THE FEDERAL UNIVERSITY OF RORAIMA: educommunication in times of Covid-19

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ABSTRACT:
This investigation proposal seeks to analyze the educommunicational processes promoted by the Federal University of Roraima (UFRR) in its attempt to continue activities during the Covid-19 pandemic period. To this end, the following topics were raised for discussion: Covid-19; the Amazon; educommunication and mobile technology. Through an investigation at the UFRR portal and empirical data collected with the Undergraduate Courses in Social Communication-Journalism and, Licentiate in Visual Arts, we found technical and didactic difficulties. However, the UFRR has been promoting different strategies such as the document #Learning Never Stops in order to study and enable educommunicational strategies that take advantage of Distance Learning and mobile technology.

KEYWORDS: Educommunication; Mobile technology; Federal University of Roraima.

Introduction

In times of Covid-19, with its rapid spread that caused the World Health Organization (WHO) to declare on March 11, 2020, the disease as a pandemic[1], it posed problems to various sectors (political, economic, social, cultural) of all the countries affected. The sudden changes impose new relations of work, study, communication and relationship.

When it comes to health research, social isolation is the main weapon to widen the infection curve. This strategy allows the health care system not to collapse by giving it time and avoiding situations like the ones observed in countries like Italy and Spain. However, despite the knowledge of these strategies, what has happened in other countries starts to happen in many states of Brazil.

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[1] Organização Mundial da Saúde classifica novo covid-19 como pandemia (ONU, 2020).

People in the whole world are suddenly isolated inside their houses and apartments. Work becomes remote and is now called "home office", which requires suitable equipment, quality internet connection, and qualification to work remotely. A challenge for everyone: individuals, society and state.

Covid-19 was discovered in late December 2019, in China, with its first cases in Wuhan district, and it is a type of virus that causes severe respiratory infections (Ministério da saúde, 2020). During the drafting of this paper, which occurred between March and late April 2020, records are made on a daily basis, and they show an increasing growth curve. At this point, it can be assumed that any data will change drastically and quickly.

The state of isolation that was adopted around the world has brought urgent and emerging situations, previously unnoticed or with solutions that had been postponed. In addition to health care, affected at all levels by the pandemic, Education is also one of these bottlenecks. In regard to digital technologies in educational environments, there is the emergency which experts have already been pointing out: the lack of structure for digital technology networks, be it physical – bandwidth and connection quality – or related to the skill of teachers.

In establishing these relations, we will stick to Higher Education, aiming to "analyze the processes of educommunication performed by the Federal University of Roraima (UFRR) in an attempt to continue activities during the Covid-19 pandemic".

With fewer students than Basic Education, and with its students and teachers having prior experience with digital technologies, Higher Education has a promising potential for the implementation of educommunication activities, an aspect we understand to be in accordance to the precept of innovation, especially with the use of mobile technologies.

On the other hand, considering the local reality, Education is not prepared for this kind of demand, being confronted again with emergency reactions. Public and private Higher Education Institutions (HEI) tried to react in the first weeks of social isolation, that started in Boa Vista/RR on March 17, 2020, and not waste the semester by continuing their schedule normally.

However, other situations become apparent, and this is when the challenges of New Technologies are considered urgent and emergent. In times of COVID-19, the relation between Communication and Education is increasingly wider and more connected, which brings the need of skills and abilities to handle the challenges.

Mobile platforms and their use in Education is an imperative, considering how this platform is incorporated and the possibilities it presents, especially in terms of their ability to create and share instantly, and their most challenging aspect: ubiquity.

This paper is part of a doctoral research, which addresses Educommunication and the interfaces with mobile technology in Public Higher Education in Roraima. One of the concerns involves teacher and student education in view of the possibilities provided by new technologies aimed at innovation.

Educommunication and mobile technology in times of Covid-19

When proposing to discuss Educommunication and mobile technology, we are aware that changes, transformations, and innovation are part of the context. Discussing these concepts in times of the Covid-19 pandemic is a challenge not restricted to Education, management, or any area. It is a challenge that requires a multidisciplinary and transdisciplinary look at everyone: governments and society, and immediately.

