

## The perception of a group of students about the context of remote education

ARTIGO

Francisco Karisson Chagas Lima <sup>i</sup>

Escola de Ensino Médio em Tempo Integral Josefa Alves Bezerra, Jucás, CE, Brasil

Josefa Lúcia Morais Silva <sup>ii</sup>

Escola de Ensino Médio em Tempo Integral Josefa Alves Bezerra, Jucás, CE, Brasil

### Abstract

The proposal presents an experience of using academic research tools to carry out a study on the perception of students in remote learning: what did students learn? Did they learn? And How do you qualify the lessons learned in the face of the pandemic context? To solve the problems presented, we used quantitative/qualitative research through an electronic form with a representative universe of students who are following the classes synchronously in the researched institution. To support the research debates, we used the thinking of authors such as Amante, Cartoni and Costa about remote teaching methodologies and distance education. From the answers, it was possible to reflect on the difficulties of access that each one faces in the face of reality, and produce scientific knowledge to debate teaching-learning, as well as strengthen practice, technological knowledge, and how students and teachers are making use of skills and digital skills.

**Keywords:** Remote teaching. Education. Teaching methodology.

### A percepção de um grupo de alunos sobre o contexto da educação remota

#### Resumo

A proposta apresenta uma experiência de utilização das ferramentas de pesquisa acadêmica para realizar um estudo sobre a percepção dos alunos no aprendizado remoto: o que os alunos aprenderam? Se aprenderam? E Como qualificam os aprendizados que estão tendo diante do contexto pandêmico? Para resolução das problemáticas apresentadas utilizamos a pesquisa quantitativa/qualitativa por meio de um formulário eletrônico com um universo representativo dos alunos que estão acompanhando as aulas de forma síncrona na instituição pesquisada. Para fundamentar os debates da pesquisa utilizamos o pensamento de autores como Amante, Cartoni e Costa sobre metodologias de ensino remoto e educação a distância. A partir das respostas foi possível refletir sobre as dificuldades de acesso que cada um enfrenta diante da realidade, e produzir conhecimento científico para debater o ensino-aprendizagem, bem como fortalecer a prática, conhecimento tecnológico, e como alunos e professores estão fazendo uso das habilidades e competências digitais.

**Palavras-chave:** Ensino remoto. Educação. Metodologia de ensino.

## 1 Introduction

Before we talk about remote classes, we must understand the context of the experience that we are living and that this is not necessarily the virtual class modality proposed by the methodology (Distance Education - DL). The DL modality is composed of an intentional class purpose with structure and method and specific audience, our reality presents itself in fact as a way out to minimize the damage that the much needed social distance in times of pandemic forced us to.

Also understand that access to technologies does not guarantee learning, interaction, educational success, if education has not yet collapsed it is because a group of education professionals have not only made use of technological resources, but have readapted the pedagogical proposals that ensures the use of technologies.

According to Costa (2016, 30), education in Brazil in the ODL mode came to "correct the failed educational system that failed to universalize and democratize education. However, remote education does not reach the methodologies of the ODL modality, nor do public educational institutions, students, and teachers have the habits to act at the juncture that they were subjected to the sudden surprise imposed by COVID-19, realizing that the advance in the educational system has not yet reached the continental dimension of the country or had political decisions that would enable the universality of education.

With this understanding it is possible to move forward with Other discussions that present themselves in the sense of understanding how the school, the teachers, and especially the students are being impacted pedagogically with remote learning. We developed this study with the intention of presenting a clipping about the perception of a group of students from EEMTI Josefa Alves Bezerra in the city of Jucás, in the countryside of Ceará, about the predominant context of remote classes in which our educational system is inserted.

Education moves towards adaptations to the dynamic spaces in cyberculture, even with the evident disparity of access and democratization of public policies on rights and technological fruition.

In this understanding, more and more the educational processes become dynamic and connected to the culture of mass communication, and these resources were/are not always incorporated into the educational process. The advent of the Internet, globalization, and the consequent cyberculture point to the phenomenon of technological influence in the educational scenario, since the school is an integral part of social changes.

With the advance of globalization and the entry of cyberculture in the teaching-learning processes new methodologies and mechanisms of didactic design were emerging and collaborating for the effectuation of knowledge, Santos (2019, p. 35) points to the expansion of these technologies in teaching and that "new plural spaces emerged, as well as cultural manifestations emerged in cyberspace extrapolating its technological limits, leaving marks and interventions in cities and in the various educational networks."

