What changes in the teaching and learning remotely?

Rosângela Agnoletto & Vera C. Queiroz

Education and other areas of contemporary life have been drastically affected by the need for social isolation resulting from the Covid-19 pandemic that devastated the world.

In recent times, discussions, and reflections on teaching have grown given the pressing and mandatory need for teaching remotely.

And suddenly, the teacher who wouldn't give up chalk contact ended up behind a screen, and "on-off" became his reality. And these same teachers rooted in their old teaching practices were not only challenged in their scientific knowledge, but also in their ability to deal with the unexpected technological, emotional and, why not say futuristic.

The students, in turn, more than professional knowledge, seek, in such uncertain times, navigational charts and paths to build individual and collective knowledge to apply throughout their lives, and that makes them capable of facing a new time. It is worth reinforcing a new time that seems to have been "zeroed" in its count., which restart as if it were a new beginning of an era.

A time to restart as if it were the beginning of a new era.

What was foreseen and unexpected have an impact in the classroom, teaching exercise, and in the experience of learning with the other and with the world in the same circumstances of isolation.

It is interesting that, not long ago, people talked about the unfair competition of the world outside the "school walls" that stole the attention of students with so many offers of distraction. Today, the competition is even greater and more diffuse. The life, which entertains, teaches, and works, is at the click of a finger. Most people had to learn to live without the external world, and suddenly, life began to be mediated by computer screens or mobile devices.

This new condition that breaks with the external social world also brings with it unexpected handling of the emotions that drives and guides the cognitive and metacognitive processes.

From "show class" to "live class", motivational strategies need to take into account the implicit feelings.

The relationship between teachers and students that was already worn out and ineffective to meet the demands of modern society, had to be quickly revised, seeking new looks, contours, and biases.

It is important to note that the dichotomy between teachers and students is more easily and quickly diluted in the digital environment, as teachers and students "get closer" (even remotely) and become

active and collaborative partners in the educational process. So it is already known that the element "capture emotion" is fundamental in this partnership contract.

The partnership process is not simple. It involves risk-taking on the part of the teacher when confronted with unexpected questions and feels uncomfortable not to have a prompt answer. It is not common in the teaching profession to tell the students that they are going to find the answer together. However, accepting the inexperience and limitations is an essential exercise in the development of teaching that recognizes in the other a collaborating ally.

It is also not easy to recognize the care and welcome of others in their demands and needs.

So, in the partnership between teachers and students, we seek to develop not only cognitive skills and abilities but also skills and abilities linked to emotional intelligence: collaboration, cooperation, empathy, sociability, and leadership. The latter, less worked on and developed in the traditional classroom, become valuable and relevant in remote teaching.

Ludic activities are interesting didactic tools

Another point worth highlighting is that communication and interaction between learning actors in remote education become vital for effective and meaningful learning. Therefore, engaging students in the educational process is a fundamental role of the teacher, especially at this time of anxiety, fears, and the need to adapt to the new format of teaching online.

In this new teaching model, knowledge of **the student's profile** for planning adjustment and elaboration is more than ever indispensable. Through simple, short, objective multiple-choice questionnaires, the profile of each student can be outlined. The questionnaire helps teachers evaluate the needs and limitations of each student easily. A volunteer monitor to assist the teacher in gathering student´s profile data can be a good practice.

The volunteer monitor can also help the teacher with attendance, participation, and specific student needs, whether technical or otherwise. In the case of teaching-related issues, it is up to the monitor to pass them on to the teacher so that the teacher can give the appropriate referral.

To approach and work with content, the teacher can create a webinar with the possibility of questions via chat on the same platform or presented simultaneously via Youtube with open chat for queries. In this case, a voluntary monitor is required, which also transmits the questions asked via Youtube chat for the teacher to answer. Platforms like Whatsapp and Telegram also lend themselves to this new communication and even with greater fluidity and speed.

After the presentation of the content, ludic activities are exciting educational tools for good learning. Besides being pleasant and motivating, they arouse the desire to learn and fix in a "game-like" way concepts and contents studied. Games (with possible awards), short quizzes, quick questions, collaborative spreadsheets (where everyone can "see" each other and give an opinion on the answers of others, and have immediate feedback), and the creation of wikis are some examples of ludic activities that can also develop cognitive and metacognitive skills. In addition, they also give feedback to the teacher on the learning path of the students.

It is also recommended that the teacher make a synthesis of the content studied to clarify possible misunderstandings at the end (just as it should be done in a face-to-face class). At the beginning of the next class, review the main points discussed in the previous session, before continuing with the new content. Again, this can be done with simple questions to verify what the student has retained.

The difference between the student profiles demands didactic-pedagogical activities should be diversified and planned to create motivation, interest, and engagement. Individually available resources and the rhythm and time circumstances for studies are among the watchwords in organizing and balancing synchronous and asynchronous activities on online platforms or in multi-platform tools and applications.

The balance between synchronous and asynchronous activities includes social and emotional issues

The balance between synchronous and asynchronous activities includes social and emotional issues. To the extent that there is good and adequate mediation involving themes, participation, times, and activities, the commitment and engagement of the learner can improve and, consequently, there is greater openness to learning.

Asynchronous activities, like discussion forums, aim to expand a theme and present convergent and divergent points of view. Regarding these activities, teachers are essential to guide the students in a respectful way of addressing the other when they disagree with their opinion or point of view. The more students engage in discussions in the forum, with critical and reflective positions, the more productive and meaningful the learning is. Hence, the need for learner engagement.

Seeking the opinion of those who participate little or not, (the so-called "listeners") and paying attention to the reason for non-participation or low participation is a challenge for every teacher.

Synchronous moments must fit into the classroom architecture, providing feedback, new issues, unresolved issues, and above all, relationships. Relationships that decrease distance and bring comfort and safety.

The evaluation in remote education must be procedural throughout the educational journey, so planning and new proposals based on the needs and difficulties of students are thought out and put into practice. As a suggestion for evaluation activities, short and directed activities, multiple-choice activities, or games with scores based on student performance can be developed. Such activities have proven to be motivating and effective in learning. Learners must be informed of how the process will take place so that they become an active participant. It is worth remembering that there are online teaching platforms that have tools for developing exercises, thus facilitating the teacher's work.

For formative evaluations, short thematic presentations made in small groups of students (such as those presented via hangout) are examples of activities that for the elaboration combine synchronous and asynchronous moments and that usually have success.

As can be seen, several changes occur when teaching and learning occur exclusively in the digital environment. The language, script, and tools are different from those commonly used by teachers and
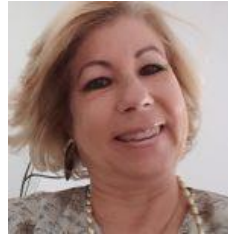
students in traditional classrooms and can scare at first. However, this new experience brings a new look to education. What used to be frightening and was one more option has now become unique. It is no longer a matter of rehearsing for the virtual world, but of diving into it.

Rosângela Agnoletto *has a master's in Education from Universidade Estácio de Sá.*

Vera C. Queiroz *has a Ph.D. in Education from the Universidade de São Paulo and researcher at CEST-USP.*

Academic Coordinator: Edison Spina

This article is a result of the authors' ascertainment and analysis, without compulsorily reflecting CEST's opinion.