De Masi (2020) reinforces defense on the human side. His initial examination raises questions that surpass structural issues – which were not answered and echo discussions as old as the problems the world will have to handle. But again, there is no guarantee that it will solve them.

> What does a pandemic like this mean for Rome, for Italy, for humanity as a whole? How does it act in the minds and hearts of all of us who, armed with powerful technologies and artificial intelligence, up until a few weeks ago felt like the masters of heaven and earth? (DE MASI, 2020, own translation)

Covid-19, if not the first, is certainly the most emerging challenge in the last forty years, especially in the twenty-first century that, despite its technological progress, still has structural problems. Sousa Santos (2020, p. 13, own translation) supports this by stating that "[...] the generation that was born or raised after the Second World War got used to think exceptionally in normal times[2]" . In this scenario, Sousa Santos (2020) points out that despite the apparent normality, since the 1980s, with the employment of neoliberalism as a dominant version of capitalism, we live in a permanent state of crisis and morbidity. Social inequality intensifies

The economy, far from being the solution, is part of the problem. Social inequality intensifies the system failure, which is now jeopardized by world isolation. These problem situations, that were previously seen as without alternatives or even unthinkable, are now put in motion and are part of the political and social agenda.

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[2] "[...] a geração que nasceu ou cresceu depois da Segunda Guerra Mundial habituou-se a ter um pensamento excepcional em tempos normais".

> The only reason there are no alternatives is because the democratic political system has been led to stop discussing the alternatives. As they have been driven out of the political system, the alternatives will increasingly find their way into the lives of citizens through the back-door of pandemic crises, environmental disasters and financial collapse. In other words, the alternatives will return in the worst possible way. (SOUSA SANTOS, 2020, p. 06, own translation)

What Sousa Santos (2020) tells us is something of which we are already aware. Yet individual's access to digital media and technologies are far from being equitable. Thus, emerging countries generally deepen their inequalities, where economic and social deficiencies, associated with the lack of effective public policies, still fail to guarantee access to the means of a large part of the population. For governments, favoring society's access to new technologies ensures their development and economic growth (Gomes, 2009). However, alternatives for this operationalization were lacking, and are now entering the discussion circle and the constant search for alternatives.

In education, planning is done through models that are based on contexts that are quite different from local aspects, which mold the different realities around the world (GOMES, 2009). These realities require alternatives of operationalization.

Therefore, as far as the educational scope is concerned, there is the fact that by the end of March, about 1.5 billion students in 165 countries had been affected by school closures due to the Covid-19 pandemic. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), the portion of students affected reaches 87% worldwide.

In order to minimize the impacts for the most vulnerable children and young people, the agency launches a global coalition of education for practices in distance education[3]. The alert is that there has never been an educational interruption on this scale before. The director of UNESCO, Audrey Azoulay states that:

> Partnership is the only way forward. This coalition is a call for coordinated and innovative action, to bring about solutions that will not only provide immediate support to students and teachers, but also

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[3] Multilateral partners including the International Labor Organization (ILO), the UNHCR, the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), the World Food Program (WFP) and the International Telecommunication Union (ITU), as well as the Global Partnership for Education, Education Cannot Wait, The International Organization of La Francophonie, the Organization for Economic Co-operation and Development (OECD) and the Asian Development Bank have joined the coalition, emphasizing the need for rapid and coordinated support to countries to mitigate the adverse impacts of school closures, in particular for the most underprivileged. (ONU, 2020)

through the process of recovery with the primary focus on inclusion and equity. (UNESCO, 2020, own translation)

There are two aspects to consider when it comes to equity: Vulnerable students without access to basic social services, from healthcare to food; Students without internet access, rendering remote education unfeasible. We have seen that the challenges are as great as they are complex, in an effort to provide support to educational institutions, teachers, parents, and students.

Therefore, the crisis introduced by Covid-19 clearly exposes the structural deficiencies, absences, and incapacities, thus accelerating the urgency/emergency in the handling of aspects that we are not able to confront due to the lack of available alternatives or, most importantly, due to our refusal to think about alternatives.

