DISTANCE EDUCATION IN THE CENTER FOR YOUTH AND ADULT EDUCATION OF ELEMENTARY SCHOOL IN ITAPIPOCA/CE: REPORT OF EXPERIENCE IN TEACHING PORTUGUESE LANGUAGE IN TIMES OF PANDEMIC

Ailton Batista de Albuquerque Junior[1],
Rachel Figueiredo Viana Martins Lima[2] and Ricael Spirandeli Rocha[3]
[1]Master in Public Policy Evaluation (UFC/CE) and Post-graduate student in Basic Education Teaching (IFMG), Brazil.
[2]Master's student in Public Policy Evaluation (UFC), Ceará, Brazil.
[3]Master's student in Technologies, Languages and Media in Education (IFTM). Teacher in the Post-graduation in Teaching in Basic Education (IFMG), Brazil.

ABSTRACT

The objectives of this article are to know from what perspectives the pedagogical practices of the Center for Youth and Adult Education (CEJA) of the Elementary School in Itapipoca/CE are configured, unveiling the methodological and didactic aspects present in the teaching practice of the CEJA teachers and to know what strategies the teachers are using to overcome the difficulties inherent to remote teaching. The methodological design, from a qualitative approach with the observation technique, counted on experience report, descriptively and bibliographically, through the main theoretical-methodological and technical-operational contributions of Albuquerque Junior and Silva (2017); Albuquerque Junior (2020); Beira and Nakamoto (2016); Branco (2016); Brazil (2002; 2018); Dias and Pinto (2020); Maia and Dias (2020); Maia and Mattar (2007); Deslandes and Gomes (2016); Moore and Kearsley (2010); Paiva (2020); Pereira (2017); Pereira and Bianco (2019); Prado (2017); Silva and Rocha (2020); Souza, Franco, and Costa (2016); UFRGS (2020); and UNESCO (2020), among other useful sources. In addition, the use of documentary research was fundamental to find the data referring to the secretariat of the alluded institution. In the end, it was found that DE must, throughout its course, develop motivating and meaningful activities, since if the students cannot follow the activities, they will become unmotivated, requiring a flexible and accessible curriculum through Virtual Learning Environments (VLE) and other technological tools.

KEYWORDS: *DE. VLE. Technologies. Applications. Mediation.*

1.INTRODUCTION:

Regarding Education, it is evident that the pandemic of COVID-19 resulted in a crisis, which reverberated in the temporary paralysis of face-to-face classes in schools, colleges, university centers and universities, causing losses in the cognitive teaching-learning process, affecting about 90% of the world's students (UNESCO, 2020).

In this sense, due to the emergency situation, the classes were abruptly replaced by the Emergency Remote Learning (ERE), i.e., a way to provide virtual classes in order to supply face-to-face education, since people would have to undergo social isolation as a way to reduce the number of infected people.

_____

_____

Based on this reality, the main questions are related to the pedagogical praxis in a Center for Youth and Adult Education (CEJA) for Elementary School, located in Itapipoca/CE, facing the context of social isolation during the COVID-19 pandemic.

The CEJA's public is made up of subjects that make up the segment of civil society that carries out the most precarious and informal jobs, besides unemployment, underemployment, and exploitation through outsourcing. In this way, these are the people who end up breaking out of their social isolation in search of work to survive, running the risk of not getting a job and, consequently, needing subsidies.

The present study aims to understand from what perspectives the pedagogical practices of the CEJA of Itapipoca/CE are configured, unveiling the methodological and didactic aspects present in the teaching practice of the CEJA teachers and to know what strategies the teachers are using to overcome the difficulties inherent to remote teaching.

Thus, the experience report is based on the qualitative approach, engendered in the tripod of theory, method and creativity (MINAYO; DESLANDES; GOMES, 2016). In addition, bibliographical support was used, since it is a prerequisite for any other modalities of academic-scientific investigations.

The article is divided into sections, beginning in section two on the EJA and the issues concerning the development of DE in contemporary times with their consequent demands; also dealing in subsections on the context that emphasizes the developments, impacts and consequences in EaD and current situated in the context of the pandemic of COVID-19; the third section deals with the methodological path of research, pointing the way, the techniques and modalities of research; the fourth section, substantiated in an experience report through the technique of observation, brings new elements about the present study. Finally, in the final considerations, the article highlights the need for investment in public policies to overcome the existing gaps in this new educational layout.

