



**Remote Education in pandemic times: a case study about the family experience of  
Elementary School Students II**

**Ensino Remoto em tempos de pandemia: um estudo de caso acerca da experiência familiar  
de estudantes do Ensino Fundamental II**

**Geórgia Santana da Silva Mansur**

Universidade Federal Fluminense (UFF)  
Itaperuna/RJ-Brasil

**Geórgia Regina Rodrigues Gomes**

Universidade Federal Fluminense (UFF)  
Itaperuna/RJ-Brasil

**Matheus Carvalho do Nascimento**

Universidade Federal Fluminense (UFF)  
Santo Antônio de Pádua/RJ-Brasil

**Abstract**

This article sought to analyze the remote teaching process developed during the COVID-19 pandemic, based on the perception of parents and guardians of lower secondary education students, considering its impacts on the school–family relationship and on the teaching and learning process. The study aimed to analyze the challenges and possibilities of this modality through an exploratory field research with a mixed-methods approach, using questionnaires applied to parents and guardians of students from the 6th to the 9th grades of a municipal public school in Apiacá, Espírito Santo, Brazil. The data demonstrated difficulties related to lack of pedagogical knowledge, organization of domestic routines, students' low motivation and concentration, and limited interaction with teachers. It is concluded that remote teaching revealed structural fragilities of public education and reinforced the importance of strengthening school–family partnerships.

**Keywords:** Emergency remote teaching; School–family relationship; Pandemic;

**Resumo**

Este artigo buscou analisar o processo de ensino remoto desenvolvido durante a pandemia de COVID-19, com base na percepção de pais e responsáveis de estudantes do ensino fundamental II, considerando seus impactos na relação escola–família e no processo de ensino e aprendizagem. O estudo teve como objetivo analisar os desafios e as possibilidades dessa modalidade por meio de uma pesquisa de campo exploratória, com abordagem de métodos mistos, utilizando questionários aplicados a pais e responsáveis de alunos do 6º ao 9º ano de uma escola pública municipal em Apiacá, Espírito Santo, Brasil. Os dados evidenciaram dificuldades relacionadas à falta de conhecimentos pedagógicos, à organização das rotinas domésticas, à baixa motivação e concentração dos estudantes e à interação limitada com os professores. Conclui-se que o ensino remoto revelou fragilidades estruturais da educação pública e reforçou a importância de fortalecer as parcerias entre escola e família.

**Palavras-chave:** Ensino remoto emergencial; Relação escola-família; Pandemia.

## **Introduction**

The COVID-19 pandemic imposed profound changes on social dynamics and on the organization of educational systems worldwide. In order to reduce the effects of social distancing on the continuity of schooling, schools and teachers were required to adopt emergency strategies, among which the implementation of remote teaching stood out as one of the main alternatives. Such a process resulted in the transposition of educational activities from the school environment to the domestic context, demanding rapid adaptations in pedagogical practices, in teaching methodologies, and in the routines of students, teachers, and their families.

This sudden reconfiguration of the educational process intensified discussions about the use of digital technologies in education and about the relevance of considering the different socioeconomic realities of students and teachers when implementing such strategies. Although remote teaching emerged as a necessary response to an exceptional situation, its adoption exposed historical inequalities related to digital inclusion, access to technological resources, and pedagogical support, especially in public education systems.

In this context, the school–family relationship gained centrality, since families began to assume a more direct role in monitoring and supporting students' learning processes. Homes became, in many cases, the main learning environment, particularly for children and adolescents who depend on guidance to organize their study routines and to use technological tools. However, not all families have the material, pedagogical, or cultural conditions required to fulfill this role, which raises important questions about the limits and possibilities of remote teaching.

Based on this scenario, the following research problem was defined: How has the remote teaching process developed during the COVID-19 pandemic impacted the school–family relationship and the learning process of lower secondary education students in the context of public education?

Thus, this study aimed to analyze the remote teaching process during the pandemic from the perception of parents and guardians of lower secondary education students enrolled in a municipal public school in Apiacá, Espírito Santo, Brazil, identifying challenges, difficulties, and possibilities related to this modality. The study is justified by its relevance and timeliness, as it seeks to contribute to the understanding of local realities and to the

production of scientific knowledge that may support the formulation of pedagogical strategies and public policies more sensitive to social inequalities and to the demands of contemporary education.

