The gender classification and age group of teachers who teach the science and biology subjects of the researched schools (A and B) are presented in table 1. Note that in school A (n=4), 75% (3/4) of teachers are male and 25% (1/4) female, in relation to their age group, 75% (3/4) are between 35 and 44 years old and 25% (1/4) are between 45 and 54 years old. Now dealing with the same issue in school B (n=2), see that 100% (2/2) of teachers are male, and 50% (1/2) of them are between 25 and 34 years old and 50% (1/2) are between 35 and 44 years old.

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>SCHOOL A (n=4)</th>
<th>SCHOOL B (n=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Age group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-34 years</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>35-44 years</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>45-54 years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>&gt;55 years</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: The authors.

Initially, we sought to know the gender-age profile of education professionals at school A and B, a prevalence of male teachers was observed 83%, with a significant age range of 35-44 years 67% of professionals. These results differed from those found by Santos et al (2020), where the educators participating in the research were mostly female (75% N=27) with an age range ranging from 37-69 years of age. The two studies deal with similar themes, however the sample referring to age group and gender differs in both points.
Moreover, these data are in line with that of a study conducted in Amargosa-BA, where 65% of all teachers were female. Furthermore, on the age group, the data corroborate the research in the sense that most teachers are relatively young (Silva, Ferreira & Silva, 2021).

According to table 2, it presents questions related to the access of teachers from the two schools surveyed (A and B) to the Internet and electronic devices and the help they have in the construction of classes in the virtual environment. It was observed that in school A (n=4), 100% (4/4) of teachers have access to the Internet and electronic devices (mobile phone, computer and notebook), it was also found that 100% (4/4) of these educators claimed to have the help of the internet network and electronic devices in the teaching.

It was observed that in school A (n=4), 100% (4/4) of teachers have access to the Internet and electronic devices (mobile phone, computer and notebook). It was also found that 100% (4/4) of these educators claimed to have the help of the internet network and electronic devices in the teaching.

Table 2: Internet access and electronic devices and usefulness during remote classes

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>SCHOOL A (n=4)</th>
<th>SCHOOL B (n=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet access</td>
<td>YES  4</td>
<td>YES  2</td>
</tr>
<tr>
<td></td>
<td>NO  0</td>
<td>NO  0</td>
</tr>
<tr>
<td>Internet help</td>
<td>YES  4</td>
<td>YES  2</td>
</tr>
<tr>
<td></td>
<td>NO  0</td>
<td>NO  0</td>
</tr>
<tr>
<td>Smartphone/computer/notebook</td>
<td>YES  4</td>
<td>YES  2</td>
</tr>
<tr>
<td></td>
<td>NO  0</td>
<td>NO  0</td>
</tr>
<tr>
<td>Device assistance</td>
<td>YES  4</td>
<td>YES  2</td>
</tr>
<tr>
<td></td>
<td>NO  0</td>
<td>NO  0</td>
</tr>
</tbody>
</table>

Source: The authors.

According to table 2, all teachers have access to the Internet and this facilitates the development of activities. In relation to electronic devices such as (mobile, computer and notebook), all teachers have and claim that the devices give important support during classes. In addition, according to Leite; Lima; Carvalho (2020), the proposal of public and private institutions to emergency remote education depend on some points that are extremely important for this adaptation, such as access to the Internet and electronic devices and the digital training/training of professionals to handle the technologies.

Additionally, technological devices provide a systematization in the flexible educational field in two modalities: time and space, as well as corroborate the
interception of problems inserted in the didactic process that were outsourced during the COVID-19 pandemic, conceiving knowledge and resulting in the transit of information that highlights the need for support from educational institutions, whether private or public (Albuquerque, 2020).

Thus, the insertion of digital technologies in the educational sphere proposes a dynamic transformation of traditional teaching patterns, so that critical awareness is triggered respective to the use of digital devices that extend to the execution of citizenship, in the perception that such resources can be seen as part of a process of democratization of access to these technological mechanisms (Rocha, Loss, Almeida, Motta & Kalinke, 2020).

Table 3 evaluated the adaptation of the family environment among teachers at school A (n=4), and a teacher was unable to adapt his family environment to the new teaching modality, also in school B (n=2), which one teacher reported difficulties for adaptation. Regarding the change in the workload among teachers in school A (n=4), he reported that the new teaching modality modified his workload.

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>SCHOOL A (n=4)</th>
<th>SCHOOL B (n=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptation in the family environment</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Change in working hours</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Enrolled students x participating students</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Questions to be resolved</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: The authors.