2 EJA AND EAD IN CONTEMPORARY TIMES

Youth and Adult Education (YAE) is a teaching modality whose purpose is to offer Elementary School (1st to 9th grades) and High School for those young people and adults who did not complete basic education at the appropriate age and who wish to resume their studies to continue the formal teaching-learning process.

Strictly speaking, the Law of Directives and Bases of National Education (LDB, no. 9.394/1996) through its article 37, states that: "youth and adult education will be aimed at those who did not have access to or continuity of studies in primary and secondary education at the proper age (BRASIL, 1996, p.17). Therefore, this educational modality will constitute a lifelong learning instrument, and it is even offered during the night shift to make it possible for workers to enjoy the right to education.

In fact, the training through EJA should preferably articulate the Professional Education to Basic Education, providing curricular and spatial flexibility, creating a contextualized education that considers the peculiarities of the audience, seeking to break with "the symmetry with the regular education for children and adolescents, in order to allow individualized paths and meaningful content for young people and adults" (BRASIL, 2010, p.10).

According to the current legislation, in relation to the duty of the State with public school education, according to its article 4, item VII, it is incumbent upon: "offering regular school education for youth and adults, with characteristics and modalities appropriate to their needs and availability" (Ibidem, p.2).

In these terms, the Public Power must ensure to the workers conditions of access and permanence in educational establishments. Moreover, according to its federative competence, the government is responsible for conducting an annual census of young people and adults who have not completed basic education at the appropriate age (BRASIL, 2013, p.1).

In fact, based on the characteristics of the learners, their interests and living and working conditions, the State, through the federal, state or municipal education system, must ensure, free of charge, to young people and/or adults, who could not carry out their studies at the recommended age, appropriate educational opportunities through courses and examinations (BRASIL, 1996). From these

_____

analytical perspectives, one can see the magnitude of the social function exercised by this type of EJA, since it should provide an inclusive, democratized, meaningful and contextualized education, by means of conceptual, procedural, and attitudinal knowledge.

The 9th goal of the National Education Plan (PNE) is to raise the literacy rate of people aged 15 and above to 93.5% by the end of 2015, and to eradicate absolute illiteracy by 2024, reducing the functional illiteracy rate by 50%. In this way, it will use 12 strategies to realize its demands, citing among them the creation of a supplementary income transfer benefit for those young people and adults who attend literacy courses.

In an effective way, a strategy proposed by the PNE, was to carry out evaluations by means of specific exams, allowing the appreciation of the literacy level of young people and adults from the age of 15 onwards. In this sense, we cite PREJA as a realization of this strategy, considering that since 2017 the federal government created the public policy of the National Examination for the Certification of Skills of Youth and Adults (Encceja), being used for the conclusion of elementary school and/or high school.

Strictly speaking, this Exam aims to evaluate and award certification of basic education to young people and adults, from four possible dimensions, namely: the National Encceja aimed at those living in Brazil; the National Encceja PPL, which should contemplate people deprived of liberty or those serving socio-educational measures, who have residence on Brazilian soil; the Encceja Exterior, for Brazilians who are living abroad and the Encceja Exterior PPL, for subjects deprived of liberty who live in other countries.

In this mosaic, the government should encourage, at all levels and modalities, the development of EaD and continuing education (BRASIL, 1996). Therefore, according to the current PNE, one of its strategies will be to "encourage the expansion of the supply of technical high school professional education in distance education, in order to expand the supply and democratize access to public and free professional education" (BRASIL, 2014, p.10). Thus, this planning intends to ensure the standard of quality in public education, guiding the use of technological resources as methodological and didactic strategies.

In addition to the context of EJA, it is noticeable from the perspective of Moore and Kearsley (2010), another modality, which is Distance Education (DE), the author stresses that DE is configured through a planned learning process, occurring in different locations and with specific training techniques, through communication tools and available technologies.

In this way, not just any type of class can be considered DE, requiring the mediation of technology, which differs from the past, because in the beginning of DE, learning took place through letters, with no technological means in the mediation process.

2.1 Technologies in times of pandemics

From the scenario of the COVID-19 pandemic, Brazil suffered one of the greatest killings in history, caused by a microscopic agent, the coronavirus, which causes the pathology COVID-19, that is, the name of the disease caused by the virus (BRASIL, 2020). In this bias, the disease appeared in China arriving only in Brazil in 2020, causing severe respiratory infections that led and is leading thousands of Brazilians to death.