### **Family/School Relationship at Times of Pandemic and the Insertion of Remote Learning**

Children and adolescents' formation is mainly formed by relationships set in two environments, namely: family and school. Thus, these two social institutions are part of the main socialization environments for the construction of identities and individuals' formation, which are essential features for a dignifying human development. Both environments, somehow, contribute to the technical-educational and citizen formation of children and adolescents. Thus, it is important having in mind that there is interaction between school and families, so that it can help individuals' formation process (Dessen; Polonia, 2007).

Schools play the role of developing the technical cognitive and social insertion process, whereas families represent the space for affective and valuing socialization. Moreover, one must always remember that one institution completes the role played by the other (Dessen; Polonia, 2007). Therefore,

[...] technological, social and economic changes favor transformations in family structure, organization and standards, as well as in its members' expectations and roles. Family constitution and structure, in their turn, affect the elaboration of knowledge and interaction ways in families' routines [...] Children learn to manage and solve conflicts in family environment, to control their emotions, to express different feelings that form interpersonal relationships, to deal with diversities and contingencies of life [...] The school is a diversified development and learning context, i.e., a place that gathers different knowledge, activities, rules and values, which is full of conflicts, problems and differences (Mahoney, 2002). It is in this physical, psychological, social and cultural space that individuals process their global development, based on programs of activities performed inside the classroom and outside it (Rego, 2003). The school system, besides involving a whole range of people with different features, includes a significant number of continuous and complex interactions due to students' development stages. It regards a multi-cultural environment that also includes the construction of affective bonds and the preparation for insertion in society (Oliveira, 2000). Therefore, the school rises as fundamental institution for individuals and their construction, as well as for the evolution of society and mankind (Davies et al., 1997; Rego, 2003). In compliance with this concept, schools must provide psychological resources for man's intellectual, social and cultural evolution (Hedeggard, 2002; Rego, 2003). By developing the articulation of culturally organized knowledge through systematic activities, it enables the appropriation of accumulated experience and ways of thinking, acting and interacting with the world, based on this very experience (Dessen; Polonia, 2007, p. 22-23).

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Therefore, relationships deriving from teaching and family institutions are essential for individuals' formation and development as social beings. From a broader observation scale, school and family have strong influence on humanity's development, as a whole. Thus, a sudden disruption of historical and traditional functioning and interactions in these institutions, due to the pandemic, can have significant effect on individuals' development process and on humanity, itself. These effects remain unknown, so they need to be better understood, either to the likely need of remediating associated-negative aspects or to think about new forms of school/family interactions, in the present times and in the future (Dessen; Polonia, 2007).

Students' educational routine during the pandemic was fully transferred to the domestic context. Parents and other family members became tutors, education-process assessors. Contact with schoolmates was suddenly interrupted and family became students' main daily socialization center and social reference. This unexpected transformation changed perceptions, experiences and expectations. From the school's perspective, education practices had to be redesigned at record time and transferred from the education environment. Actually, for real, teachers had to actively share with students' parents and guardians the role of tutors/teachers. Besides challenges linked to interpersonal relationships, the socioeconomic context of institutions, teachers and families also stood out within this scenario, and it contributed to an uneven and unequal experience with this remote teaching/learning process (Machado, 2020).

The adjustment made in regular teaching to turn it into remote learning brought along several challenges to be faced by the involved actors. Teachers and schools had to rethink and create new educational practices and adjust them to the discipline matrix, as well as to adjust pedagogical activities to the emerging needs. Students, in their turn, were taken from their daily social circle at school and families had to deal with the responsibility of including students' educational activities in their daily routines, rather than just managing daily domestic activities. Parents/guardians were taken by surprise! All of a sudden, they had to deal with two remarkable situations: organizing their work routines that, in some cases, were also influenced by the pandemic; and getting concerned with lack of work due to the

pandemic. Therefore, some families had to seek new income sources and support their children's educational activities (Machado, 2020).