As already reported, the Covid-19 pandemic brought many challenges to the lives of educators during remote education, one of the challenging issues of the period is adaptation of teaching work in their family environment and the overload of work in times of pandemic. Paludo (2020) deals with this issue by saying that currently the private and professional life of educators during remote educational activities is often inseparable and therefore the rooms of the house of these improvised professionals in classrooms, the period that should be rest became moments of work and private social networks have become tools for work.
Additionally, according to Rodrigues (2020), distance learning methods are fundamental for reducing the negative effects of social distancing, but gaps in different areas are evidenced, created without face-to-face interaction, making a good management of the professional in this situation fundamental. Moreover, the process of transition from the work environment within the school and suddenly became within the teachers’ homes, which inhibited teachers’ privacy (Santos, Nascimento Júnior & Dias, 2020).

In addition, the classes became remote and caused the teachers’ demands to be increased, where adaptations in teaching methodologies, evaluations and readjustment in the personal scope of teachers were required. For some, the change was negative and resulted in wearing due to lack of proximity to technological devices (Morosini, 2020).

Another point to consider is that according to the Departments of Education of states and municipalities, several students did not adhere to emergency remote education due to not having access to technological devices such as mobile, computer, and mainly internet access (Souza, Franco & Costa, 2016). Having an understanding of what was transmitted by the teacher and achieving knowledge are measures that influence the student’s contentment with the teaching methodology used, since his understanding is linked to his/her liking to the class model exposed, to his learning competence and to the correlation with his effort (P. Sembiring, S. Sembiring, Tarigan & O. D. Sembiring, 2017).

From the analysis of the current conjuncture, it is possible to understand the magnitude of the respective discussion the educational methodology of this period, so that it can be considered that the didactic organization of the proposed activities is subject to individuals who are surrounded by psychic processes and social, economic, political aspects that limit the development and continuity of teaching and learning (Santos & Zaboroski, 2020).

An evidenced factor was the demand for adaptation to the current scenario, however the course of the required changes proved unreasonable, in the sense that an emergency situation was established by school resources, that instill a pedagogical interventionist proposal that enhances the exercises of
fixation and management of the content taught and that stimulates the student’s sense of responsibility about their performance generated by participation in the classroom (Vieira & Seco, 2020).

According to Vieira; Silva (2020), teachers with the objective of following and continuing the educational process, used the resources of technology, however, in many cases these adaptations were used solely as a means of taking teaching, that is, there is no return of students’ learning.

According to table 4, when asked about the training for handling the technological tools used during the classes, the teachers of school A (n=4), 2 reported that they sought training on their own and 2 others stated that they had not received any type of training. In school B (n=2) all sought training. When asked about the means used to hold the classes, all teachers of school A made use of WhatsApp tools, booklets, printed materials and textbooks, and only 3 made use of Google Meet, while in school B, all used WhatsApp, Google Meet and only 1 used booklets, printed materials and textbooks.

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>SCHOOL A (n=4)</th>
<th>SCHOOL B (n=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training to handle technological tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, I received training from the institution where I work</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yes, I sought training</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I did not receive training</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Means used to carry out remote classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By WhatsApp</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>By Google Meet</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Booklets and printed materials</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Textbook</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other ways</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alternative means to assist students not participating in virtual classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was no need to use other outreach strategies, as all students were participants in the virtual environment classes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Development of printed materials</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Guidance for those responsible during the delivery of materials</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Other ways of reaching</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Didactic means used during remote teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online classes</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Video classes</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>audio lessons</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Handouts and printed books</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: The authors.
The educational scenario in Brazil brought an important reflection, educators from public and private schools without any capacity to the technologies had to adapt quickly to remote activities. The current pandemic scenario was a warning of the importance of teaching along with technological resources, for this it is necessary an adequate training of this professional, in order to seek educational innovation and later the motivation and engagement of the students (VIEIRA; SILVA, 2020).

The particularities of each educational institution is the starting point for the development of strategies and methodologies that aim to serve the students in their entirety, being guaranteed opportunities for participation and intellectual development of the students, regardless of the socioeconomic situation of each one (Vieira; Silva, 2020; Santos and Araújo, 2021).

Like Avelino and Mendes (2020), prior to isolation, the delimitations related to technological resources in educational institutions, and in this pandemic conjuncture, teachers and students remained in this situation, and still face the challenge of not having support for the application and monitoring of virtual classes and conducting activities online. Thus, it is understood that the quality of education, in addition to depending on the material and appreciation of its professionals, began to depend even more on socioeconomic factors (Zajak, 2020).