The multiplicity of social rights that were once relegated to the background, are eroded from the reality posed by a precarious and collapsing Unified Health System (SUS), in which there is no full prophylaxis of the virus, with only palliative measures, considering that the vaccinations for immunization of the subjects are still under studies with imprecise forecast of conclusion until December of the current year or mid-2021.

In this universe, education, which already suffered harsh corrosions in its public policies, due to its extensive dismantling after the 2016 coup (PRADO, 2017), now finds itself unappealing in relation to the use of technological resources by teachers, because the government has not invested in continuous training that would take into account this contemporary demand of digital literacy of teachers and students, lacking the necessary infrastructure, such as lack of equipment and access to broadband internet of good quality.

_____
Journal for all Subjects : www.lbp.world

3

_____

From this understanding, Branco (2016) considers that the education of the twenty-first century is engendered in a perspective, predominantly expository based on banking education, which is forged from the denial of dialogue, given that "the educator is the one who says the word; the students, the ones who listen meekly; the educator is the one who disciplines; the students, the disciplined" (FREIRE, 2011, p. 68). That is, today, Brazilian education disregards the dialogue and the active role of the students in their teaching-learning process.

In this context, Maia and Dias (2020), add that the classes developed by means of the technologies, in addition to providing attitudinal, procedural, and conceptual knowledge, must also stimulate solidarity and resilience, aiming to minimize the negative psychological impacts of the pandemic on the students.

Thus, teachers would have to create strategies to deal with the prevention, elimination, or reduction of the aspects of anxiety, depression, and stress that confinement causes in quarantined students.

2.2 DE vs. Remote Learning: Getting to know the differences

It is necessary to make a clarification about Emergency Remote Learning (ERE) and Distance Education (DE), since both terms are confused as synonyms. In this logic, the cognate remote emphasizes the geographical distance, due to the decree that prevents teachers and students from attending educational institutions, in order to avoid the spread of the virus (UFRGS, 2020).

From this understanding, the DE modality is characterized as a teaching model that occurs in different places and times, in a planned and non-emergency way, to the detriment of the ERE, which happens, currently, as a measure, abrupt and extraordinary, temporarily approved by the MEC, this decision being taken so that educational institutions could run the school year of classroom classes, due to the social isolation caused by the COVID-19 pandemic.

In these terms, regarding EaD: "[...] both the didactic-pedagogical conception of EaD and its organizational and communicational logic and the teaching-learning relationship are based on mediation" (UFG, 2021). That is, the activities are performed with the support of multiple technologies with human resources qualified to perform their educational functions.

Therefore, the DE is characterized as an embryonic experience, and there is no typification of it in educational literature. In this sense, these non-face-to-face pedagogical activities can be carried out with or without the support of technologies. That said, this practice should not be considered as a teaching modality, as it is only an alternative layout for the maintenance of the teaching-learning process.

In relation to the emergency of remote teaching, this was justified because the layout of the classes had changed unexpectedly, reconfiguring or disconfiguring the Political and Pedagogical Project (PPP) of the 2020 school year. Therefore, in relation to remote teaching, the MEC has oriented the teaching systems that:

> Neste período de afastamento presencial, recomenda-se que as escolas orientem alunos e famílias a fazer um planejamento de estudos, com o acompanhamento do cumprimento das atividades pedagógicas não presenciais por mediadores familiares (BRASIL, 2020, p. 9)

Therefore, it is seen the importance of knowing the difference between these modalities and understanding that each one has its structure, however, it is up to the school unit, along with its managers, to use the type of modality that will best serve the students, aiming at the effective inclusion of all subjects.

2.2.1 DE and its possibilities as public policy

Based on DE as a public policy, Maia and Mattar (2007, p. 2) conceive it as "a type of education in which teachers and students are separated, planned by institutions, and which uses several communication technologies. In this view, the present format of education is regulated by specific legal

_____

_____

devices, namely: The Decree No. 9.057, of May 25, 2017, which creates the article 80 of the Law of National Guidelines and Bases of Education (LDB) - Law No. 9.394, of December 20, 1996.

According to Souza, Franco and Costa (2016), EaD cannot be seen as the only solution, since this education modality tends to increase already existing inequalities. Thus, there is no point in bringing a democratizing and inclusive discourse of this new layout, when a large portion of society does not have computers, cell phones and other equipment with internet access:

> Até porque, muitos no Brasil não têm acesso a computadores, celulares ou à *Internet* de qualidade - realidade constatada pelas secretarias de Educação de Estados e municípios no atual momento - e um número considerável alto de professores precisou aprender a utilizar as plataformas digitais, inserir atividades *online*, avaliar os estudantes a distância e produzir e inserir nas plataformas material que ajude o aluno a entender os conteúdos, além das usuais aulas gravadas e online (DIAS; PINTO, 2020, p.2).