In the Global Education Coalition called by UNESCO (2020), the proposed model emphasizes equality and equity between men and women and between countries, according to the meetings between Ministers of Education. The main goal is to find solutions to global challenges, such as connectivity and content.

Among the partners, private institutions such as Microsoft, Google, Facebook, Coursera, KPMG, and others contribute with resources and expertise "[...] in connectivity and capacity strengthening. Companies using learner and educational data have committed to uphold ethical standards" (UNESCO, 2020, own translation). Initiatives by the media also deserve to be mentioned as soon as they begin to deploy strategies to produce educommunication resources to help isolated young people to understand Covid-19.

UNESCO's efforts are promising and intend to engage and assist children, young people, teachers, and families. Knowing whether social institutions and governments will succeed in putting them into practice and maintain their commitment after the protocol of social isolation is something that future works may discuss.

Nevertheless, the emergencies that Covid-19 imposed on the world are noticeable. Governments and organizations that deemed themselves self-sufficient were surprised and forced to halt – and even retreat – from their actions. Hence, along with the impact on a global scale, there is an urgent need to resize plans and targets for action in all countries in the world.

One of the most important points of educational problems is the lack of synchrony between goals and their actual execution. Martín Barbero (2000) criticizes the role of

compartmentalization in education and educational policy, arguing that it is a relevant part of the problem.

One must see and act upon the whole. Such action infuses its own viability as a nation "[...] both in politics and in culture, both in society and in labor, since all of this involves the need for the communicational ecosystem to be coordinated and organized with the dynamics of culture and education[4]" (MARTÍN BARBERO, 2000, p. 52, own translation).

What the author is eager to point out is that, rather than structural, rather than physical, the problem lies in the pedagogical structure of teaching, which remains authoritarian and vertical. Being so, it does not address the culture and the needs of the country and inserting new technologies means expanding the obstacles and difficulties of education, teaching, the building of knowledge and the existing gap between the academic environment and the student.

Short-sighted and immediate governmental policies cannot achieve this perspective. Far-reaching state policies are needed, taking into consideration the cultural challenges of educommunication. "I believe that nothing can do more harm to education than to introduce technological modernizations into it before changing the system's communication model[5]" (MARTÍN BARBERO, 2000, p. 52, own translation).

Based on his vision of Latin America, Martín Barbero (2000) states that the educational system does not seem interested in changing its pedagogical communicative model and this is self-deceiving because while remains:

> [...] the verticality in teacher relationship and the sequential nature of the pedagogical model, there will be no technology that can take the school away from the autism in which it lives. Therefore, it is absolutely necessary to start from the communication problems before addressing the means of communication (MARTÍN BARBERO, 2000, p. 52-53, own translation).

Today, then, life is in a context where productive capacity depends more on "[...] information and knowledge than on machines. More on intelligence than on strength[6]"

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[4] "[...] tanto política quanto cultural, tanto social quanto laboral, já que tudo isso passa pela necessidade de que o ecossistema comunicacional se articule e se organize com as dinâmicas da cultura e da educação"

[5] "Penso que nada pode prejudicar mais a educação do que nela introduzir modernizações tecnológicas sem antes mudar o modelo de comunicação do sistema"

[6] "[...] informação e do conhecimento do que das máquinas. Mais da inteligência do que da força"

(MARTÍN BARBERO, 2000, p. 53, own translation). From this point of view, the term Educommunication is now used, having its roots in Popular Communication.

According to Marques and Talarico (2016), Popular Communication in Latin America is the result of a politicized action in the 1960s. Since then, Popular Communication emerges, expressing in a clear way the political option of presenting the means of communication to the people. It is, in that sense, that the idea of working with the local reality and knowledge emerges as an alternative of innovation to the current issues.

When it comes to the educational field, educommunicative practices are seen as one of these alternatives to be used in association with the ideal of overcoming the traditional form of teacher-student relationship. Educommunication is related in a certain way to dialogue, to the unrestricted right to voice, and to the respect for diversity (MARQUES and TALARICO, 2016).

Educommunication, then, is not limited to collective subjects or certain social or political places. Its focus is on education through the process and its field encompasses all educational spaces – whether they are classrooms or the rooms at home, public squares and community centers, or simply the political (rather than physical) space of the relations within the social fabric.

