

DISTANCE LEARNING SYSTEM (EAD) IN TIMES OF PANDEMIC

SISTEMA DE ENSINO A DISTÂNCIA (EAD) EM TEMPOS DE PANDEMIA
SISTEMA DE EDUCACIÓN A DISTANCIA (EAD) E TIEMPOS DE PANDEMIA


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ABSTRACT

The pandemic of the 2019 coronavirus disease (Covid-19) has made life a real epopeia and some questions are being asked about life and behavior after that pandemic: (A) How should we and how will we have to behave from then on? (b) How will life be after this pandemic ends? (c) How can communication with people be?; (d) How to teach our children? (E) How will education be when the pandemic is over? Similar questions will be asked about Education. Quarantine is one of the most efficient weapons in the fight against the Covenant-19, but its duration was not considered to be longer than months. Schools and universities have been facing a very difficult situation of how to promote education through the distance Education System (EAD). Using the EAD so that students do not stay out of study/learn has been the fastest and safest way to maintain student health and education to date. This Article discusses the current moment and how the situation can be reimagined in the face of teaching and new challenges. What problems will be faced? An analysis will be carried out through a bibliographic review and qualitative and quantitative research on the new daily life of teachers and students, in the face of EAD, their challenges and challenges. The functionality, capacity and sociability of the method through the Internet, the laws of the basic teaching guidelines and the socialization of students/teachers will be studied.

KEYWORDS: Covid-19; EaD; education; teaching; internet.

Introduction

The new fact that comes with the pandemic of the 2019 coronavirus disease (Covid-19) brings a new vision of distance Learning (EAD) in Brazil. What was previously an attempt to carry out a quality education, today forces us to develop communication techniques with our students in the face of this new situation.

For some time now, educational institutions have been trying to convert classroom education to distance learning. Several parliamentary fronts, under some rules defined by the Ministry of Education and Culture (MEC), by Decree N° 9.057 of May 25, 2017, regarding the distance learning system, had in some way brought a calm to the educational institutions in Brazil (BRAZIL, 2017). However, several other entities, such as the National Health Council (CNS), do not see in some way the possibility of this modality going forward within health education.

In the higher education system, the CNS analyzes the impossibility of carrying out the EAD, in view of the need for a follow-up of the compulsory training by professionals, which brings so much misfortune in this type of education, but even in the differences analyzed, the implementation of the EAD in higher health education has advanced, and a 40% amount of distance classroom hours can be proposed in higher health education.

This mode of education had not yet been proposed for basic education in Brazil, but with the new impositions from the pandemic by the new coronavirus 2019 (Covid-19), other directions are forming for distance learning, but the reflection remains: "are we ready for the EAD in Brazil?".

Distance Learning (EAD) in Brazil began in 1904, in the form of an advertisement in the classifieds of the *Jornal do Brasil* presenting a course of correspondence typing; Different from what one might imagine, distance Learning took place in various ways, moving from simple classified in newspaper to other situations.

In 1920, the first courses appeared by radio, when the students then used a printed material and accompanied the teachings by radio. In 1940 and 1950, it was the educational institutes that were able to start this teaching system: First, the Monitor Institute, then the Brazilian Universal Institute and the University of Air, and these were still used by Senac and Sesc in distance Education. In the 1960s and 1970s, the television broadcast telebears appeared, which lasted until 1996. Currently, EAD is a consolidated modality in Brazil. There are more than 1,800 courses since 1996. In 1996, EAD was officially formalized in Brazil, by the Law of Guidelines and bases of National Education (DBN) No. 9,394, of December 20, 1996 (BRAZIL, 1996), creating the Secretariat of distance Education (seed). From then on, we have legislation that guarantees the validation of diplomas in this modality today, with a tendency for learning to be more and more hybrid, and a person can take a classroom course and have a time load of activities at a distance.

2 The Law of Guidelines and Bases of National Education and the Constitution

In this Article, we do not have to mention the Brazilian Constitution (1988) and the Law of Basic Guidelines for National Education (DBN) (1996), even in this view of inequality in which the pandemic has placed the poorest classes in Brazil. We must stress that the right to education, as well as other fundamental rights, are being forgotten about the pandemic, although based on the legislation mentioned and which will be addressed here.