There are those who argue that in a fully globalized planet, DE is breaking paradigms, bringing new possibilities, layouts and learning formats. In this sense, education professionals - teachers, technicians, advisors, among others, need constant continuous training to meet the demands and challenges based on change, creativity and an innovative spirit to keep up with the vicissitudes of the teaching-learning process via Technologies and Distance Education (DE).

This type of education stands out every day for its significant and colossal growth in modern times, and in 2018, in higher education, this type of education made up something over two million enrollments (INEP, 2019). According to data collected in the Census EAD.BR 2018, it was found that the main tool used, contemporaneously, in the EaD format classes are the teleclasses, in totally distance learning courses (92.6%) and in semi-attendance courses (81.8%). About the growing demand for courses in EaD modality, it can be noticed that there was an increase of 7% from 2017 to 2018, unfolding increasingly since the year 2015.

Thus, this growth was due to the evolution of resources arising from accessibility and usability that enabled the intensification of the use of strategies for the teaching-learning process, for example, the use of flipped classes, among other active methodologies (CENSO, 2018).

2.3 Unfoldings, Impacts and consequences in DE

In DE, the teaching-learning process gains sui generis formats and arrangements, allowing the learner the flexibility to choose convenient times and places for each reality. Through the Virtual Learning Environment (VLE) and with defined strategies, in DE it is possible to carry out the interaction of the student with his teacher/tutor and other colleagues.

Therefore, teachers/tutors are responsible for mediating the interactive, cognitive, and socioemotional processes that permeate the classroom context. From this perspective, Albuquerque Junior and Silva (2017) emphasize the role of the Public Authorities on the future of this modality, namely:

> Mesmo sendo antiga, para a Educação a Distância no Brasil ainda falta investimento do poder público para sua concretização, de forma a democratizar o ensino público onde todos possam ter acesso, atendendo as peculiaridades, inclusive regionais e climáticas, dos locais em que a educação presencial se torne inviável à realidade do cursista (ALBUQUERQUE JUNIOR E SILVA, 2017,p.43).

In this context, it can be observed that in the dissemination of EaD, the government can count on economic and social advantages for the country (SILVA; ROCHA, 2020). However, the discussion permeates divergent understandings, given that even with the plurality of benefits that this modality can provide, it is necessary to understand to which level of education (basic education and/or higher

_____

_____

education) it is directed, assessing the levels of competence of each audience. In other words, we cannot believe that students in Basic Education (Kindergarten, Elementary and High School) have the same aptitudes, competencies, and educational possibilities.

In this amalgam, DE as a strategy for Higher Education is a sine quo non condition for the educational, scientific, and technological development of a nation. However, Basic Education brings in its wake stratospheric challenges, starting with the students' digital literacy, which, in most cases, is not accomplished in regular school because the State, omitting itself from its constitutional prerogatives, relegates their technological literacy to the second plan. In these weavings, it is important to emphasize that the:

> [...]estudante enquanto sujeito histórico e transformador engendrado em proposições democráticas e democratizantes deve atuar de maneira ativa, condição *sine qua non* para construção de suas potencialidades cognoscitivas, sendo inconteste a relevância da dialogicidade como pressuposto para emancipação dos sujeitos que compõem novos modelos de educação em suas mais amplas possibilidades, posto que a EaD transcende a educação básica e a educação superior, estendendo-se às diversas modalidades, formas, níveis e itinerários formativos [...] (ALBUQUERQUE JUNIOR *et al.* 2020, p.2).

In Higher Education in EaD format, this mechanism can take its courses to places of difficult access, with great distance from the capitals; for those who cannot commute daily to face-to-face meetings; or for those who are subjected to a rigid routine and who do not have vacant spaces to attend the campuses.

Therefore, even with a diversity of attractive, motivating and enjoyable resources, aiming at student success, this modality shows large percentages of school dropout (ALVES, 2009). Meanwhile, any branch, whether public or private, will be subject to challenges, and currently, dropout is the main bottleneck encountered by representatives of Higher Education Institutions (HEI).

3 METHODOLOGICAL COURSE AND DESIRE

The methodological premise occurs from the bibliographic contribution, since it made use of other materials for theoretical-methodological, technical-operational and ethical-political grounding, being the references of books, theses, dissertations and articles a sine qua non condition for the constitution of the theoretical framework of any research modalities (GIL, 2019).