Paulo Freire has already made this clear when he states that:

> [...] the educator's thinking only gains authenticity in the authenticity of the learners' thinking, both mediatized by reality, therefore, in intercommunication. Hence, the thinking of the former cannot be a thinking for the latter neither imposed on them. Thus, it must be a thinking in isolation, in an ivory tower, but in and through communication, around, we must repeat, a reality. (FREIRE, 2016, p. 114, own translation)

The remarks of Paulo Freire (2016) are fitting in times of Covid-19. In Brazil, there are two types of educommunication: in the 1960s and still in progress, it points to the unifying interdisciplinarity, also called structural. The second movement, which refers to the interaction of the new field with other fields of knowledge, points to heterogeneous interdisciplinarity that is still hesitant in the sum and the resignification of information from various disciplines (MARQUES and TALARICO, 2016, p. 439).

This is the interdisciplinarity in which educommunicational processes adopt existing mobile technologies and should be applied with their different strategies in local situations of education. In Higher Education this is also a challenge and it belongs to each

location the task to put in place the educational alternatives that are compatible with the resources and the reality of the situation.

Educommunication in the Amazon

In the case of the Amazon, its dimension and diversity determine the facts. The international dimension of the Amazon refers to the development and implementation of regional and national development policies. Aragón (2018) addresses the sharing of the Amazon by several countries, its role in climate change, and its abundant natural resources (such as water and biodiversity) as issues that have been increasingly demanding attention in all of the world's economies.

Pan-Amazon, continental Amazon, South American Amazon, Greater Amazon, and other terms have been made necessary to refer to the Amazon as a whole, and to distinguish it from each nation-wide Amazon in every country that shares the region.

In each country, not much is known about the Amazon in the rest of the countries, or about the region as a whole. This lack of knowledge leads to the development of policies regardless of the consequences they may pose for the Amazon of the other countries. There is no political unity of operation in the Pan-Amazon region. Instead, there are only national initiatives with no major cooperation, or responsibility, towards the neighboring countries. The international dimension of the Amazon at the regional level is precisely related to its sharing by several countries (ARAGÓN, 2018).

Seeing the peculiarities of the North Region of Brazil, its vast distances, and, in particular, Roraima, which borders other countries, the use of technologies becomes a major challenge, given its size, and its cultural and economic diversity as a state belonging to the legal Amazon.

Reflecting on this context of hyperconnectivity and content production is an encouragement to seek to identify and pave the way for a more autonomous and efficient education tailored to the needs of the individual. It is also connected to the possibilities that HEIs can provide to enhance knowledge in the digital and technological world of the present time (GOMES, 2009).

However, one must be careful about the perception of equity in technologies. In this case, not only the technological, but also the domain of languages. The democratic aspect and the sense of democracy that seems to be inherent to the means is deceptive, argues Citelli (2015), for several reasons beyond the traditional institutional power games.

The diversity among people, which includes the technological apparatus and its extent, the culture, the level of education, and other factors, defeats the thesis of

democracy among the means. Citelli (2015) points out the global extent achieved by digital networks, which creates the feeling that information is freely available, as well as the impression that there is a democratic control in the institutional games of power.

Should this be the case, Citelli (2015) states, it would be easy for social movements – investing in virtual environments – to achieve the same level of visibility as other important issues for the maintenance of the system. Under this perspective, Education could also achieve equal importance and visibility, its reach among social subjects, expanding its power by using digital platforms for distance learning.

Considering the current scenario of 2020, this discussion on the use of digital technologies in Higher Education is essential, more so with the consequences of the social isolation leveraged by Covid-19. Thus, with the beginning of the academic year of 2020, the Federal University of Roraima/UFRR adheres to Ordinance No. 343 of the Ministry of Education (MEC) of March 17, 2020 and issues the Regulatory Ordinance 01/2020 – GR/UFRR, establishing the replacement of the classroom lessons by classes in digital environments for as long as the Covid-19 situation lasts.