These contexts of change are not always well received and need to be constantly taken up again or rethought and when we talk about the changes proposed by the digital influence the resistance becomes even greater. For the researchers Amante, Oliveira and Pereira (p. 137, 2017) "The new digital contexts have been influencing all social spheres and also the educational sphere, despite the fact that educational contexts are traditionally resistant to change."

To perceive how students see themselves and see the methodologies that are being applied at school, constitutes a relevant tool for reflection and possible change of course in the construction of teaching-learning methods adopted by the institution. The study may also foster discussions about the need to adopt a greater number of active methodologies, contributing to a greater perception of learning.

The problem that we intend to overcome with the proposed study is the lack of data that points to the real perception of the institution's students about how the teaching-learning process is reaching them, if the institution is adapting the teaching methodologies, if they consider the learning acquired sufficient for the educational objectives, and how is the quality of access. In view of these problems, some

hypotheses may be verified, such as the possible need to adopt more diversified teaching methodologies and the perception of partial or incomplete learning of the contents.

In order to solve the proposed discussions we aim to present a qualitative quantitative study that presents a clipping about the students' perception about the context of the remote classes and may serve at the end as an object of reflection and originalize changes in the teaching-learning path of the institution.

## 2. Methodology

The construction of the methodological path for this study and the consequent verification of the hypotheses that solve its problematic begins with a bibliographical survey in order to subsidize the discussions that were proposed. The study is characterized by the union of quantitative and qualitative research. According to Silva and Menezes (2001), the quantitative approach uses quantitative methods, considering that everything can be quantified. According to Cartoni (2009), the qualitative is concerned with describing and identifying the nature of the activity, without using quantitative methods.

To collect data from the target audience of the study, a structured Google form questionnaire was used with questions that sought to know how students are perceiving the access to and the quality of the teaching methodologies adopted.

The application of the questionnaire aims to understand the effectiveness of student learning in the context of remote teaching, listing the range of diversity within the reality of virtual classes. According to Lakatos, (2003, p. 158) "The sum of the material collected, usable and appropriate will vary according to the investigator's ability, experience and capacity to discover important clues or subsidies for his work". Thus the applicability of the questionnaires besides being necessary is, importance for the effectiveness of the proposed work.

The universe investigated is made up of a sample of students from the 1st, 2nd and 3rd grade classes of the educational institution who are participating synchronously in the remote classes and who were willing to answer the questionnaire in the period between November 24 and November 28, 2020, comprising a total of 15 students.

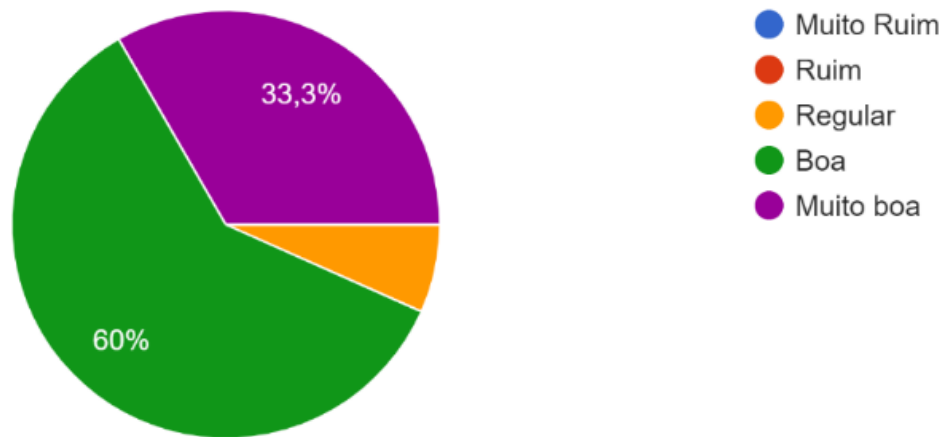
### 3. Results and Discussion

The analysis process begins with a look at the universe studied and the representativeness of the data in this scenario. The school currently has an average of 90 students who have access to synchronous classes, and the research was able to talk to 15 of them, constituting approximately 17% of the total number of students, a sampling percentage considered sufficient for the transposition of reality. When we proceed with the analysis of the objectification proposed to the participants we can perceive the fragility of the knowledge built by the students in a remote way, taking into account social disparities, the culture of study and their involvement during the remote classes.