The Brazilian Constitution initially establishes that education must be maintained, not only by the school, but also a family obligation: "Art. 205. Education, the right of all and the duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work" (BRAZIL, 1988, Art. 205).

It can then be stressed that in distance learning, the family member's obligation to provide student assistance is of fundamental importance.

The fundamental rights guaranteed to the citizen by the Brazilian Constitution, regarding the right to free, egalitarian, and quality education, with a plurality of ideas and freedom of expression, as well as guaranteed remuneration to the professionals of education, are set out in Art. 206:

Article 206. Education shall be taught on the basis of the following principles:

- I - equal conditions for access to and stay in school;
- II - freedom to learn, teach, research and disseminate thought, art and knowledge;
- III - pluralism of educational ideas and conceptions, and the coexistence of public and private educational institutions;
- IV - free public education in official establishments;
- V - valuing of teaching professionals, guaranteed career plans for the public magisterium in the form of the law, with professional salary levels and admission exclusively by public tender of evidence and titles;
- VI - democratic management of public education, in the form of the law (BRAZIL, 1988);
- VII - Quality standard assurance (BRAZIL, 1988, Art. 205).

For both primary and secondary education, the Law of National Education Guidelines and bases (DBN) specifies:

Article 35. Secondary education, the final stage of basic education, with a minimum duration

for three years, it will serve as follows:

- I – the consolidation and deepening of the knowledge acquired in the basic education, enabling further studies;

II – the basic preparation for the work and citizenship of the student, for continue learning, so that you can adapt flexibly to new conditions for further occupation or improvement;

III – improving the education as a human person, including ethical formation and the development of intellectual autonomy and critical thinking;

IV – the understanding of the scientific and technological foundations of the productive processes, relating the theory to practice, in the teaching of each discipline (BRAZIL, 1996, Art. 35).

Considering what is laid down in the legislation, the educational base cannot hold the system's capacity to relax, which must be established in a teaching methodology competent for a satisfactory teaching/learning process. In this view of the basic law, there is an opening for this moment that we go through, a way of introducing the EAD system into schools of all spheres, both federal, state and municipal, whether public or private.

In Decree nº 9057 of May 25, 2017, edited by the Ministry of Education, the possibility of using the EAD became more evident: "Art. 2 Basic education and higher education may be offered in the distance modality under this Decree, observing the accessibility conditions that must be guaranteed in the spaces and means used" (BRAZIL, 2017, Art. 2).

It should be completed that, Article 5, sole paragraph, of the same Decree establishes: "the poles of distance education should maintain physical, technological and personnel infrastructure appropriate to the pedagogical or development projects of the institution of education and the" course (BRAZIL, 2017, Art. 5, single paragraph).

Analyzing the first two measures on this decree, it is observed that the distance modality is already a factor to be considered in Brazil; however, the form of maintenance of personnel and projects, of physical and technological structure for distance learning needs a better and immediate undertaking, so that the teaching to be offered to students is effective and of quality. In Art. 2º of this Decree, an issue is paramount for the functioning of the EAD system, ACCESSIBILITY, the way to provide internet to the most needy students and to those living in rural areas, who in many cases have no sign of internet or, if they have, are of very poor quality. There is a need to start distance education, but there is no resources needed, and this brings the problems of education in times of pandemic to teachers and educational institutions. Can a structure considered minimal, such as a desktop computer, *a notebook*, or even a mobile phone, transmit a virtual class with quality and equity? Is it still necessary to remember the work of preparing the classes, editing the filming, in order to convey the teaching so expected to our students? Will rooms be available with electronic and digital equipment, internet,

teaching material ready to the teachers, or should they transmit lessons in an archaic way, with a simple cell phone, an achievement to be carried out in a domestic environment, with the use of its own energy, internet, equipment?