When asked about alternative means to serve students who are not participating in virtual classes in school A, all teachers developed printed materials and gave guidance to those responsible during the delivery of these materials, as did teachers from school B. As for the teaching methods used during remote teaching, in the school all teachers use handouts and printed books, 2 of them opted for online classes, and 2 by video lessons, and only 1 used audio-lessons; in school B, all used online classes, video lessons, handouts and printed books and 1 opted for audio-class.

A survey conducted by the Institute of Applied Economic Research (IPEA - Instituto de Pesquisa Econômica Aplicada, in Portuguese) (2020) identified that about 5.8 million students in Brazil do not have access to 3G/4G broadband
internet in their homes, so these students cannot access remote classes, this problem is concentrated in elementary school students. In this bias, schools began to offer the materials used in online classes in print, to be removed in the schools themselves. In addition, there was also initiative by large institutions where teachers made themselves available in the form of shifts, at times scheduled to answer doubts (Santos, Bartoluzzi & Ghisleni, 2022).

4 TEACHERS’ REPORT ON TEACHING PARTICULARITIES

In this report, open questions were used about specific points of the experiences and experiences of teachers in the period of remote activities. The contributions of each of the educators were identified by the use of: “TEACHER, ORDER AND SCHOOL”.

4.1 DIFFICULTY OF TEACHERS DURING THE PERIOD OF ADAPTATION OF REMOTE TEACHING

Regarding adaptation, teachers evidenced problems related to students’ involvement during classes, quality of internet connections, increased workload, which generated overload, and knowledge in the use of support tools for teaching-learning.

**TEACHER1A:** I had difficulty adapting to the recorded class format, as it differs greatly from face-to-face classes. In this sense, I missed the presence of the students. In addition, I had difficulty in making the materials because I had no experience with digital media. In this context, I received a lot of help from my son.

**TEACHER2A:** One of the difficulties was the internet and the other was the time to help students online.

**TEACHER3A:** Non-participation or little participation of students in classes.

**TEACHER4A:** Internet connection quality and handling of apps and platforms.

**TEACHER1B:** The biggest difficulty was the double workload, there was almost no time to rest.

**TEACHER2B:** Use of appropriate tools to record video lessons.
According to Tenente (2020), the strategy addressed reveals the disparity and difficulty faced by students and teachers regarding limited internet access, lack of computers and space at home, social problems, teacher work overload and low schooling of family members. Moreover, Arruda (2020) adds that the COVID-19 pandemic brought several obstacles in the educational field, and the main challenge was to make the interaction between the teacher and student in the virtual classroom, where some proposed to overcome these challenges through the active and participatory presence of the student and teacher with a mediating role, and, the use of lives so that the student could be closer to the online environment.

However, for Ludovico, Molon, Franco and Barcellos (2020) points out that some students are distracted in the online class period due to the use of other applications and do not access classes on some digital platforms, resulting in the greater use of the WhatsApp application by parents because they have difficulty accessing the platforms.

4.2 MORE EFFECTIVE METHODOLOGY IN THE TEACHING-LEARNING PROCESS DURING REMOTE CLASSES

The teachers also reported that holding students’ attention during remote classes was a challenge, considering that this class format was new for many of the students and teachers, which generated insecurity and doubts. In the reports, the teachers identified the means and tools that were most successful in the classes.

TEACHER1A: In fact, we have not found a fully effective method for the teaching-learning process. In this sense, the absence of students during classes was noticeable, as well as the lack of interest in past contents. I believe that if we had used resources like Google Meet, through which it is possible to have more interaction with students, as well as better monitor their presence and participation, we would have achieved a more effective approach. However, most students did not have access to the resources necessary to use these platforms, highlighting the challenge of remote teaching for public schools. Finally, we turn to WhatsApp groups as the most viable alternative.

TEACHER2A: In my opinion, Google Meet was the best way, but remembering that the internet in our city is bad.
TEACHER3A: Recording of classes and making them available to students, as well as monitoring through the textbook.

TEACHER4A: Online classes with content exposure, information exchange between the teacher and students.

TEACHER1B: Online classes with video exhibition, online games, dynamics, leaving the traditional.

TEACHER2B: Online classes and video complementary classes on the topics covered.

As Kesley (2020) points out well, the role of teachers is far beyond teaching isolated subjects. In the opposite way, their actions must be involved in several areas, such as the fight against school dropout, in ensuring adequate learning, in the perception of individual specificities and in choosing the best way to relate to them, in the proper communication with parents and guardians, which are fundamental in this learning path, among so many attributions of these professionals. According to Coll and Monereo (2010), only linking technological methods does not transform the educational processes themselves, it is necessary to manage and articulate them with these procedures. Moreover, the relations between its actors and the tasks are highlighted, in the teaching-learning process, which can trigger transformation and improvement of these.