The first question presented to the students sought the way they qualify the classes that are being taught, the statement "How do you consider the training you are receiving during the remote classes?", in response to the question the student had 5 options that in numerical scalar form the marking "very bad" would be equivalent to 0.0 and "very good" to 10.0. The answers are shown in the following graph and show that despite the difficulties that remote classes offer, students recognize and value the importance of the training that the institution offers.

Graph 01 Data question 01

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Source: The author.

The next question sought to raise how students who are participating synchronously in institutional activities are coping with access difficulties, whether due to technical problems with equipment or network access, and thus build the real scenario of the adversities that these students face to maintain attendance and presence in class.

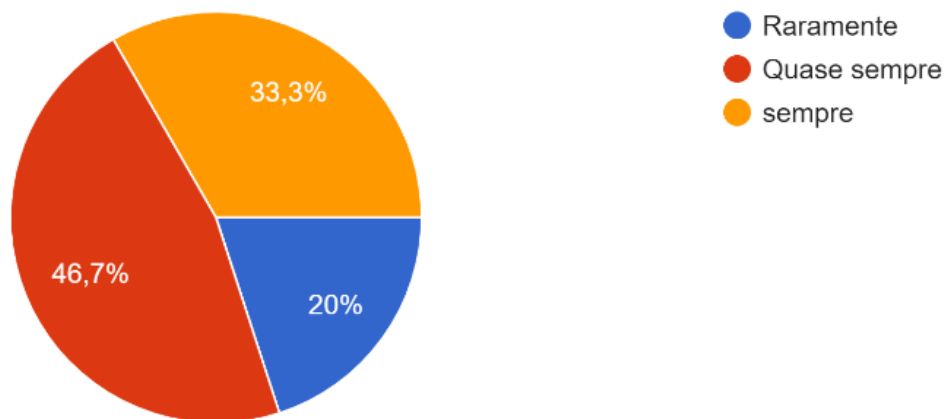
The question "Have you ever been unable to participate in class due to technical problems with access, internet or malfunctioning equipment?" was answered "rarely" by 11 of the 15 students, and almost 30% "almost always". From this scenario, it is possible to analyze that there is a percentage of students – of those who are synchronous - who still have problems getting access, but still participate in the activities.

The survey also sought the students' perception as to the diversity of methodologies that are being applied by the teachers, and in particular the diversified and technological methodologies. The command of the question was: "Have teachers used methodologies adapted to remote classes (online quizzes, websites with games, podcasts or other technological tools for teaching)? The answers drew a lot of attention because they transposed the inclination that students have to opt for different

teaching methods and that seek learning in a diversified way. Another analysis that emerges with the consolidated data is that in the students' perception, only in 33.3% of the classes there is the frequent presence of these methodologies, a fact that serves as an alert for teachers and institution of the need to incorporate more frequently the diversified teaching.

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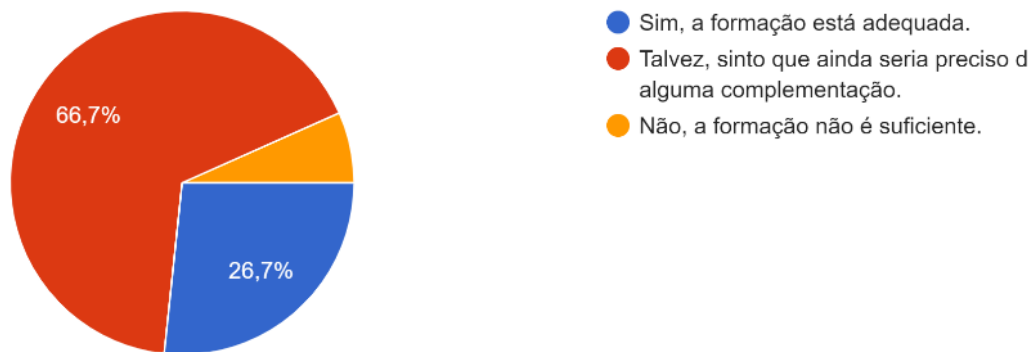
Graph 02 - Data question 03



Source: The author.

