COVID-19 and the challenges in Education

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The idea that teachers should adopt digital technologies in a favorable environment is not new. An environment that gives confidence, security, and the necessary time for the exploration, evaluation, adequacy, and improvements of the experiments performed.

The history sequence breaks paradigms and creates the environment and time, as if it wanted to go backward, in search of urgent demands for strategies to be adopted in all areas of society.

There is an ongoing attempt to launch packages of emergency measures, mostly adopting the use of digital technologies. Most of the world's governments, concerned with safeguarding their economies from the chaos caused by the COVID-19 pandemic, are doing this.

In the case of educational institutions, and teachers, a package is launched. A package to be ingested in a bombastic dose, both by teachers without experience with digital technologies and by teachers that already adopt digital technologies in their educational practices. Only with the purpose of "saving" the educational programs.

But how many teachers are ready to teach in online environments? What changes in traditional paradigms should be observed before application? How to properly switch classes to a virtual classroom? How to properly guide students to perform in virtual environments, with teachers and students in the same boat and some teachers just starting their journey in the virtual world?

> The mark of this time is called "uncertainty."

The logic of "going digital" is not simple. It has complex ingredients as urgency, readiness to deal with Virtual Management System (VMS) and online teaching tools, digital fluency, and the necessity of dealing with the emotions of fear and boredom of social isolation

The mark of this time is uncertainty. Therefore, classes must rigorously consider all the already inherent educational challenges:

- planning linked to learning objectives;
- diversity of didactic-pedagogical materials and resources;
- motivating activities;
- students' profile;
- diagnostic and procedural assessments of learning;
- validation of the effectiveness and relevance of the methodology used.

A key issue in these times of pandemic is to provide all students with access to the Internet, and consequently, to online learning platforms and tools. But is this possible, even in times of emergency?

The good teacher knows he must work with the syllabus well to be successful with the students' learning. To achieve the main objective, communicating the content involves motivating, involving, and engaging each student in the teaching and learning process.

The logic is one for all, and this "all" is represented by many rhythms, stories, differences, evolutions, and personalized times. And now, everyone is both together and separated by the threat of the COVID-19.

In the package of educational challenges, there are many stages. Some of them are done at the same time:

- individual guidance;
- group mentoring;
- constant follow-up and feedback;
- support for those who do not participate in online activities (seeking reasons for that);
- development of the competence of social coexistence even in confinement situations;
- development of attitudes of empathy and collaboration.

It is the teacher's job to establish the approach of the one or the all, exercising an education for life in a moment that reigns the fear of death. Many might be thinking right now the reason for studying if we're worried about saving our lives. It is up to the teacher on stage to prepare the students for the future, remembering that we must have hope and that death or changes, even the radical ones, bring new beginnings. Therefore, we must prepare ourselves for the changes in the best way possible.

The big challenge is set.

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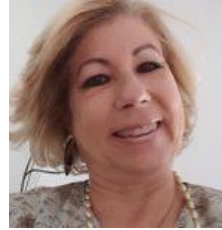
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