Parents and guardians' complains about the aforementioned frame were constant, because they could not efficiently follow-up and support students' teaching/learning process. Moreover, they got physically and emotionally exhausted, besides reporting lack of technical and content knowledge about the taught subjects, the need to work, either at home or out; some parents were not even literate or finished school. This particular element shines light on dysfunctionality deriving from experiences with remote learning (Machado, 2020).

According to Kirchner (2020), it is necessary having constant information exchange between different actors involved in this process in order to better perform in making adjustments to remote learning, so that it can be possible enhancing the adopted techniques and models. Thus, schools, students, teachers, families, education secretariats, governments, public authorities, among others, must be in constant contact, mainly when it comes to the family/school interaction, since this is the best way to provide to and help students to achieve a good experience.

Pedagogical planning, activities and methodologies must be often reformulated and rearranged. The perception and considerations about different social, economic and cultural realities, mainly at family scope, are essential within the transformation and cognition process applied to a new teaching/learning model. The whole pedagogical planning must take into account local capabilities and realities, either by the family or by institutions and teachers, themselves. It would not be prudent creating dazzling models, setting surreal targets and applying activities that did not reach their target public, namely: students. The school, mainly the public one, needs to think about the student in an individualized way, by acknowledging its needs, peculiarities and vulnerabilities. Within this educational experience, "the stronger the established bond, the more families get committed to this process" (Kirchner, 2020, p. 50).

In light of the foregoing, family and school are the main actors in children and adolescents' cognitive and social formation process. Thus, it is not just the school, but also home, that form one of the main spaces for students' teaching/learning process. The pandemic did not trigger discussions and the need of interaction between these two actors, since it had always been there. However, due to remote learning, this relationship was in the

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mainstream, and put family in the very core of this matter, besides potentiating the discussion about it. It is essential understanding and rethinking about the role of parents and guardians' participation in students' teaching/learning process, not just at times of remote learning, but far beyond it (Souza, 2012).

[...] promoting co-responsibility demands challenges. However, the change and the family/school integration perspective must be encouraged and constantly analyzed. This struggle is necessary to contribute to students' teaching/learning process, because, it is only with family interaction with school that students will have not just a good training, but they will be prepared to take actions to face difficulties that will certainly come throughout life (Souza, 2012, p. 6).

Thus, the theoretical reference chosen for the present study aimed at introducing some concepts about academic constructions related to the teaching/learning process and to school/family interrelations, with emphasis on the remote learning time resulting from needs posed by the pandemic.

### **Methods**

The present study followed the applied-research design. It was developed through previous theoretical analysis and subsequent field study, based on the theoretical/methodological reference by Godoy (1995), Deshaies (1992), Triviños (1987), Lakatos and Marconi, (2003).

The field study had exploratory profile, and was developed through interviews focused on questionnaire application. The questionnaire had previously standardized and ordered questions aimed at elementary school students' parents and guardians. Students were enrolled in the 6<sup>th</sup> to 9<sup>th</sup> year of Municipal School Maria de Lourdes Alves, Apiacá County, Espírito Santo State, Brazil.

With respect to the research instrument, according to Deshaies (1992):

A questionnaire is an investigation instrument aimed at gathering information oftentimes based on a representative group of the assessed population. In order to do so, a whole series of questions that cover a topic of interest for researchers are made, but there is no straight interaction between researchers and respondents (Deschaies, 1992, p.55).

Respondents were adult individuals, parents and guardians of students enrolled in the herein assessed school, whose participation was free and informed – they signed the free and informed consent form. Respondents agreed on participating in the research. The present

study ensured identity secrecy to respondents and the preservation of their image, as well as of their children. The recorded data were publicized without identifying the participants, or showing discrimination or stigmatization.

Questionnaires were digitally sent out (Google Forms Platform) at the first phase of the research. However, it was possible observing that students' parents and guardians did not adhere to this research format. They clearly had a hard time accessing and handling this resource type. Thus, questionnaires were made physically available at the second research-phase - they were printed and handed out. This process showed higher adhesion by students' parents and guardians. As questionnaires were handed back in, answers were transferred to the Google Forms tool, which was used as mechanism to better gather, catalogue and generate results based on the collected information.