3 School/Teacher/Student Relationship

Several studies have already demonstrated that the presence of the teacher is indispensable for the formation of character and sense of socialization of the child. The presence of the family, such as the beginning of the student's educational formation, as well as the maintenance of family values, must be continued in school; it is true that the education of parents should not be replaced by education, but rather the combination of the two in the formation of the social individual.

In his book, Libâneo (1998, p. 29), States that:

The teacher mediates the active relationship of the student with the subject matter, including with the contents proper to his discipline, but considering the knowledge, experience and meaning that the student brings to the classroom, his cognitive potential, his ability and interest, his thinking procedure, your way of working [...].

The beginning of sociability is due to the child's conviviality with the school's colleagues, not only in the initial school sphere of the student, but throughout the educational period of the individual, being from the pre-school to the Faculty, and, in the latter stage, the working relationship between the colleagues is formed.

In this sense, it should be considered that the formation of the frequent student to the school aims to promote his/her skills in the intellectual, moral and physical field, which are necessary for the consolidation of his/her character.

In the book *Sociology of Childhood*, Corsaro (1997 apud Müller, 2008, p. 126) argue that:

it is not only a problem of adapting the child, but a process of appropriation and reinvention, and the importance of the collective because children negotiate, share and create their own cultures, and we should still consider the effort of the child in relation to the abandonment analyzed by the point of view of adults [...].

For Oliveira and Duarte (1987, p. 92), in his book *Sociology of knowledge*, "the school is the place where the individual would be instrumentalizing to act in the social environment".

In this way, it is considered that the school promotes an effective relationship between the social and educational spheres of the individual, promoting the student's integration with classmates already at the beginning of the stage of their sociability.

The school is of great help in the construction of the individual, but one cannot dispense with family education, the affective and structuring bond of the family, remembering that the school and family, together, must build the social and educational development of the individual.

It is also known that the presence of the teacher in the classroom mediates the student's learning, placing the difference between play and learning in a subtle way, in order to build the character, thoughts, language, creativity, reactions and socialization of the individual.

It is through the Teacher that the pedagogical project will establish a relationship of equality for all, by taking responsibility for dialog and its positioning, that should not be that of a person who holds the knowledge, but rather, position of a person who has the obligation to guide the student in the knowledge and discoveries in his or her educational process.

In the Reportagem "Fundamental education the precise distance of 3G better and qualified professor", Preto Pereira (2020) refers to the training of the education professional, opting that it is adequate for the proposed teaching model, for not always can a good teacher in the classroom be a good teacher in the digital environment; therefore, it should be provided with training for the production of activities in the digital environment.

In another article published with the title "Teachers, parents and entities seek Justice against compulsory remote learning", there is evidence of a concern of all regarding the new teaching proposal to be used in these times of pandemic, analyzing the efficiency of this teaching, compared to face-to-face classes, and the access of teachers and students that is generally non-existent (TEACHERS..., 2020). Based on this initiative, parents, teachers and entities are filing lawsuits to revoke the laws issued by the Ministry of Education on the use of DE, also based on the inequality that the system is offering students.

It is warned that an improvement must be made regarding the need for evaluation to be carried out with the student and the way in which this will occur. According to Cappelletti (2007, p. 53) apud Both and Brandalise (2018, v. 13, p. 809):

pedagogical action, both in face-to-face and distance learning modality, in general terms, consists of common elements: teaching

content, learning objectives, assessment criteria, assessment instruments, feedback, results. The objectives guide the teaching work, so it is necessary to be clear about the goals established in the curriculum for the students' education, because "it is not easy to operate in practice in a coherent way with the assumptions of an evaluation at the service of learning.

Martins and Felix (2017) make an analysis of the learning behavior of the teacher in the classroom and his perception, regarding the teaching presented, related to distance learning, presenting, for this, the evaluation forms used in the modalities and how they can contribute to the improvement of teaching. In their conclusion on the analysis of the context, they state that the focus must be on the didactic material to be presented to the student, in a way that promotes satisfactory learning; and that there must be a team of professionals who transform the content to be taught into knowledge. In the analysis of evaluation, the authors state that both modalities of education, face-to-face and distance, may have several forms of student evaluation, including formative and summative, and that their differences are in their function: in the formative, the function of monitoring the learning process and, in the summative, the function of classifying.