The ordinance demands that institutions that decide to replace classroom activities with digital classes must inform the Ministry of Education (MEC) within a period of fifteen days, and it is important to point out that there is no exemption from the school hours and days. A third way suggested by the Ministry is to change the vacation schedule, but also requiring that the school days and hours should be fulfilled.

On March 19, the MEC issued Ordinance No. 345, which applies the substitution of classroom attendance due to the Covid-19 pandemic, in which the Ministry removed the reference to a possible limitation for implementing remote classes. Also, in Ordinance No. 343, it is recommended the suspension of presential defenses of theses and dissertations in universities for two months, as they can be done through virtual means.

It is important to highlight the difference between the model proposed by MEC and the traditional Distance Learning. In the Distance Learning, there is support from tutors, who are not necessarily the professors of the courses, and the time of study is decided by the student, meaning that it is self-instructional. In the current model, the classes are in real time, held remotely by the teachers of the courses and, for the most part, held in the conventional class schedule.

A new logistics is being implemented by the HEIs that requires specific methodology from teachers, using technological resources in which mobile technology is now a core element.

This specification is meant to emphasize that the regulations suggest the teaching to be conducted remotely, developing the content on digital platforms, using mobile technology. Yet there are no known statistical data on the number of students and teachers with access to quality equipment and connection, which would then leave them with no access to classes. This is true for the case of Brazil, but it is specifically true for the HEIs in Roraima, which are known to have been collecting statistical data on the situation during April.

The Ministry of Education discusses improvements and solutions to the problems encountered. With the support of telecom carriers and hardware companies, they seek to provide the means to grant students access to disciplinary content, considering the level of vulnerability of these students, which have an influence on academic participation and achievement.

It is also worth noting that this is not the only problem, it is only the technical side of the matter. We are left at the mercy of the pedagogic/didactic part which requires training for both the teacher and the student. To develop educommunicational strategies that meet such global needs as well as to think about local strategies is the greatest challenge that has come to be problematized.

UFRR and the challenges of educommunicative practices

One of Brazil's newest HEIs, the UFRR turned 33 years old in 2019 and has currently over 7,500 students, including those entering in the first semester of 2020. The university has 49 undergraduate courses and 725 professors, 295 of whom are doctors, 289 are masters, 89 are specialized and 65 are undergraduate, according to the Data Panel of the Institution (UFRR, 2020).

Since March 17, 2020, the UFRR starts the action plan to contain the transmission of Covid-19 and issues Ordinance 001/2020 - GR/UFRR, which regulates and launches a page on its website to monitor institutional actions[7]. There, the greatest concern is with administrative tools, with guidance for the academic community on access and use of the SIGAA System. This ordinance establishes the Special Academic Regime (RAE). The ordinance includes the proposal of directed study and development of meta-presential projects and conferences.

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[7] As informações de orientação quanto ao regime acadêmico especial permanecerão em atualização nesta página de acordo com a evolução do quadro da covid-19 no estado de Roraima. Disponível em:
<http://ufrr.br/regimeacademicoespecial/index.php?option=com_content&view=category&layout=blog&id=18&Itemid=102>. Acesso em: 05 de abr. de 2020.

To understand some of the situations that have emerged in said Regime, we have data from the Licentiate Course in Visual Arts and the Course of Social Communication-Journalism at UFRR. In the Licentiate Course in Visual Arts, the response to the inquiry about Internet access for the activities was approximately 10% of students in the two classes surveyed.

The percentage in the Course of Social Communication - Journalism was approximately the same. Due to the professional proximity of the Course to technology, the students who responded to the inquiry reported a significant usage time of Internet access by mobile phones to work remotely. Many of the activities were focused on the development of journalistic assignments, production of reports and contact with the crew both outside and in the TV studio, in the case of those who have a job in addition to studying.

The time spent connected during their jobs exceeds two hours for each subject who participated in the survey. So, for students of Social Communication - Journalism, connection is a reality and, despite most of them not having an unlimited internet data plan, mobile devices are heavily integrated into the work and leisure of all students. Just as in all spheres of the contemporary world, the connection through mobile devices is a reality.

