

Edu communicative methodologies: active tools in pandemic teaching-learning

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Abstract

This article aims to point out methodologies that can help in the remote teaching process, as well as to point out some difficulties encountered by both teachers and students. Education during social isolation has been the subject of much concern for educators, mothers, fathers and even students themselves. The pandemic took everyone by surprise and, so that education was not put to one side, educational institutions had to adapt to this new scenario and overcome the challenges imposed by the pandemic. This adaptation has not been easy for either side, be it educational institutions, educators, parents and students, as the preparation to use technologies in teaching was something instantaneous, there was no preparation time, so in a little space of time, it was necessary to discover and rediscover new methods and new ways to teach, now virtually, bringing out, mainly, creativity. This article, therefore, comes to show some aspects in relation to the current scenario, the difficulties and some options to streamline remote classes.

Keywords: Pandemic; Technology in Education; Remote Teaching; Applications; Educommunication

1. Introduction

In March 2020, the Ministry of Education published, on The 17th, Ordinance No. 343, which aimed to replace the classroom classes with classes in digital media for the duration of the pandemic situation of the Novo Coronavírus - COVID-19.

Since then, educational institutions and teachers have had to adapt and adapt to the new style of living in the teaching-learning relationship. Society, little by little, was already beginning the process of adaptation to the constant use of technologies, especially in the classroom, but this process accelerated with the arrival of the pandemic classifying the moment as "new normal". The opportunities for access to Information and Communication Technologies (ICT), aims to promote effective educational methods, that add knowledge, participation and involvement to the more than five billion people who have access to the Internet and who have access to media resources.

Santos Junior & Monteiro (2020) state that "in a society where more than 5 billion people use mobile

phones, access to information becomes faster and faster." So fact is, that information can reach, quickly, anywhere in the world and the internet and mobile industry has grown exponentially in its manufacture and evolution of its technologies, either by increasing the speed of navigability or by increasing storage capacity on mobile devices.

Society is going through a broad process of transformation, especially in digital evolution. Nowadays, for example, many tasks - which were happening in person - are no longer carried out without the presence of digital devices, online. Then we live in a social context where connectivity and collaboration are part of the lives of millions of people from an early age (SANTOS JUNIOR E MONTEIRO, 2020).

The considerable use and, due to the need, the updating and the emergence of new and more Information and Communication Technologies (ICT), allowed access to information, improving the most diverse forms of communication and changing the teacher-student relationship in the school and/or academic environment. Currently, society has had significant space in the virtual world because of its presence and influence in digital technologies and interactive media, and this digital insertion has led teachers and students to great experiences in the teaching-learning process that involve teachers and students for collaboration, innovation, sharing and collectivity in virtual classrooms.

These CITs, now much that have ever been used to teach, were already, even timidly, discussed and little incorporated in classrooms, and these technologies lead to active methodologies, which are the educational means, currently, that have gained more space, in educational centers, in this period of pandemic.

Nowadays, the cell phone, which no longer represents synonymous with a luxury or fashion, is a necessity, it is the student's life in the palm of the hand, because it is these devices that allow access to data and information at any time or place. Schools and universities, for example, have, in the form of a loan, borrowed tablets for students to attend remote classes.

According to Siqueira (2005, p. 15),

In recent years, we have witnessed the emergence of numerous portable devices, such as notebook, laptop, handheld and Pocket PCs, in order to help this workforce that we will call mobile. These devices not only help us to eliminate the role in business processes, but also help us in managing appointments and contacts.

In view of this evolution, education and teaching-learning relations have sought to follow the social changes brought about by the growing use of digital technologies. The students, mostly already connected, have access to the most varied sources of research and information, being inside, in real time and instantly, the events that occur in the world. It is in this idea, of an urgent and rapid use of IT, that it is necessary to think and rethink about the use and how to use them in the classroom as an instrument for mediation and facilitator of the teaching-learning relationship, in the teacher-student union, today, separated, but at the same time, connected.

2. Educommunication

Educomunicação is part of a concept that unites Education + Communication. According to Soares (2011), "this term appeared published, for the first time, in 1999, to designate a new field of social intervention".

It was never possible to educate without communicating, because the basis of all social processes is communication that functions as the political substance that allows man access to the world, since it is present in everything that there is a connection between interlocutors or significant subjects.

Educommunication is defined as a set of actions aimed at integrating educational practices into the systematic study of communication systems, in addition to creating and strengthening communicative ecosystems in educational spaces, and improving the expressive and communicative coefficient of educational actions.