The authors state, at the end of the analysis, that DE may be a proposal full of innovation, which is in full development, with accessibility and quality, but with challenges to be overcome along its implementation.

It is necessary, then, to analyze how the evaluation of this student should be done in the EaD system, what will be the purpose of the evaluation, what will be evaluated, its criteria, the time available and what is the expected result, so that the student expresses, in his evaluation, what will be used in terms of technology.

The new digital learning environments are redefining the role of the teacher as a new partner for his or her students in the achievement of ideas, pointing to the possibilities of new directions. The teacher's purpose in the classroom is to provoke and discover new meanings for himself and for the student, and to encourage work through everyday problems. The role of the teacher is, therefore, in this context, to bring the pleasure of teaching reading, socialization and communication.

In the development of distance education, it is necessary to have a team of professionals who can work considerably with the technologies, analyzing the educational needs, and that the proposal of a team of educators and professionals from the various areas of technology are at the service of the development of the environment to be offered, because, only then, it will be possible to offer quality virtual education to the students.

4 Brazil and the Internet

It is believed that it is not possible to reach all students in an equal way in society, by the analysis of 2019 data surveyed on the internet (NIC.BR/CETIC.BR, 2019).

In a brief analysis of this same survey, announced by the Brazilian Internet Steering Committee published on October 28, 2019 (NIC.BR/CETIC.BR, 2019), on the Use of Information and Communication Technologies in Brazilian Households, it was found that our speed is very low (on average, 3.6 Mbps), if we analyze it in the world context, compared to South Korea (23.1 Mbps), Hong Kong (17 Mbps) and Japan (16.4 Mbps). In the world ranking, regarding average internet speed, Brazil fell one point, going from 89th to 90th position among the 144 countries analyzed. One must, then, consider that the Brazilian average is very low and does not favor video streaming, jeopardizing Videoconferencing. However, this is not the only data to be considered; still, in this analysis, it was found that family classes D and E, performing 48% constituting half of the poorest layer in Brazil are officially on the Internet; the other half (52% of class D and E) needs this technology because they study in a public network, not being able to participate in distance learning; It was also found that 93% of the population is connected only by cell phone, this cell phone belonging to the father or mother; it should also be pointed out that, in many families, the number of people living in the house exceeds four, usually two or more children. A small number of homes use or connect to the internet in other ways, with 22% using computers, desktop computers, 29% using notebooks, and 17% using tablets. What to do in face of this reality?

One of the reasons that lead us to reflect on this are the prices of internet packages and the accessibility of technology, where those with better quality always have a high price, not favoring the poorest layers of society. In the survey, it was possible to verify that 26% of the consumers find the internet too expensive, 14% don't know how to use it, and 7% don't count on internet availability in their region of residence; so, how can we offer distance learning to those who depend on the internet? Brazil's schools are not internet ready, and according to data from NIC.BR/CETIC.BR (2019), only 28% of students in Brazil have access to computers to access the internet in their schools. Even with availability in Brazil's public schools, access to the internet in municipal, state, and federal schools would be compromised in view of the need for confinement due to the pandemic caused by the Covid-19 disease.

We should not forget that the school, through the internet, should also present a virtual learning environment, which is not only restricted to the teacher in the task of

transmitting the lessons and recording the student's attendance in hours computed by the work on the internet.

Batista (2020) published an article in which the deputies of the state of Paraná position themselves contrary to the EaD system, signing a bill providing for the prohibition of distance learning for basic education in public educational institutions in Paraná and in which data from the Internet Management Committee in Brazil (CGI.br) were also analyzed. The deputies presented the justification of difference of social equality, alleging the controversy of the right and access to education of thousands of students in the state of Paraná, emphasizing this kind of performance in relation to the study and the serious inequality in the neediest population, concluding that EaD can be offered as a complementary class to the student.