Finding out how to incorporate new technologies into the curriculum is a challenge and an emergency. This situation, brought out here by only two courses of the UFRR, is being investigated by the University during April and May 2020 in order to present analyzable data for the implementation of alternatives. So, on March 23, the UFRR adopts Ordinances 004 and 005/2020 - GR/UFRR, suspending the Special Academic Regime and in-person and remote academic activities at the University; and establishing, organizing and regulating the essential services that must be maintained in-person at the Institution, respectively.

As in the case of the two investigated courses, this decision is largely due to: the difficulty of access by students and teachers; the difficulty of organizing disciplinary material to perform the programmed activities, considering that the professor does not have specific training to work with digital media and with the creation of educommunicational activities that provide the learning; the difficulty of the SIGAA System to accommodate the amount of information stored and the number of simultaneous accesses. These are just some of the local difficulties that made it impossible to carry out the RAE.

At this point there is a fundamental issue regarding the applicability of remote teaching. The tools for its execution must be improved - and expanded. In addition to having a picture of the audience involved in conducting the remote classes - teachers and students, the technical part also plays a fundamental role. The quality of internet connection in Roraima is quite low. Powered by Manaus and Belém, it is transmitted via optical fiber, and when it suffers a higher load on demand, the system fails. This way, part of the users depends on the 4G service, with mobile carriers covering the whole state: Claro, Oi, TIM, Vivo.

Another problem noted is that most students do not have enough mobile data packages to meet the demand for exercises, video lessons, online conferences, and many of them do not have internet access in their homes, either because they are financially unable to afford it or because they live in areas where there is no internet coverage.

Also, mobile devices do not have a comparable level of quality for all students. Models range from a good memory set to almost no memory capacity on smartphones.

This is the threshold at which Paulo Freire (2016, p. 167, own translation) states that education "has to consist in communication, in a common sense a reality that cannot be seen as mechanistically shared, merely "well behaved", but, in the complexity of its permanent becoming[8]" . And to avoid replicating this mechanically shared or exclusionary learning, in the pursuit of preserving equity, the Special Academic Regime was suspended and remote classes were cancelled. This decision was reinforced in April with the Regulatory Ordinance No. 006/2020 - GR/UFRR, which maintains the activities suspended.

However, given the expansion of the situation, still during April, the UFRR starts to apply strategies to investigate the reality of students and teachers based on the #Learning Never Stops, an "[...] orientation document for the discussion and planning of the academic calendar of the UFRR in response to the challenges presented by Covid-19[9]" (PROEG/UFRR, 2020).

This document presents some problems, the descriptor vectors of the problems, and actions and operations. Among the actions and operations are:

> -An academic contest for building interdisciplinary intervention projects on themes related to the Sustainable Development Goals of the UN

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[8] "[...] tem de constituir-se na comunicação, no sentir comum uma realidade que não pode ser vista mecanicistamente compartilhada, simplesmente bem "comportada", mas, na complexidade de seu permanente vir a ser"

[9] "[...] documento orientador para a discussão e planejamento do calendário acadêmico da UFRR diante dos desafios apresentados pela Covid-19"

> Agenda 2030, which will suffer direct or indirect impact with the COVID-19 pandemic.
> -To identify the number of students unable to access the virtual networks remotely.
> -To explore the availability of high, medium and low density technological resources for remote teaching-learning activities within the UFRR.
> -To define the learning goals of the curricular components that could be supported by remote teaching activities.
> -To identify the minimum duration of the curricular components' hours, considering both the class and independent study hours dedicated to each component.
> -Development of calendar proposals contemplating three scenarios: return of activities in 90, 120 and 180 days, estimating the lowest possible impact on the next academic year's calendar. (PROEG/UFRR, 2020, p. 11-13, own translation).

This document #Learning Never Stops is an initiative that comes to life to promote activities during the period of social isolation, and also to prepare the HEI for the moment of resuming in-person activities. At this threshold there is already the commitment of the Centers and Academic Units of Undergraduate Courses; the Post-graduate Courses; the Basic and Technological Education and the Laboratory School, holding virtual meetings in order to analyze the curricular components and investigate the didactic alternatives to be put into operation.

It is clear at this point the concern of the UFRR in developing strategies for the continuity of the activities involving Distance Learning, mobile technology and other developments that take into account the premises of Educommunication and attend the reality of teachers and students.