The application of these questionnaires aimed at better understanding students' family members' behaviors and perceptions according to their experience with remote learning at times of pandemic. The school intermediated this research process, since it handed out the questionnaire and collected the answered ones. The herein assessed school has 207 students enrolled in the 6<sup>th</sup> to 9<sup>th</sup> grades of elementary school, who were properly enrolled in 2021; 62 parents of this total accepted to participate in the research by answering the questions made to them.

The survey allowed identifying demographic data, social features, behaviors and perceptions by both respondents and their families. It enabled conducting a qualitative and quantitative analysis to feature and categorize the gathered information. Results were presented at the end of the analysis process.

Finally, result analysis and discussion will be presented. They will regard the herein addressed topic, and introduce the acquired information about respondents' demographic data, as well as the challenges, perceptions, difficulties and strategies reported by parents and guardians of students enrolled in the 6<sup>th</sup> to 9<sup>th</sup> year of an elementary school, whose kids had their educational routines followed-up during the social distancing time. This section will be followed by final remarks.

Although this research involved human participants, it is characterized as a public opinion survey with non-identified participants, conducted through anonymous questionnaires, without collection of personal, sensitive, or identifiable data. Therefore, in

accordance with Article 1, sole paragraph, item I, of Resolution No. 510, of April 7, 2016, of the Brazilian National Health Council, which states that public opinion research with non-identified participants is not required to be registered or evaluated by the CEP/CONEP system, this study was exempt from submission to a Research Ethics Committee. Nevertheless, ethical principles related to voluntary participation, informed consent, confidentiality, and data protection were strictly observed.

### **Result Analysis and Discussion**

Based on the performed research, it was possible observing that remote learning is substantiated by the use of alternative tools, such as digital teaching and communication transmission platforms, to make it possible carrying out virtual meetings, didactic content transmission and the development of educational activities, as well as transmitting knowledge and making evaluations. It aims at catching up with the school year, which suffered with the impact of social distancing due to the COVID-19 pandemic. Remote teaching/learning process development allowed using synchronic and/or asynchronous tools, in combination or in separate. The pandemic period represented a revolution in teaching due to the use of new communication and information technologies to access teaching and learning (Ardana *et al.*, 2021).

One of the greatest challenges identified by families during this experience was the hard time having support with school contents, due to parents/guardians' lack of instruction and qualification, mainly in public school students' families (Paulo; Araújo; Oliveira, 2020).

The public school network tended to use techniques that depended on more sophisticated technological resources, such as content transmission in WhatsApp and availability of printed materials to take school closer to students' family reality. Thus, it was possible providing contents and activities, recommendations, and talk to parents and guardians, answer their doubts, among others (Paulo; Araújo; Oliveira, 2020).

Briefly, the main challenges reported by respondents, according to their experience, were described as follows: a) lack of pedagogical knowledge by parents and guardians; b) lack of contact with teachers; c) lack of time to follow children's student routine; d) hard time accessing new technological/educational resources; e) hard time organizing a domestic routine that would match students' educational routine.

Parents and guardians also answered about the main difficulties identified in students due to remote learning. They were listed as follows, in this very order: a) lack of concentration; b) lack of motivation; c) lack of school socialization; d) sense of insecurity.

The use of new information, communication and computer technologies is not new in the education universe. Even before the pandemic, there was an irreversible movement to include these resources in the education universe, although it was discreet in the elementary school universe, mainly in public school networks. However, the pandemic period potentiated this trend, and opened room for the need of discussing and understanding this new reality and educational context. Nevertheless, including new technologies in schools is a great challenge, because it demands a whole cultural, structuring and institutional transformation, either in schools or in teachers, students and in their families. “In order to teach through technologies it is necessary learning with technologies” (Santos; Neto, 2021, p. 2).

The role of teachers in this new educational context significantly changed. Teachers embody the part of mediators and of those in charge of encouraging knowledge. They do so by exceeding the perspective of ‘teacher to transmit content’. Thus, broadening the use of technologies in the teaching/learning process, requires students to play a more pro-active and participatory role in this leaning relationship. Similarly, when one talks about children and adolescents’ education, it also demands families’ closer participation in and interaction with this teaching/learning process (Santos; Neto, 2021).