Pinho (2020) did a survey of the follow-up of students by the EaD system and found that the main problem persisted in the application for elementary school that did not work for the IOS system of the Apple company's phones and tablets and that a part of the teachers could not connect to the system, even though the application was free and there was no need for a data package for use on a cell phone; another point was the lack of information that adds to the difficulty for parents to reconcile their children's study and work, among other problems expressed in the report.

Several internet channels, concerned with the expansion of the system, have made these same analyses and, in almost all of them, the conclusions are the same, regarding the problem with technologies, people and education.

5 Favor Points

The EaD system does not live on problems alone. The Brazilian Association of Distance Education (ABED) has conducted several surveys over 10 years, bringing to society the benefits that this modality presents, providing data on the condition of the functionality of the EaD system.

In a brief analysis, it can be seen that, according to ABED (2018), the rate of students has increased compared to last year and the demand is higher in higher education, and universities, such as UNINGÁ, University Center of the Municipality of Maringá, have expanded their resources and promoted a wide opening of higher courses in EaD training.

The Open University of the Unified Health System (UNASUS) has an electronic address created by the Ministry of Health in 2010, with the purpose of meeting the needs of training and permanent education of health professionals, offering several courses.

Thirty-five educational entities were established, among them Fiocruz, the State University of Londrina (UNB), the Federal University of Paraná (UFPR), the Federal University of Goiás (UFG), among others, with the proposal of articulation among them, allowing the exchange of experiences, knowledge, to improve cooperation, development of educational actions in health, with national scope.

Analyzing an article published by Jornal Estadão, Felix (2020) found:

- (a) there was growth in EaD in the year 2018;
- (b) there was a 16.9% increase in the 8.45 million enrollments in relation to 2017;
and
- (c) there was a 2.1% drop in in-person enrollments in the same period.

One wonders if there will be the same proportion for basic education care.

The ease with which the student can study and obtain a college degree, as well as the low tuition fees, is the great advantage of this modality; however, the student has to have a high degree of commitment and discipline to be able to follow the virtual classes, many of which are recorded, which allows the student to attend them after work, or even on weekends. The great fact is that universities in Brazil will be able to get a larger number of students for DE, in detriment to face-to-face teaching, opening regionalized educational centers, with fewer teachers and employees, reducing the university's workload. The simple fact that the student has access to the internet, being able to access the classes anywhere and anytime, makes it easier for the student to get his diploma and improve his living conditions. We can see that this is only happening in higher education. As for elementary and high school, as the investments were minimal and everyone was surprised with this modality, this technology has been hindering the implementation of DE.

In this modality, as already mentioned, the virtual study environment of the Higher Education Institutions (HEI) has to be always up to date and with the availability of supplying the didactic material to the student, to supply the educational needs. A learning environment must provide synchronous and asynchronous interaction of the student with the teacher.

A well-designed learning environment with a good internet connection can greatly assist teaching as well as student assessment. Universities have invested more in technology than basic and high schools in Brazil have. There is a strong trend in Lato Sensu and Stricto Sensu training in Brazil, being taken up by several universities and education sectors, such as Fiocruz, with the creation of courses in the modalities of improvement, specialization, updating, continued education, as well as short courses of four and eight hours, which can be obtained from the institution's own website.

Today the Modular Object-Oriented Dynamic Learning Environment (Moodle) platform is a free software that supports learning in a virtual environment, a system widely used by health managers in municipalities and states in the strategy of permanent education for health professionals, mainly because it is free, easy to adapt, and offers an easy interface and simple design. This system can be easily adapted to the basic education system, making didactic materials available to students, as well as making available the daily tasks to be performed by students, bringing zero maintenance cost to the public schools in Brazil.

The system covers a range of proposals for the creation of work environments in education, such as student registration, work registration, forms of teaching presentation, chat rooms, among others, and this system can be used in several different courses, because several online communities can be created, using distinct work environments.

Other learning platforms can be found on the internet, with environment creation systems such as EADBOX, LMS ESTUDIO, AULANET. This Virtual Learning Environment (Aulanet) was created by the Pontifical Catholic University (PUC) of Rio de Janeiro; another system, Teleduc, was developed by the State University of Campinas (Unicamp). These systems can help in the construction of the virtual platform, but they must be analyzed so that the construction of this environment is done according to the needs of each educational institution.