This concept has never been more present and stronger as it is today, so Ordinance No. 343 of March 17, 2020 came into force

Article 1. Authorize, on an exceptional level, the replacement of face-to-face disciplines, in progress, by classes that use means and information and communication technologies, within the limits established by the legislation in force, by a higher education institution that is part of the federal education system, which deals with Article 2 of Decree No. 9,235, of December 15, 2017 (BRASIL, 2020).

From then on, the studies were based through the so-called "interactivity". At first, the process was neither easy nor simple, it needed an update and the learning to do, both from the teacher, as an issuer, and to the student, receiver. The conditions of usability and knowledge in this area of THE STi, in many, was the minimum possible, and without knowing, with the months in progress, the teachers entered the process of educommunitors, that is, they were based on a pedagogical methodology that appropriates modern technological resources and communication techniques that value learning through interactive media.

The concern with technologies in education has been stimulated, in fact, both by the advancement of educational experiences in the field of technological virtuality and by the governmental mobilization in totake of the so-called "information economy" (SOARES, 2002).

With the arrival of the pandemic, these educational experiences have taken a boost encouraging teachers from all areas to communicate through screens. The Educommunication process, even with the advancement of technology, has not yet been for everyone. According to IBGE, about 82.7% of Brazilians have access to the Internet and these data refer to the year 2019. It is known that, with social isolation and many activities migrating to the remote, there was a need for some to install new internet services, for others, to increase speed.

But has the service been key? Taking into account Maranhão, there is a municipality that does not even have 4G technology and, according to ibge research, mobile devices have been the main means of internet access in the country, whether in the urban area or in rural areas.

The use of mobile phones to access the Internet has grown in Brazil. The devices are the main means of access to the network in the country, used by almost all Brazilians. (...) Until last year, three out of four Brazilians had access to the Internet and, among them, mobile phones were the most used equipment. Between 2017 and 2018, the percentage of people aged 10 years or older who accessed the internet through mobile phone went from 97% to 98.1%. The device is used both in the rural area, by 97.9% of those who access the internet, and in cities, by 98.1% (TOKARNIA, 2020).

Even if mobile devices are the most used, it is still necessary to have quality of communication, to have an internet that meets to ensure the teaching-learning process. There are Maranhão sites, which the main source of communication and teaching, in this remote period, has been the Messenger WhatsApp.

In this case, the teacher, especially early childhood education, needs to have creativity to teach students, aged 1 year and 7 months to 3 years, for example, who, being at home, constantly needs the support of parents and who are not always available, because many are already working in person, to assist their children in remote classes, according to an analysis carried out in Maranhão cities.

In many situations, these teachers, and here we have already referred to each other in general, make use of the messenger for asynchronous classes, in which the teacher passes an activity to deliver later, teaches a class in his home, records a video and sends by WhatsApp, receives the students' evaluations for these tools and so many other features that the teacher develops so that the student does not lose the focus of studies.

3. Technological mediation in the Pandemic

The use of technology has made the lives of everyone, or rather almost everyone, much more practical. The industries of applications, mobile devices, computers, websites, tools have grown innovative and renewed. With the perception that the world is now virtual and remote education, many companies began to invest much more in education systems, a subject that had already been discussed and which step by step was being incorporated into society. But with the acceleration, projects that would be implemented in the medium or long term, needed to be rushed and are already active.

Examples are those that have been most common for use: Google (through the GSuite for Education platform) and Microsoft Teams for Education. GSuite has an average of 50 apps that can easily be used for remote learning. Teams, unlike google, no longer has most of the features offered by the U.S. company, but there are applications that can also be useful.

Most young people today have mobile phones, and the vast majority have the most modern equipment, as well as use these devices for multiple purposes, including those that require internet access (BOTTENTUIT JUNIOR, 2012).

This understanding has led companies to develop, update and innovate in various applications that have been useful for remote teaching bringing dynamism to classes, transforming virtual rooms into a space of interaction. As an example, you can highlight tools such as Kahoot, Webquest, Padlet, Quizizz, Socrative, Slido, Jamboard, Wooclap, Anchor, Mentimeter, Nearpod, Quizlet, Vocaroo, Zoom, among many others that exist.

The technology has evolved very quickly allowing man almost all activities mobilely through laptops, such as notebooks, palmtop and increasingly modern and intelligent mobile phones (smartphones). Lately the traditional computer (desktop computer) has lost space for mobile devices (BOTTENTUIT JUNIOR, 2012).