Accordingly, school as social formation institution, plays the role of individuals’ full development in order to turn them into capable citizens with whole formation, as critical subjects of a new social dynamics in the world context, given the community outspread of COVID-19 in all continents, a fact that has featured it as pandemic, which has potentiated the use of technological asynchronous and synchronic tools for urgent remote learning (Santos; Neto, 2021, p. 3).

Based on answers by the parents and guardians of students in the herein assessed school, and on their perception, remote learning overall reduces the quality of learning and the process to make students closer to learning. Moreover, new technologies tend to take these students away from the education process. However, 27.4% of respondents gave the opposite answer, and they reported that the use of on-line teaching platforms may modernize the teaching/learning process.

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Information technologies must be used as mediation instrument in children and adolescents' education, but never to replace the role and relevance of school and teachers. These technologies, at some point, are already used in families' routines for several functions, such as leisure, recreation, communication, among others. The application of these resources in education would represent one more way to make these tools useful, since they are available for the general public, without seeking to replace the traditional on-site learning, but to add to it. It regards a process to adjust to new methods and methodologies 'by using technological tools added to the teaching approach in search of knowledge' (Almeida; Mendes; Araújo, 2021, p. 314). However, in order to reach such a goal, it is necessary having good guidance, pedagogical planning and adequate strategies, as well as good management of resources, without disregarding the needs of students and their families, of schools and teachers.

One of the great novelties in children and adolescents' educational process derive from remote learning, since it used synchronic tools to develop learning activities. These synchronic tools have already been quite used in companies and Distance Learning environments, but they focused on adult teaching. Nowadays, they are available for a younger and broader public; so, they brought along the need of further discussions about accessibility and the need of investments in new technologies, mainly when they are managed according to the reality of Brazilian public schools (Santos; Neto, 2021).

Reality in public schools varies. There are different regional and socioeconomic contexts that can end up impairing the digital inclusion process in basic education. Not all public schools, in all regions in the country, have access to good-quality internet; not all students and their families have access to internet or have devices such as computers, tablets or smartphones, not all parents or guardians have the right conditions and knowledge to help their children with these tools. Thus, it is not possible talking about changing the teaching/learning process without addressing associated social issues: illiteracy, poverty, geographic matters, digital exclusion, among others (Santos; Neto, 2021).

If one compares theoretical information to the herein recorded data, it is possible observing a common point: remote learning had negative impact on low-income families that have low-schooling members, mainly in states' hinterlands and in families with larger numbers of members. Middle class families that had children enrolled in private schools lived in more

urbanized areas and accounted for more members, tended to report a more positive experience with, and to be more interested in, remote learning. The negative impact on this scenario mostly regards the psychological aspects of remote learning, in comparison to access to and handling technological materials and resources (Santos; Neto, 2021).

Active learning methods based on the Reversed Classroom Model (Bergmann; Sams, 2012; Espinosa, Araújo; Veit, 2016), such as the Matching Learning (Novak *et al.*, 1999; Araújo; Mazur, 2013), point out strategies for teachers to take into account students' perspective in order to conduct their classes. The teacher can ask students, at an asynchronous moment, to read a text or to watch a movie, and to answer to a brief questionnaire with questions about the assessed content and with a feedback questions, which requires students to point out the doubts and difficulties they had to assess the subject. In a synchronic moment (or asynchronous, if the context demands it), the teacher can make short speeches to answer to students' doubts during the asynchronous task. Thus, it is possible giving support to autonomy, encouraging motivation and, consequently, students' engagement (Paula *et al.*, 2021, p. 9).

The scope of the present field study also allowed noticing that lack of, or hard time accessing, technologies or the internet were not listed along with the main difficulties faced by the herein assessed students' families. The following difficulties stood out among the listed ones: students' lack of concentration; hard time organizing the domestic routine and parents/guardians' lack of knowledge about the discipline to be taught.