As a way to offer a better device to students, in the analysis of the Distance Learning Association, schools are investing in digital libraries with content from the institution itself, with 68.9% of the subjects online, 46.7% open educational resources and 38.5% online encyclopedias. These models can bring more benefits to students, reducing the cost of books and periodical subscriptions, among other expenses. All in the quest to improve education.

6 Conclusion

Despite having an innovative proposal for teaching, with reduced costs, using free software and platforms for communication on the Internet, there are also, amidst these benefits, difficulties in providing quality distance learning in Brazil. We were all surprised by the recent pandemic and we are unprepared for this kind of reality, given the obligation of distance learning, as well as the mandatory quarantine, which put us in a new level, and, because of this, we must rethink whether an EaD is possible with the proposal imposed by the governments of the three spheres.

Even though the Brazilian Constitution guarantees the individual the right to education, and the pandemic has brought different impositions to all social classes and, along with it, the problems that are occurring because of discrimination, which still persists in Brazil, education, as a differentiating factor in times of pandemic, reflects the true reality. In order for a new education policy to be carried out, it is necessary to rethink how EaD education can be implemented, and also to analyze how the investment in public schools will be able to keep up with private schools.

It is important to remember that public funding in education is very low, since Brazil's overall score is among the lowest in the world in the analysis made by the world ranking of education, which is constituted by collecting the results of the International Program for Student Assessment (Pisa) test (PINTO, 2019), in reading, mathematics, and science. In a brief analysis, students do not even reach the basic level in the analyzed areas, very different from the performance of private schools in Brazil.

The analysis showed that:

- (a) in literature, Brazil reached 413 points, and the top three ranked countries are: Beijing, Shanghai, Jiangsu and Guangdong (China) (555 points), Singapore (549 points) and Macau (China) (525 points);
- b) in mathematics, Brazil reached 384 points and the first ranked countries were Beijing, Shanghai, Jiangsu and Guangdong (China) (591 points), Singapore (569 points) and Macau (China) (558 points);
- c) in science, Brazil reached 404 points and the first ranked countries are still Beijing, Shanghai, Jiangsu and Guangdong (China) (590 points), Singapore (551 points) and Macau (China) (544 points).

In the survey, year of assessment 2018, there is a variation because of the margin of error adopted. In the overall ranking, Brazil ranked 58th and 60th in reading, between 66th and 68th in science, and 72nd and 74th in math.

In Brazil, compared to other countries, it can be verified that there are not the same materials and equipment for the transmission of EaD classes, in public educational institutions, making it difficult for students to learn. It is also recommended to analyze the difficulty that teachers have to transmit a class over the Internet, from their homes, and that, using their salary, often enough for their family expenses, they will have to have technological products and inputs to generate their class. In this way, we must think about how to remunerate the professional for the use of such resources for classes in their own homes. It is important to consider: do we have a labor legislation for this situation? The technological cost for the teacher may lead to professional failure, in view of the obligation of textual production, as well as virtual production, which may cause

psychological problems and frustration, leading to a failure in learning and education necessary for the development of the student.

It must be considered that many children will not have access to education due to lack of equipment, notebook, cell phone, desktop computer, or even the lack of an internet connection that can really help in viewing and participating in classes. This is still the biggest bottleneck of DE, hindering the bringing of quality and equality to education, constituting one of the biggest challenges in Brazil, facing the difference in social class and the lack of investment in public policies for education.

Still referring to the constitution, with respect to the family's obligation in education, it must be considered that, in EaD in a domestic environment, the student will have the accompaniment of a family member to acquire the knowledge transmitted. In this environment, greater concentration is required from the student, since his attention may be dispersed by distractions from various sources, such as various noises, turning on the television, and the absence, often, of the family member, without the assistance, therefore, of a teacher in the classroom.