We also questioned the students about how they projected the training they are receiving in the remote classes into their lives. The direction of the question was: Do you believe you could enter a higher education institution or the job market with the training you are receiving during the remote classes? The answers are presented in the chart below:

Graph 03 - Data question 04



Source: The author.

The surprising data in Graph 3 is the percentage of students who believe that their education is insufficient and that it needs to be complemented or that they consider their education to be totally insufficient, an accumulation of 73.3% of the students interviewed. This data serves as a warning to the institution of the need to adopt in the continuation of teaching, methodologies that diagnose these difficulties and promote a special study regime in order to complement the teaching in a satisfactory way.

The last question was an open space for the students to express how they wish the methodological directions of the classes to follow, the command was: "If you could make any suggestion about the teaching methodologies of your professors during the remote classes what would you say?". In order to add even more to the debate, we present the three suggestions considered most relevant in this regard:

"Student 01 - Make a more dynamic class. Ex: classes with quizzes frequently, because when the teacher gives his explanation about the subject and he would pass a quiz to give a review of the content. I believe that we students would learn more easily."

"Student 02 - More attention to problem solving in relation to technical errors. I have not been attending classes for a few days due to problems with my Google meet, I have already contacted you and it has not been solved.."

"Student 03 - I say you are doing super well and keep it up, congratulations"



Student 01 reinforces the need to adopt diversified methodologies and the students' identification with gamification and proximity to technological tools, which is inherent to this generation. Student 02 highlights the technological problems of access, and consequently the interference in the teaching-learning objectives. Student 03 recognizes in his speech the role of the teacher, which leads to the understanding that students also understand the technical difficulties that class faces.

#### 4. Final considerations

Reflecting on the research, the issues raised, and the results obtained, the relevance of this article adds to the teacher's listening to the students, in order to promote changes in the ways of teaching-learning during the period of remote classes. The research also contributes to the active listening and the debate about the technologies used in the remote classes in order to change or introduce new methodologies.

In view of the above, we can see how valuable the democratic process of listening to the teaching-learning actors is in order to understand the current educational context and the immersion of technologies in pedagogical practices.

The knowledge produced intended to study the reality of the remote classes in the institution and emerged as the fruit of the knowledge discussed and acquired during the courses, trainings, lectures, among others, and materialized in the formation of a collective of teacher researchers who sign this research. For all these reasons, the study is materialized as a way to promote discussions about the educational issue nowadays.

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<sup>i</sup> **Francisco Karisson Chagas Lima**, ORCID: <https://orcid.org/0000-0002-3754-1092>

Escola de Ensino Médio em Tempo Integral Josefa Alves Bezerra  
Licenciado em Química (IFCE), especialista em Educação Profissional e Tecnológica (IFCE), professor da EEMTI Josefa Alves Bezerra (SEDUC/CE)

Contribuição de autoria: análise dos dados, escrita, revisão e orientação do texto.

Lattes: <http://lattes.cnpq.br/5241743922789294>

E-mail: [karissonlima@hotmail.com](mailto:karissonlima@hotmail.com)

<sup>ii</sup> **Josefa Lúcia Moraes Silva**, ORCID: <https://orcid.org/0000-0001-8466-2359>

Escola de Ensino Médio em Tempo Integral Josefa Alves Bezerra  
Licenciatura em História (UVA); graduanda Bacharel em Serviço Social (IFCE) – Campus Iguatu – CE, “Lato Sensu” em História e Cultura Africana e Afro-brasileira, professora da EEMTI Josefa Alves Bezerra (SEDUC/CE)

Contribuição de autoria: análise dos dados, escrita, revisão e orientação do texto.

Lattes: <http://lattes.cnpq.br/8542915521023018>

E-mail: [luiguatu01@gmail.com](mailto:luiguatu01@gmail.com)

**Responsible Publisher:** Cristine Brandenburg

**Ad-hoc expert:** Maria de Lourdes da Silva Neta e Nara Lucia Gomes

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**How to cite this article (ABNT):**

LIMA, Francisco Karisson Chagas; SILVA, Josefa Lúcia Morais. A percepção de um grupo de alunos sobre o contexto da educação remota. **Rev.Pemo**, Fortaleza, v. 4, e7088, 2022. Disponível em: <https://revistas.uece.br/index.php/revpemo/article/view/7088>