The contributions to the theoretical contribution about the whole discussed universe were based on: Albuquerque Junior and Silva (2017); Albuquerque Junior (2020); Beira and Nakamoto (2016); Branco (2016); Brazil (2002; 2018); Dias and Pinto (2020); Maia and Dias (2020); Maia and Mattar (2007); Minayo; Deslandes and Gomes (2016); GIL (2019); Moore and Kearsley (2010); Paiva (2020); Pereira (2017); Pereira and Bianco (2019);Prado (2017); Silva and Rocha (2020); Souza, Franco and Costa (2016); UFRGS (2020) and UNESCO (2020), among other fruitful sources.

In addition, documentary research was useful, through analysis of legal documents such as resolutions, laws, decrees and spreadsheets from the secretary of the CEJA of Itapipoca/CE; regarding the objectives of this study, it is configured as descriptive, since the description of the characteristics of certain groups was carried out, i.e., the pedagogical relationship between teachers of the alluded institution and their learners. Furthermore, it was essential to use the observation technique to verify the facts between the teacher-student binomial in the aforementioned institution.

From a qualitative approach based on the tripod theory-method-creative (MINAYO; DESLANDES; GOMES, 2016), the study is the result of an educational experience report, experienced in the classroom, which discusses educational experiences, contributing to the construction of knowledge in the pedagogical area. Nevertheless, personal and group experiences are evidenced, before the sui generis public, in an atypical conjuncture of classes in the EaD format.

_____

_____

This academic-scientific itinerary configured as an experience report, counted on the technique of the observation of the pedagogical praxis of the 37 teachers, allotted in the CEJA of Itapipoca/CE and the behavior of 33 students in the 4th, 5th, 6th, 7th, 8th, 9th in relation to the contents taught by the Whatsapp group, preserving the identity of all participants.

In this sense, Gil (2019), points out that by describing factors and experiences, the report is considered as descriptive research, since the description of the characteristics of certain groups, populations, events and/or phenomena occurred. Thus, one of its specificities lies in the fact that the systematic observation technique is used.

In relation to the locus of observation, in the time frame of March 5th 2021, the CEJA has 37 teachers and 141 students, distributed among 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, and 9th grades, besides special education/inclusive education. However, according to information from the institution's secretary, it is planned to open 20 more classes by the end of this month, totaling around 500 students.

4 RESULTS AND DISCUSSION

Contemporarily, in the context of the pandemic of COVID-19, during professional practice as a teacher of Portuguese Language and Physical Education, in CEJA of Itapipoca/CE, from the beginning of the school year 2021, it was identified conducts never seen before.

Among these behaviors, it is observed that the classes were taught through WhatsApp, using it to exchange written messages, audios, videos and files, instantly when connected to the internet instead of a platform or Virtual Learning Environment (VLE). In this sense, Paiva (2020, p.12), points out that:

> [...]alguns professores estão se comportando no ensino *on-line* de forma muito semelhante ao que faziam em sala de aula: ministrando aulas expositivas, se apoiando em *slides*, propondo discussões e solicitando textos escritos e aplicando provas. Outros estão aprendendo a fazer vídeos, se valendo da grande quantidade de ferramentas digitais e perdendo o medo de usar a tecnologia. Há, ainda, quem crie grupos no *WhatsApp* e salas no *Facebook* (PAIVA, 2020, p.12).

In view of the above, in classes with 16 students (6th/7th grade), only 1 or 2 people participated, delivering the proposed activities; in a class with 12 students (8th/9th grade) only one person delivered the activity and in classes with 5 people (4th/5th grade) most of the time no one delivered the proposed activity. These observations were found in all subjects, considering that the WhatsApp groups allow access to all students and teachers simultaneously.

The Managerial Nucleus created a project with the help of 5 readapted teachers (those teachers who, due to some health limitation, have been relocated to perform functions compatible with their current physical, mental or psychological condition), to try to raise awareness and motivate students about the importance of monitoring the remote classes and activities. In this way, the teachers would be in charge of contacting them daily to find out about their school obligations. However, many phone numbers were non-existent; some students reported their lack of time and others would view them, but did not answer.

In this amalgam, questions and reflections about the pedagogical practice of the teachers in their various curricular components, the (re)dimensioning given to the Pedagogical Political Project (PPP) and the evaluation methodologies and strategies of the teaching-learning process erupted, given the rapid and unexpected metamorphosis in the current educational paradigms.