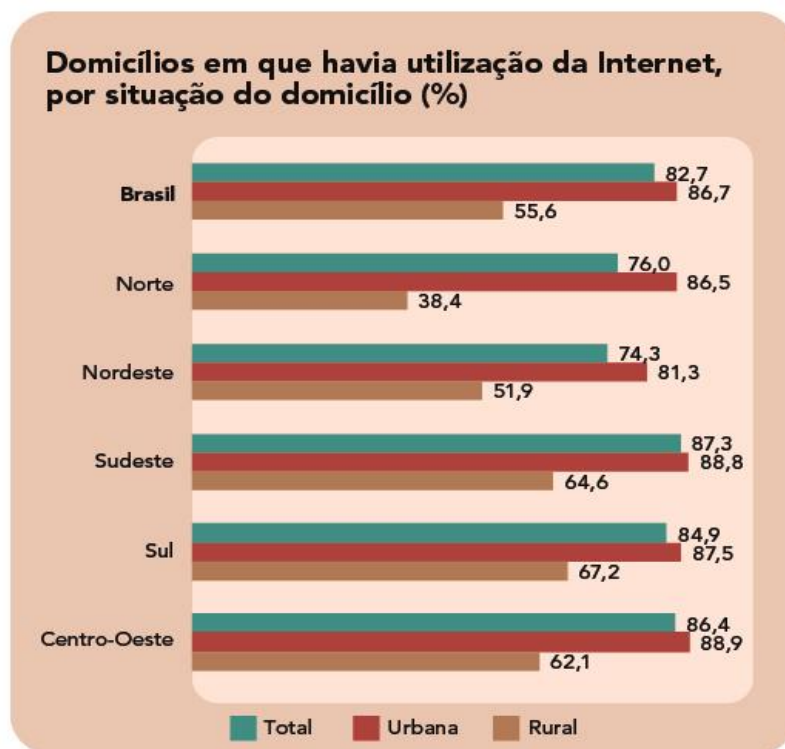
This statement emphasizes that companies also had to change their commercial tactics, making their platforms more responsive, to the point of being accessed via mobile without visual and aesthetic difficulties, in addition to creating specific applications for these purposes and for those who only use the mobile phone or tablet as the main means of internet access. The data pointed out by IBGE reveal exactly

that the number of mobile phones increased in relation to the number of personal computers.

These mobile devices feature lightweight, agile and low cost and mainly allow people to move when using these devices. This last feature has attracted more and more the man who now has a constant need for information, as well as to be connected to some virtual network, be it friendship, relationship or even work (BOTTENTUIT JUNIOR, 2012).

Brazil is ranked in the fifth country of daily use of mobile phones in the world. If before 2020, the user spent an average of three hours a day using the device, from now on, with the pandemic, Brazilians spend more time connected.

According to IBGE information (2019), the Internet was used in 82.7% of Brazilian households. Most of them are concentrated in the urban areas of the Great Regions of the country, as shown in the chart below:



Fonte: IBGE, Diretoria de Pesquisas, Coordenação de Trabalho e Rendimento, Pesquisa Nacional por Amostra de Domicílios Contínua 2019.

Also according to the survey of the agency, before the pandemic (2019), the main reasons for not using the Internet, in the urban area, was lack of interest in accessing the Internet, internet access service was expensive and no resident knew how to use the Internet. In rural, the main reason was the unavailability of the service, due to the inoperability of a 4G internet, which is stable, considering that in the interior of Maranhão, most cities use 3G internet and with signal instability.

The use of clouds has also been essential in this period, because it allows the sharing of larger files. With so many resources available and many of them focused on education, the National Telecommunications Agency (Anatel) revealed that, during quarantine, internet use in the country rose to 50%, this in June 2020, for 2021, this number reached 82.7% of people connected.

4. Final considerations

With the above, it is perceived that today people are more hostages to digital use and are "obliged" to learn tools that are emerging daily. Teachers are having to try their best to entertain students in their classes and, when carrying out their planning, already insert asynchronous or synchronous activities, based on the suggestions of applications inserted in this article.

It was possible to realize that even the numbers of people connected be high, but this is not synonymous with quality. The user may be connected but have an internet lower than what he needs to perform his remote activities, especially if it is mobile devices, in which the quality of operators is still short of a quiet access and not to mention the high cost of telecommunications companies in offering a financially accessible service.

After the pandemic, these media resources for education should continue, there will hardly be a setback, what will need is a greater investment by entrepreneurs and telecommunications industries so that they invest in the quality of service so that people, even low-income people, have access to these technological resources.

Also, it will be necessary an engagement on the part of parents and students in order to encourage and support in the participation of online activities.

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