Remote teaching/learning process success depends on double engagement: family and school. It is important for students to be surrounded by a network of functionalist relationships, which involves family, school (as institution), teachers and classmates. Remote learning must allow interaction among parts involved in performing the activities, because, besides transmitting and producing knowledge, learning must provide the ability to socialize a critical thinking. Students must experience the medium they are inserted in, because education success also depends on sensory skills. "The combination of academic and social support is essential to encourage students' engagement" (Paula, *et al.*, 2021, p. 7).

Cognitive engagement can be triggered when students are placed in groups to debate about different viewpoints, and to get some support from their classmates [...] the quality of contents and materials available also influences online learning engagement, involves well-organized activities, exposes clear learning goals and their easy use in the digital context (Paula *et al.*, p. 7-8).

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Accordingly, Almeida, Mendes, Araújo (2021) reinforced that using technological resources in children and adolescents' education requires pedagogical adjustments in propositions by Paulo Freire. No matter the method or methodology to be used in the teaching/learning process, education must be changing, liberating and horizontal. There must be learning and knowledge democratization, because human intellectual development is only possible by sharing ideas and experiences. "Communication Pedagogy, disregards the adopted technology, because it is a methodological issue, rather than a matter of resources" (Almeida; Mendes; Araújo, 2021, p. 316). The educational process is a system under constant evolution, indeed. Thus, learning and the insertion of new dynamics in it are inevitable moves, otherwise, the school would become a static institution; it would be lost in time and disconnected from real life. It would stop aiming at forming and developing people, to embody the role of passing out formulas and tabulated knowledge. The pandemic reinforced the urgent need of rethinking the school and education techniques, and this is the reason why teachers, students and their families have reported so many difficulties to cope with the sudden changes brought by it. If we reason about it, these changes are not that "new", as they have been addressed (Almeida; Mendes; Araújo, 2021).

With respect to the understanding of families involved in the herein carried out case study, it was possible observing that the pandemic period and the adoption of remote learning did not improve families' relationship with the education institution. Actually, it was observed that even before the pandemic, most parents/guardians did not have a regular routine of getting involved with both the school and the educational process of their children, in a healthy way.

Thus, it was clear seeing that there were different experiences with remote learning. The field study did not allow identifying significant changes in parents/guardians' engagement in students' school routine. However, other studies presented opposite conclusions, and it reinforces the differences in experiences. Ardana (2021) showed that there was closer bond between school and family during the remote learning period. However, his study was carried out in private schools, different from the socioeconomic context the present study was performed in. Thus, some studies report the modernization of students' education, others mention failure in learning through the remote learning process.

As for the possibility of reopening schools and the return to on-site classes, there was not consensus about the current scenario, if it would, or not, be the right moment to return to activities at school. The use of a hybrid learning process, when part of the activities is developed in the classroom and some other activities are performed remotely – it would work as a re-adaptation to regular learning - is an intermediate alternative that has been discussed. From this perspective, the hybrid learning process could also emerge as alternative to times after the current exceptional moment, and become a possibility to enhance the learning modalities to be provided by schools, mainly in an environment that has been acquiring more communication and information technological resources that are also available for the general public (Ardana, 2021).

When it comes to challenges and difficulties reported by respondents in the survey, the main points to be mentioned are a) lack of pedagogical training and knowledge; b) lack of contact with teachers; c) lack of time to follow children's studies; d) lack of access to technological resources used in the remote learning process; e) hard time organizing the domestic routine in combination to students' school routines. Yet, from the perspective of parents and guardians, there was increase in lack of concentration, lack of motivation, insecurity and the need of interaction and socialization at school.

Other results were also observed: a) approximately half of parents/guardians have informed to have suffered with income reduction during the pandemic; b) most respondents understood that it is important to maintain and insert information and communication technologies in students' school life; c) most respondents also reported to have observed the need of keeping balance between facing the sanitary crisis and school activities; d) most respondents also reported to understand the relevance of developing remote learning/teaching activities, as the way to keep the school year going; e) respondents reported to have reinforced the sense of relevance of school and teachers due to the pandemic and remote learning.