It is good not to forget that the school, through the internet, must also present a virtual learning environment (VLE), and that it is not only up to the teacher how the classes will be transmitted, how the student's record will be made in the learning environment, and how their attendance will be computed and registered in hours of activities on the internet. This record must also be protected by the laws of information, whose secrecy and the individual's right cannot be ignored, following, for this purpose, the laws of the Child and Adolescent Statute (ECA, 1990) in the defense of their rights, avoiding that traces of the student's record be left.

In this context, we can see the great difficulty in student learning, not only in the lower classes, but in students from all classes, not only because of financial issues, but also because of personal issues of each student wanting to learn. And, furthermore, the most affected will be those from the lower social classes due to the aforementioned factors. It is recommended to rethink digital inclusion projects for the improvement of education and quality of life, with public policies favorable to the poorer classes in Brazil, increasing the self-esteem and living conditions of these individuals. In conclusion, it is worth considering that it is more important to learn more about public policies than about soccer.

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RESUMO:

A pandemia advinda da doença do coronavírus 2019 (Covid-19) tornou a vida uma verdadeira epopeia e algumas perguntas estão sendo feitas sobre a vida e o comportamento após essa pandemia: (a) Como devemos e como teremos de nos comportar a partir de então?; (b) Como será a vida depois que essa pandemia terminar?; (c) Como pode ser a comunicação com as pessoas?; (d) Como ensinar nossos filhos?; (e) Como será a educação, quando a pandemia terminar? Perguntas semelhantes serão feitas sobre a Educação. A quarentena é uma das armas mais eficientes no combate ao Covid-19, mas sua duração não foi considerada que seria por mais de meses. Escolas e universidades vêm enfrentando uma situação muito difícil de como promover a educação por meio do Sistema de Educação a Distância (EAD). Usar o EAD para que os alunos não fiquem sem estudar/aprender foi a maneira mais rápida e segura de manter a saúde e a educação do aluno até o momento. Este artigo discute o momento atual e como a situação pode ser reinventada diante do ensino e de novos desafios. Que problemas serão enfrentados? Uma análise será realizada por meio de revisão bibliográfica e pesquisa qualitativa e quantitativa sobre o novo cotidiano de professores e alunos, diante de EAD, seus desafios e enfrentamentos. A funcionalidade, capacidade e sociabilidade do método pela internet, as leis das diretrizes básicas de ensino e a socialização de alunos/professores serão estudadas.

PALAVRAS-CHAVES: Covid-19; EaD; educação; ensino; internet.

RESUMEN:

La pandemia derivada de la enfermedad coronavirus 2019 (Covid-19) ha hecho de la vida una verdadera epopeya y se plantean algunas preguntas sobre la vida y el comportamiento después de esta pandemia: (a) ¿Cómo debemos y cómo tendremos que comportarnos a partir de entonces?; (b) ¿Cómo será la vida después de que termine esta pandemia?; (c) ¿Cómo puede ser la comunicación con las personas?; (d) ¿Cómo enseñar a nuestros hijos?; (e) ¿Cómo será la educación cuando termine la pandemia? Se harán preguntas similares sobre la educación. La cuarentena es una de las armas más eficientes en la lucha contra el Covid-19, pero no se consideró que su duración fuera de más de meses. Las escuelas y universidades se enfrentan a una situación muy difícil sobre cómo promover la educación a través del Sistema de Educación a Distancia (EAD). Usar EAD para que los estudiantes no se queden sin estudiar/aprender fue la forma más rápida y segura de mantener la salud y la educación de los estudiantes hasta ahora. Este artículo aborda el momento actual y cómo se puede reinventar la situación frente a la docencia y los nuevos desafíos. ¿Qué problemas se enfrentarán? Se realizará un análisis a través de una revisión bibliográfica e investigación cualitativa y cuantitativa sobre el nuevo cotidiano de docentes y estudiantes, frente a la educación a distancia, sus desafíos y confrontaciones. Se estudiará la funcionalidad, capacidad y sociabilidad del método internet, las leyes de las pautas básicas de enseñanza y la socialización de los alumnos/docentes.

PALABRAS-CLAVES: Covid-19; EaD; educación; enseñando; internet.