In this scope, it is from the relationships of experiences that occur in the socio-occupational space that one can get to know the commitment and social responsibility of the teachers/school/students/family set, since citizenship is a social construction imbued with political assumptions (FREIRE, 2004), According to the materialist-historical-dialectical conception, the relations of action and/or omission are loaded with intentionalities when the subjects understand the contradiction and the games of interests in the capital-labor relation.

_____

_____

Strictly speaking, the basic education teachers were inserted in a space that they didn't know before, in a modality alien to their reality, since the municipal government of Itapipoca had not allowed any formation of this nature.

Thus, teachers had to re-dimension their pedagogical practice, many times on the spur of the moment, since they did not have the theoretical-methodological, technical-operational, and ethical-political support to face these new challenges with sufficient proficiency.

During the mid-2020s, the Municipal Education Secretary (SME) made a free-access platform available through Google, but many students had no idea how to use that environment, and some of them could not even read and write correctly. In addition, the city government did not provide any financial incentive to train the teachers, to buy notebooks, computers and/or tablets for teachers and/or students. In summary, education has entered new technological circuits, but the government has not been prepared to keep up with this pace.

Regarding attendance in this year of 2021, the students who answer via WhatsApp are rare. Thus, the pedagogical team decided to print the materials of the various subjects and deliver them to their homes, seeking greater proximity with the students.

Visibly, the classes are not interactive at all, since almost all teachers just give the page number of the book to be copied and ask them to send the results to their private. In other words, they are discouraging activities, in which the students do not feel the presence of the educator, because there are not even minimal attempts to motivate and call the student to overcome the barriers that hinder the teaching-learning process.

In this sense, Beira and Nakamoto (2016) emphasize that many basic education teachers are still incipient in relation to the use of Information and Communication Technologies (ICTs). In this logic, it is urgent that the teaching staff be qualified to act in front of the new demands with the use of technologies in their pedagogical praxis.

Pereira and Bianco (2019) advocate continuous and permanent teacher training, and their experiences should be valued. Thus, the authors emphasize the existence of three basic elements for the teaching-learning process to achieve success in its cognitive aspects, namely: student, teacher, and learning situation. The quality of this tripod constitutes a sine qua non condition for the student to acquire attitudinal, procedural, conceptual knowledge, and skills to achieve better results.

When noticing the repeated absences of the students in the groups, the idea of sporadic face-to-face meetings was created, setting up hybrid education (with face-to-face and distance meetings), however, this idea was rethought, noting that it could be an empathetic and solidary attitude, but it could even be criminal, since the government has not regulated this possibility. Thus, due to the public health issue and to protect myself legally, I gave up this option.

However, regarding the hybrid teaching in this context, I think it is a viable alternative, if it is regulated by the Itapipoca City Hall (PMI), considering that in basic education, I defend a practice with the aid of technological resources, but I am against the total implementation of DE in detriment of physical presence.

In view of this, many students do not have the financial resources to buy technological equipment and pay for quality internet, possibilities that could allow the realization of synchronous activities (in real time), considering that in the view of Pereira (2017) smartphones would become strategic multimedia resources for the teaching-learning process, allowing the use of photos, videos and messages as means of appropriation of the objects of knowledge.

In view of the above, there is urgency in the union of efforts between the Public Power through the different federated entities (municipality, State and Union) and civil society, aiming to support educational institutions in this complex educational task in a sui generis situation.

Therefore, from this perspective, it is evident that this discussion points out that in addition to the theoretical-methodological, technical-operational, and ethical-political knowledge, the training via Youth and Adult Education (YAE) intends to account for the exercise of a pedagogical praxis that places the learner as the protagonist of his or her social role, recognizing himself or herself as an individual who builds history, changing society and suffering the changes it provides to citizens, by means of the historical-dialectical materialism (BRASIL, 2002).

_____

_____

In perceptive discussion, what we observe are teachers and students isolated in their homes, using their own cell phones, computers, tablets, internet, and other technological resources as an alternative way to avoid greater cognitive losses in the teaching-learning process.

5 FINAL CONSIDERATIONS

On the contrary, if poorly planned, it can cause devastating consequences, especially in Basic Education, where the subjects are in the development phase of their aptitudes and skills, and where a large part of the students are not inserted in the context of the technological literacy circuits.

It was found that a useful way to improve the teaching-learning process would be to invest in an accessible and intuitive platform with gamification resources in which the student feels at ease to operate without risks and greater complexity. Moreover, the teacher-tutor is a fundamental link for the interaction between curriculum, knowledge, and learning.