It is worth highlighting that inserting new technologies in education routine must be a very well planned and organized task; otherwise, there is the risk of both impairing the educational process and creating more barriers and segregation, mainly within the public school context. Actions or urgent strategies were demanding during the pandemic; however, thinking about a new post-pandemic education process, with outcomes and experiences

deriving from remote learning, requires closer attention, and strategic and pedagogical planning (Silva, 2021). However, this renovation move as it seems, is a point of no return. According to Silva (2021, s.p.), “forces get organized to ultimately turn the school model into an excluding remote model”.

The pandemic has reinforced inequalities and excluding processes prior to the remote learning time. They resulted from clear socioeconomic and regional inequalities experienced by students, their families, schools and teachers. The school, and the teaching/learning process, must work as instrument to promote human development and dignity; they must fight inequalities, generate income and mitigate poverty. However, a poorly-elaborated educational planning works opposite ways, since it can reinforce inequalities and exclusion (Silva, 2021).

### **Final Remarks**

This study aimed to analyze the remote teaching process developed during the COVID-19 pandemic from the perception of parents and guardians of lower secondary education students, identifying challenges, difficulties, and possibilities related to this modality, as well as its impacts on the school–family relationship and on the teaching and learning process.

The sudden adoption of remote teaching as an alternative to social distancing represented a significant challenge for educational systems, schools, teachers, students, and their families. In a short period of time, pedagogical practices and teaching methodologies had to be reorganized, requiring adaptations to a new educational reality mediated by digital technologies and developed, predominantly, in the domestic environment.

The field study allowed a better understanding, *in loco*, of the effects of remote teaching on families, revealing that the main difficulties were not restricted to access to technological resources, but were mainly related to pedagogical, organizational, and psychological aspects, such as students’ lack of motivation and concentration, difficulties in organizing daily routines, and parents’ and guardians’ limited pedagogical knowledge. The results also indicate that remote teaching did not significantly strengthen the school–family relationship in the investigated context, reinforcing the need for more effective communication and support strategies between these institutions.

Among the limitations of this study, it is important to highlight the reduced number of participants and the fact that the research was conducted in a single municipal public school,

which restricts the generalization of the results. In addition, the use of questionnaires as the main data collection instrument may limit a deeper understanding of the participants' experiences.

Therefore, it is suggested that future studies expand the scope of investigation to other schools, regions, and educational levels, as well as adopt complementary methodological approaches, such as interviews and observations, in order to deepen the understanding of the impacts of remote and hybrid teaching modalities on students, families, and teachers. Such investigations may contribute to the development of more inclusive and context-sensitive pedagogical practices and public policies.

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## Sobre os autores

### **Geórgia Santana da Silva Mansur**

Mestra em Ensino pela Universidade Federal Fluminense (UFF). Especialista em Gestão de Políticas Públicas em Gênero e Raça (UFES) e em Programa de Saúde da Família (UNIG). Graduada em Serviço Social (UFF) e em Normal Superior. Atua como assistente social nas Prefeituras de Natividade (RJ) e Presidente Kennedy (ES), com experiência nas áreas de assistência social, educação e saúde, com ênfase em políticas públicas.

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

**ORCID:** <https://orcid.org/0000-0002-6821-6401>

### **Geórgia Regina Rodrigues Gomes**

Doutora em Informática pela Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio). Professora adjunta da Universidade Federal Fluminense (UFF/INFES) e coordenadora no Programa de Mestrado em Ensino. Atua na área de Ciência da Computação, com ênfase em Informática aplicada ao ensino, mineração de dados educacionais, recuperação da informação e educação a distância.

**E-mail:** [georgiagomes@id.uff.br](mailto:georgiagomes@id.uff.br)

**ORCID:** <https://orcid.org/0000-0003-0907-9838>

### **Matheus Carvalho do Nascimento**

Doutorando em Ensino pela Universidade Federal Fluminense (UFF). Atua na área de Tecnologia da Informação e Educação, com experiência em administração de sistemas, redes e suporte em ambientes educacionais. Desenvolve pesquisas com foco no uso de Inteligência Artificial e metodologias ativas no ensino.

**E-mail:** [matheuscn@id.uff.br](mailto:matheuscn@id.uff.br)

**ORCID:** <https://orcid.org/0000-0002-0041-142X>

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