Chapter 173

Education and teaching Ead: reflections on pedagogical practice in Post Modernity

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ABSTRACT
This article aims to discuss Education and Distance Learning, so it is taken into account that technology is a product of the Exact Earth and Applied Social Sciences that involves a set of instruments, methods and techniques aimed at improving the knowledge tree. As well as, Agrarian Sciences, Biological, Health, Engineering, Humanities, Linguistics, Letters and Arts which are practical applications of scientific knowledge in various areas of research and that assume great importance in human life, they provide increasingly modern tools, in various sectors, which provides convenience, entertainment, curiosity and fun. The purpose is to show how education has spread in conjunction with distance learning and electronics, however the student can count on an environment that wants to be with people from their own social life, or listen to music, in short, you can enjoy your day and still manage your studies, with "autonomy". This is a qualitative study with bibliographic research that points through literature and the confrontations of Post Modernity as THE is the new key for Education and the promotion of Hybrid and Remote Teaching.

Keywords: Education, Teaching, Distance education.

1 INTRODUCTION

The aim of this study is to show that through discipline and focus one can conduct studies in the EAD modality, and still have great results. That each type of teaching, face-to-face, hybrid or distance already has the help of technology in several aspects, because it is necessary to adapt and integrate the new resources and that the traditional school is no longer the only source of search for knowledge.

Here will be the presentation of education, which makes use of electronic and technological means that allows the development of 193 existing countries, and in the various that may arise. We will bring the concept of Face-to-Face Teaching that it is necessary to have a teacher and student in the same physical space; In Distance Learning we have a physical space that overcomes geographic space and time. We will also discuss hybrid teaching, which is the polymerization or combination of traditional teaching and Distance, where we can have face-to-face meetings and use the learning environment.

2 21st CENTURY AND PUBLIC POLICIES OF DIGITAL DEMOCRATIZATION

The Census of Higher Education, conducted by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), confirms the trend: while face-to-face teaching showed a drop in enrollment, the EAD recorded a growth of 17.6% from 2016 to 2017.

According to the Map of Higher Education 2020, recently released, the variation between 2014 and 2018 of Distance Education (Distance Education) in the private network in Brazil was 91.7%. For general enrolments, including public institutions, this number in the last ten years has reached a growth of 145% (from 2009 to 2018).

In the 1990s, still the twentieth century, began the process of popularization of the computer and the Internet, elevating the contemporary and globalized globalized world connection, emerging what also cyberspace, which is an expression used for a space beyond the physical entering the virtual world of connection between people through digital media. Regarding the internet, a fundamental element for immersion in the cyber world, Vidotti states that:

> We can think of the Internet as a large library, or as a collective hypermedia environment, in which users are active agents of the process of storage, indexing, retrieval and dissemination of hypertextual electronic documents, a self-organized environment in permanent mutation. (VIDOTTI, 2001, p.44)

Also emerging, new forms of communication, being the Internet one of the largest media revolutions and essential within cyberspace and cyberculture. Within this assumption, there is the need for digital democratization, which is fundamental for the economic elevation of all countries. In Wilson Gomes' definition, digital democracy is understood as:

> I understand by digital democracy any form of use of devices (computers, mobile phones, smartphones, palmtops, ipads...), applications (programs) and tools (forums, websites, social networks, social media...) of digital communication technologies to supplement, reinforce or correct aspects of the political and social practices of the State and citizens for the benefit of the democratic content of the political community (GOMES, 2011, p. 27-28).

Digital democracy is very close and related to the full exercise of citizenship, in view, that it is necessary all this immersion in the different fields of knowledge, for the integral formation of the citizen. Public policies are indispensable, so that not only democratization occurs but also definitive and quality universalization.

In this regard, law No. 9472 of 1997 is concerned, which explains that "universalization obligations are those that aim to enable access of any person or institution of public interest to telecommunications service, regardless of their location and socio-economic condition,[...]" (BRASIL, 1997). In 2004, a bill was drafted by then Congressman Gilberto Kassab, proposing the following articles:

> Art. 1 - This Law establishes the National Day of Digital Inclusion, aimed at raising awareness among the population of the need to include the Brazilian citizen in the so-called information society.
> Art. 2 - The day of this Law will be celebrated annually on March 27. (BRAZIL, 2004)

In the ceiling of justification, Kassab cites the article of the social entrepreneur Rodrigo Baggio and exposed the need to have the National Day of Digital Inclusion, since at that time Brazil occupied the 39th place of the countries that were in better condition to use information technology. Despite an interesting

proposal, it was filed in 2007 by the board of directors. However, many non-governmental organizations (NGOs) and public entities on March 27 promote awareness activities about the importance of technology in people's lives.