Final remarks

With the emergency crisis brought by COVID-19, it is possible to identify, in a more up-to-date way, the problems of the educational system in Brazil and to learn, as managers and members of the educational system, to seek solutions to the issues of technological gaps.

Some countries are already making progress in their statistics to define investment parameters and to develop public policies that address the structural problems. Nevertheless, progress is still slow to effect the changes that are so necessary for new generations of elementary, secondary and higher education.

In Brazil, the social isolation provoked by Covid-19 dramatically exposes the problems of education. Technical/structural problems are the most urgent and emergent and comprise everything from internet access and poor internet bandwidth quality, to the

ability/training of teachers and learners regarding the possibilities/potentialities of remote teaching -- implemented in a manner that is consistent with the age group and learning curve, without calling for magic formulas to fill gaps in content and learning.

The potential of remote learning also lies in the number of students who have access to the Internet and equipment that enables them to conduct academic activities. Therefore, the existence of laboratories, languages and approaches that are appropriate to the new digital platforms with the use of mobile technology is something necessary in order to make remote learning a reality.

After one week of trial with the RAE, the UFRR sought the principle of equity, since most or part of the university's students, especially those in undergraduate courses at the UFRR, do not have a computer or internet connection at home to handle the content taught remotely. Professors also report some difficulty in creating content or posting in the Academic System, SIGAA. Such difficulties refer both to the access to study material by students in a certain degree of vulnerability, and to little or no access to digital technologies.

The social isolation brought to light structural difficulties and, considering this, it is possible for the UFRR to transform this crisis and overcome it, as it has already been doing with #Learning Never Stops. Its 33 years of existence, being a relatively new HEI, can be used as an advantage, thus providing agility and fluidity through innovation and partnerships achieved by internationalization.

In March 2020, Brazil and the world face a global challenge with developments that are still difficult to project. It is understood that the social isolation imposed by Covid-19 will change the face of the world, imposing political, economic, social and educational difficulties. Emerging countries, such as Brazil, still lack clear goals that can add a cohesive and joint reaction from part of society. Perhaps the Amazon, which has grown in importance over the last decades, could light a beacon for future generations. How we will face this challenge only time will tell.

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RESUMO:
Esta proposta investigativa busca analisar os processos educomunicacionais mobilizados pela Universidade Federal de Roraima (UFRR) na tentativa de continuidade das atividades durante o período da pandemia do Covid-19. Para isso foram mobilizados teóricos para discutir: o Covid-19; a Amazônia; a educomunicação e a tecnologia *mobile*. A partir de uma investigação no portal da UFRR e de dados empíricos coletados com os Cursos de Graduação em Comunicação Social-Jornalismo e, Licenciatura em Artes Visuais percebemos dificuldades técnicas e didáticas. Contudo, a UFRR vem mobilizando diferentes estratégias como o documento #Aprendizagem Nunca Para a fim de pesquisar e viabilizar estratégias educomunicacionais que façam uso da Educação à distância e da tecnologia *mobile*.

PALAVRAS-CHAVE: Educomunicação; Tecnologia *mobile*; Universidade Federal de Roraima.

RESUMEN:
Esta propuesta de investigación busca analizar los procesos de educomunicación movilizados por la Universidad Federal de Roraima (UFRR) en un intento de continuar las actividades durante el período de la pandemia de Covid-19. Para eso, los teóricos fueron movilizados para discutir: Covid-19; el amazonas; educomunicación y tecnología *mobile*. A partir de una investigación en el portal UFRR y los datos empíricos recopilados con los cursos de pregrado en Comunicación Social-Periodismo y, Licenciatura en Artes Visuales, nos dimos cuenta de dificultades técnicas y didácticas. Sin embargo, UFRR ha estado movilizando diferentes estrategias, como el documento #Aprendizaje Nunca Para, con el fin de investigar y habilitar estrategias educomunicacionales que utilicen la educación a distancia y la tecnología *mobile*.

PALABRAS-CLAVES: Educomunicación; Tecnología *mobile*; Universidad Federal de Roraima.