In a qualitative study by Ludovico, Molon, Franco and Barcellos (2020), it was observed that the greatest challenge of the teacher in this pandemic environment, because dealing with digital technologies, use of platforms without guidance, and, the time of preparation and planning of classes that became longer, all this results in a more difficult work process. According to Araújo, Pinho and Masson (2019), during the pandemic there was an intensification of the teachers’ work, expressing itself in the various reports in which there was a work overload for them.

4.3 EVALUATIVE MEANS USED BY TEACHERS

Regarding the evaluation means used, most teachers opted for printed materials, evaluating students by production, thus taking a more quantitative
approach. In addition, it is punctuated by the lack of resources to use some platforms that need a good connection to the network.

**TEACHER1A:** The teachers created a workbook, with exercises referring to the subjects dealt with during the WhatsApp classes, and the reference pages for each exercise were specified. The handouts were then delivered to the school in digital format, which was responsible for printing and distributing the material to those responsible for the students. Workbooks should be returned duly answered to the school within an established deadline. After the return, we removed the handouts from the school for correction and respective evaluation. Finally, we delivered the corrected material to the school so that it could return it to the students' guardians.

**TEACHER2A:** There were two ways to assess students. In the first form, the student did the activity in the notebook, took a photo and sent it via WhatsApp. The second way was the development of a test book for students that were handed over to their guardians at school.

**TEACHER3A:** Delivery and direction of activities along with the textbook, in addition to the correction of these with return to students.

**TEACHER4A:** The process took place in a quantitative way, from the activities printed and delivered to the students.

**TEACHER1B:** Students were evaluated in the process, their participation and interaction in classes counted as an evaluation method, in addition to activities carried out during classes.

**TEACHER2B:** Students were evaluated qualitatively and quantitatively through activities.

Offering online classes requires attention and skill, and when there are no such references to teaching methodology results in obstacles for those who are teaching the class, this is due to the lack of preparation or training of teachers for the correct and proper handling of technological tools (Rosa, 2020). In addition, teachers had to adapt to new forms of teaching methodology, where it was perceived the originality of providing classes in different ways, so as not to harm the student with the technological resources available (Cordeiro, 2020).

In a study by Miranda, Lima, Oliveira and Telles (2020), teachers offered the classes recorded by YouTube or by groups on WhatsApp and used Google Classroom to make the reading or activity materials available, in addition, they offered printed activities, conceptual map and books to students who did not have internet access. According to Godoi, Kawashima, Gomes and Caneva (2021) the
change from face-to-face teaching to remote teaching caused teachers and students to make use of Digital Information and Communication Technologies (DICTs) in teaching, often without preparation or training, resulting in difficulty and problems regarding access and availability of classes/activities.

The evaluation process is part of the student’s teaching-learning, having great relevance, because it is necessary to evaluate self-knowledge, of the other who is in the role of student and of the pedagogical context itself. In this bias, the evaluation should be based on the teacher’s reception with the students, respecting and understanding the singularities of those being evaluated (Luckesi, 2000).

According to CNE/CP Opinion n. 11/2020 Brazil, (2020) mentions that the teaching-learning process needs to be evaluated, so the teacher needs to work with measures that assess in a formative, procedural and qualitative way, in which teachers and educational institutions should have a cautious and flexible look, so that each student is valued, so that school disapproval and dropout is not increased, where the evaluation will be a mediator-only action.

It is evidenced the need, coming from the teachers themselves, for the construction of evaluative strategies, in view of an overview of the pandemic situation, which prepare the available digital technological resources, in view of the maintenance of pedagogical methodological proposals, equitably upstanding the deficiencies listed during the study, so as to provide mechanisms for developing competencies that will qualify this teacher in the digital sphere.

5 CONCLUSION

The Sars-CoV-2 pandemic brought the need for the implementation of emergency remote education, due to the need for social isolation, which caused several changes in the traditional teaching model, in which different methodological forms had to be implemented to continue classes, where many were not prepared for such drastic changes.

From the present study, it was evidenced that the teaching process learning for teachers in the remote modality caused the work overload to be
increased and became even more difficult, due to the need to understand and possess skills in the handling of digital technologies, to continue classes, in which many of the times they did not have guidance/training of these tools.

It is noticeable the need to implement strategies and actions that can contribute to teachers to execute their demands with autonomy and security, such as the implementation of training for the use of digital technologies, financial incentive for electronic devices and good access to the Internet, so that the teaching offered is of quality and has similarities with face-to-face teaching. Finally, teachers in the public or private schools need a considerate look, as these are the fundamental part of the teaching-learning process.
REFERENCES