In this sense, there is a lack of public policies at the federal, state, and municipal levels to meet the real needs of the teaching-learning process, since, even with the abrupt and sinister experiences of the previous year, no public policy has been created in order to overcome this situation. Thus, public education coexists with a policy of improvisation, disregarding investments in technological resources, equipment, and educational inputs.

In the specific case of CEJA, the Public Power should think about the creation of a public policy that would guarantee an aid or scholarship so that these students could pay for part of their studies in this new scenario, because they need quality internet, computers, notebooks and powerful cell phones, among other expenses.

REFERENCES

ALBURQUERQUE JUNIOR, Ailton Batista de; SILVA, Marta Alves. Capacitação em EaD para tutores no curso de especialização em formação pedagógica para docentes no IFCE: uma análise da práxis pedagógica. **Conexões, Ciência e Tecnologia.** Fortaleza/CE, v. 11, n. 2, p. 36 - 44, jul. 2017. Disponível em: encurtador.com.br/oDTY8f. Acesso em: 05 mar. 2021.

ALBURQUERQUE JUNIOR, Ailton Batista de.*et al.*Ensino e Educação a Distância (EaD) no Instituto Federal de Educação, Ciência e Tecnologia do Ceará (IFCE): análises e perspectivas da política pública em questão. **Review of Research**, volume 9, edição 9, junho, 2020. Disponível em: encurtador.com.br/c0689. Acesso em: 05 mar. 2021.

ALVES, L.; Um olhar pedagógico das interfaces do Moodle. In: Lynn; Barros, Daniela; Okada, Alexandra (Org.). **MOODLE:** Estratégias Pedagógicas e Estudos de Caso. Salvador: Eduneb, p 187-201. 2009.

ASSOCIAÇÃO BRASILEIRA DE EDUCAÇÃO A DISTÂNCIA (ABED). CENSO EAD. BR 2018. **Relatório analítico da aprendizagem a distância no Brasil 2018**. Curitiba: InterSaberes, 2019.

BEIRA, Diovane; NAKAMOTO, Paula. A Formação docente inicial e continuada prepara os Professores para o Uso das Tecnologias de Informação e Comunicação (TICs) em sala de aula? *In*: **Anais do Workshop de Informática na Escola**. 2016. p. 825.

BRANCO, S. Direito a Educação, Novas Tecnologias e Limites da Lei de direitos Autorais. **Cultura Livre**. 2016. Disponível em: http://egov.ufsc.br/portal/sites/default/files/direito_a_educacao_novas_tecnologias_e_limites_da_lei_de.pdf. Acesso em: 05 mar. 2021.

BRASIL. LEI Nº 13.005, DE 25 DE JUNHO DE 2014.Aprova o Plano Nacional de Educação - PNE e dá outras providências. Disponível em: http://www.planalto.gov.br/cciviL_03/_ato2011-2014/2014/lei/l13005.htm. Acesso em: 13 mar. 2021.

BRASIL. **RESOLUÇÃO Nº 4, DE 13 DE JULHO DE 2010**. Define Diretrizes Curriculares Nacionais Gerais para a Educação Básica. Disponível em: http://portal.mec.gov.br/dmdocuments/rceb004_10.pdf. Acesso em: 13 mar. 2021.

BRASIL. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP). **Censo da Educação Superior 2018**. Brasília: MEC/INEP, 2019.

_____

_____

BRASIL. Ministério da Educação. Secretaria de Educação Fundamental. **Proposta Curricular para a educação de jovens e adultos**: segundo segmento do Ensino Fundamental: 5a a 8a série:introdução. v. 1. 2002.

BRASIL. Ministério da Educação. **Parecer CNE/CP Nº: 5/2020**. Reorganização do Calendário Escolar e da possibilidade de cômputo de atividades não presenciais para fins de cumprimento da carga horária mínima anual, em razão da Pandemia da COVID-19. Brasília: Conselho Nacional de Educação, 2020. Disponível em: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=145011-pcp005-20&category_slug=marco-2020-pdf&Itemid=30192. Acesso em 13 mar. 2021.

BRASIL. LEI Nº 9.394, DE 20 DE DEZEMBRO DE 1996. Estabelece as diretrizes e bases da educação nacional. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/l9394.htm. Acesso em: 13 mar. 2021.

BRASIL. LEI Nº 12.796, DE 4 DE ABRIL DE 2013.Altera a Lei nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, para dispor sobre a formação dos profissionais da educação e dar outras providências. Disponível em: http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2013/Lei/L12796.htm#art1.   Acesso em: 13 mar. 2021.