Presented briefly and chronologically until 2012 some programs and decrees for digital popularization: In 2005 is created the Connected Citizen-Computer Project for all, by Decree No. 5,542/2005 that had the purpose of reducing the price of these equipment. 2007 Start of the One Computer per Student Project, within the National Educational Technology Program and coordinated by the Ministry of Education; later being established by Law No. 2,249/2010 becoming a program, which aims at the digital and pedagogical inclusion of students and teachers of public schools. 2008 creation of the Digital Territories Project, by the Ministry of Agrarian Development.

With the aim of offering free access to information technology and internet for rural populations. Also the launch of the Broadband in Schools program, where telephone operators have committed to connect urban public schools to the Internet, with maintenance until the year 2025. DecreesNo. 6,991/2009 and No. 6,948/2009 highlighting the National Program to Support Digital Inclusion in Communities, and the establishment of the Steering Committee of the Digital Inclusion Program. In 2011 Decree No. 7,462/2011 created the Secretariat for Digital Inclusion (SID) taking the place of the Steering Committee of the Digital Inclusion Program.

In 2012, the Digital Cities Program stands out to promote the digital inclusion of municipalities, with the installation of networks and public internet points and the formation of monitors. Public digital inclusion policies seek to include all citizens to have access to broadband internet and greater access to information technologies.

3 VIRTUAL REALITY GLASSES

The reality of classrooms is quite different, The use of new technologies can help solve some social problems encountered in the classrooms. Shy students may be encouraged to come out of isolation with the aid of more dynamic stimuli, as well as those who face difficulties with matter such as mathematics, for example, may feel more confident when discovering new skills with technology.

Virtual reality technology can adapt to different needs and learning styles of each student. In addition, the presence of more interactive study methods can create great opportunities for group work.

Google Expeditions Project (Image: Disclosure)

These are just a few examples of how virtual reality can be applied to education, but the advancement of technology and the growing number of VR applications and hardware – such as the Oculus Rift, HoloLens, Google Cardboard, Samsung Gear VR, HTC Vive, among others – indicates that this may be just the beginning of a very important phase for pedagogy.

By using technology for educational purposes, using it in the expansion of distance educations have forms of this use, it is so good to see that by electronic means one can interact with tutors and mediators. It creates a platform that allows monitoring between teacher and student can interact with various dynamics. With technology in education one can work deeper techniques such as scientific work, research, anamnesis, and free media.

In all sectors of society, changes are observed due to the use of new technologies. Education has also experienced changes in the way of organization and production, giving rise to new forms of teaching-learning, also by the insertion of new technologies in schools. According to Bizarria (2014), communication being essentially human and dependent on its will and considering, still, the deep relationship between communication and education, it can be affirmed that, in school, education should also occur from the human will. However, this has not been our perception, because in many cases it seems to us that the subjects of the educational process are there against their will.

The technology brings several necessary benefits that coordinating teachers, principals and even those responsible should use, because they are mediators and advisors that will assist in student learning.

One can compare the technology (x) education as polymerization that generates educational solutions, one of them and inclusion of people with disabilities, let's see these facilities, there are voice software capable of translating pages of the "internet", spoken and adapted books, a, solutions that allow the visually impaired to use microcomputers for achievements of their tasks, these are some of the possibilities brought by the use of technology in education.

Today we take advantage of these improvements, *because there is Google* Classroom which *allows you* to create an environment where the teacher can share materials with students, as well as create and receive tasks and exchange information through email and instant messaging.

Google for Education is a collaborative educational platform that enables schools, teachers, and students to extrapolate their creativity in using technology in the classroom. Students, on the other year, benefit from the ease of the platform and gain more time for learning.

As we move into an increasingly connected world, industry analysts believe that the use of artificial intelligence is expected to grow 45% by 2021, as *the Technavio website states*. The role of Artificial Intelligence (AI) is no longer limited to aspects of speech recognition, troubleshooting, and planning. Platforms such as *Khan Academy, Corsera and Duolingo* already allow students around the world to hone their knowledge and skills using this technology.

4 FINAL CONSIDERATIONS

Digital democratization happens not only with internet access and obtaining electronic products, but mainly with digital instruction teaching and preparing for autonomy. Not only teach students but also empower teachers to use media resources within the classroom and outside as well. Another important fact is to break the taboo of hybrid education in basic education, if the educational structure mainly of public schools and also cultural, was already prepared for this purpose would not cause so many losses in learning with the forced closure of schools.

It is necessary to partner between schools and families, trying to supply with creativity the structural limitations of the school and/or family members that are sometimes precarious, in order to reduce the impacts of the lack of school routine on the lives of students.

The teacher also needs to present himself as an educational leader. This does not mean having solutions to all challenges and problems, but demonstrates its ability to reinvent and adapt its teaching methodology by trying to ensure the skills and skills provided in the Common National Curriculum Base as well as the school curriculum itself. It is necessary a greater appreciation of this professional that is fundamental to mediate the knowledge that students so much need for their broad development.

The country and the rest of the world will certainly not be the same in the postmodern scenario after this pandemic period. New concepts are constructed in all areas of human life, also requiring educational systems to be more open and flexible for all the changes that are necessary to happen.

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