BRASIL. Ministério da Saúde. **Sobre a doença**. Disponível em:encurtador.com.br/MX024. Acesso em: 13 de mar. 2021.

DIAS, Érika; PINTO, Fátima Cunha Ferreira. A Educação e a Covid-19, **Ensaio: aval. pol. públ. Educ.** vol.28 no.108 Rio de Janeiro Jul./Sept. 2020. Epub July 06, 2020. Disponível em: encurtador.com.br/psyJN. Acesso em: 04 mar. 2021.

FREIRE, Paulo. **Pedagogia da Tolerância**. São Paulo: UNESP, 2004.

FREIRE, Paulo. **Pedagogia do Oprimido**. Rio de Janeiro: Paz e Terra, 2011.

GIL. Antonio Carlos. **Métodos e técnicas de pesquisa social**. 7º ed. São Paulo: Atlas, 2019.

MAIA, B. R.; DIAS, P. C. Ansiedade, depressão e estresse em estudantes universitários: o impacto da COVID-19. **Estudos de Psicologia** (Campinas), Campinas, v. 37, e200067, 2020. Disponível em: encurtador.com.br/cdAB6. Acesso em: 04 mar.2021.

MAIA, C.; MATTAR, J. **ABC da EaD**: a Educação a Distância hoje. São Paulo: Pearson, 2007.

MINAYO. Maria Cecília de Souza; DESLANDES, Suely Ferreira; GOMES, Romeu. **Pesquisa social:** teoria, método e criatividade. Petrópolis-RJ: Vozes, 2016. (Série Manuais Acadêmicos)

MOORE, M.; KEARSLEY, G. **Educação a distância:** uma visão integrada. São Paulo: Cengage Learning, 2010.

PAIVA, Vera Lúcia Menezes de Oliveira e. Ensino remoto ou ensino a distância: efeitos da pandemia. **Estudos Universitários: revista de cultura**, v. 37 | n. 1 e 2, dez. 2020. Disponível em: encurtador.com.br/ijLRV. Acesso em: 04 mar. 2021.

PEREIRA, Márcio Donizete. **Estudo da poluição sonora por estudantes do Ensino Médio usando smartphone**. 138 f. : 30 cm. Dissertação (mestrado)-Universidade Federal de São Carlos, campus Sorocaba, 2017. Disponível em: encurtador.com.br/wzEHM. Acesso em: 05 mar. 2021.

PEREIRA, Márcio Donizete; BIANCO, Luís Cláudio Montesano Simone. Os jogos no ensino de ciências e matemática: suas possibilidades de aplicações e suas limitações. **Scientia Vitae,** v.7, n.23, p. 37-41, jan./mar. 2019.

PRADO, Cassio Vilela. **O Golpe na Presidenta Dilma Rousseff:** Golpeachment.São Paulo: Createspace Independent Publishing Platform, 2017.

SILVA, C. M. M. DA.; ROCHA, J. V. DA. Novas Tecnologias Aplicadas na EAD: um Estudo de Caso Sobre Retenção e Evasão Escolar no Ensino Superior. **EaD em Foco**, v. 10, n. 2, e919, 2020. Disponível em: encurtador.com.br/fpxAX. Acesso em: 05 mar.2021.

SOUZA, S.; FRANCO, V. S.; COSTA, M. L. F. Educação a distância na ótica discente. **Educação e Pesquisa,** São Paulo, v. 42, n. 1, p. 99-114, jan./mar. 2016. Disponível em: encurtador.com.br/bgABD. Acesso em: 04 mar. 2021.

_____

_____

UFG. Universidade Federal de Goiás. **Qual a diferença entre EaD e Ensino Remoto?** Disponível em: https://www.fic.ufg.br/p/34551-qual-a-diferenca-entre-ead-e-ensino-remoto. Acesso em: 12 mar. 2021.

UFRGS. **Coronavírus**. Artigo: O Ensino Remoto Emergencial e a Educação a Distância. 6 de julho de 2020. Disponível em: encurtador.com.br/CEG15. Acesso em 04 mar. 2021.

UNESCO. A Comissão Futuros da Educação da Unesco apela ao planejamento antecipado contra o aumento das desigualdades após a COVID-19. Paris: **Unesco**, 16 abr. 2020. Disponível em: encurtador.com.br/xMNZ7. Acesso em: 04 de mar.2021.

_____