

ARTICLE

EXPERIENCE IN REMOTE CLASSES IN THE CONTEXT OF THE COVID-19 PANDEMIC*

EXPERIÊNCIA EM AULAS REMOTAS NO CONTEXTO DA PANDEMIA DA COVID-19*

EXPERIENCIA EN CLASES REMOTAS EN EL CONTEXTO DE LA PANDEMIA COVID-19*

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ABSTRACT

Objective: reporting experiences of nursing students and teachers in remote classes in the context of the COVID-19 pandemic. **Method:** an experience report on remote classes during the COVID-19 pandemic developed by nursing students and teachers from a private higher education institution in the first semester of 2020. **Results:** the COVID-19 pandemic caused challenges in the educational field and, due to the need for isolation and social distancing, the use of digital technologies was necessary for the continuity of the teaching-learning process. The format of remote classes contributed to the training of students as in autonomy, creativity and skills development. However, teachers and students had difficulties, such as the use of the virtual resource, in the intermittent Internet, in the greater demand for time and dependence on technology to perform the activities. **Conclusion:** the emergency need for the use of digital technologies had implications for students, teachers and managers, even in view of the benefits in the teaching and learning process, such as the (re)adaptation to the remote format and the incipience of training for the use of information and communication technologies.

Descriptors: Coronavirus Infections; Pandemics; Higher Education; Teaching; Learning; Educational technology

RESUMO

Objetivo: relatar experiências de estudantes e professoras de enfermagem em aulas remotas no contexto da pandemia da COVID-19. **Método:** relato de experiência sobre aulas remotas durante a pandemia da COVID-19 desenvolvido por estudantes e professores de enfermagem de uma instituição de ensino superior particular, no primeiro semestre de 2020. **Resultados:** a pandemia da COVID-19 ocasionou desafios no campo educacional e, devido a necessidade de isolamento e distanciamento social, o uso das tecnologias digitais foi necessário para a continuidade do processo de ensino-aprendizagem. O formato das aulas remotas contribuiu para a formação das estudantes como na

autonomia, criatividade e no desenvolvimento de habilidades. Todavia, professoras e estudantes tiveram dificuldades como no uso do recurso virtual, na internet intermitente, na demanda maior de tempo e dependência da tecnologia para a realização das atividades. **Conclusão:** a necessidade emergencial do uso das tecnologias digitais teve implicações para estudantes, professoras e gestores, mesmo diante os benefícios no processo de ensino e aprendizado, como na (re)adaptação ao formato remoto e a incipiência de capacitações para o uso das tecnologias da informação e comunicação. **Descritores:** Infecções por Coronavírus; Pandemias; Educação Superior; Ensino; Aprendizagem; Tecnologia educacional.

RESUMEN

Objetivo: reportar las experiencias de estudiantes y docentes de enfermería en clases remotas en el contexto de la pandemia del COVID-19. **Método:** se trata de un informe de experiencias acerca de clases a distancia durante la pandemia del COVID-19, desarrollado por estudiantes y docentes de enfermería de una institución privada de educación superior en el primer semestre de 2020. **Resultados:** la pandemia del COVID-19 provocó desafíos en el ámbito educativo y, debido a la necesidad de aislamiento y distanciamiento social, el uso de las tecnologías digitales fue necesario para la continuidad del proceso de enseñanza-aprendizaje. El formato de las clases a distancia contribuyó a la formación de los estudiantes como en la autonomía, la creatividad y el desarrollo de habilidades. Sin embargo, profesores y estudiantes tuvieron dificultades como el uso del recurso virtual, en la Internet intermitente, en la mayor demanda de tiempo y dependencia de la tecnología para realizar las actividades. **Conclusión:** la necesidad de emergencia del uso de las tecnologías digitales tuvo implicaciones para estudiantes, profesores y directivos, incluso en vista de los beneficios en el proceso de enseñanza y aprendizaje, como la (re)adaptación al formato remoto y la insipiencia de la formación para el uso de las tecnologías de la información y la comunicación. **Descriptores:** Infecciones por Coronavirus; Pandemias; Educación Superior; Teaching; Aprendizaje; Tecnología Educativa.

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INTRODUCTION

COVID-19, an infectious disease caused by the new coronavirus (SARS-COV-2), was first reported in December 2019 in Wuhan City, China. It was declared a pandemic by the World Health Organization (WHO) in March 2020.¹ Due to its marked transmissibility of person-to-person, sanitary and prophylactic measures have been adopted to inhibit the spread of this virus and save human lives.¹⁻² The Pan American Health Organization (PAHO) has contributed to recommendations for non-pharmacological measures such as social isolation as one of the priority strategies in the containment of the pandemic.¹

The need for isolation and social distancing led to the search for new means to maintain social interaction, configuring a challenging conjuncture, especially in the educational field. In view of this, the Ministry of Education (MEC), through Ordinance n° 343 of March 17, 2020, authorizes the replacement of classroom classes by those in digital media, while the COVID-19 pandemic persists.³ In this context, public and private Higher Education Institutions (HEIs) with face-to-face teaching planned classes in different format, as in remote modality, for the continuity of teaching; other HEIs, did not adhere to this format of classes; others, after evaluation of pandemic progression, decided to prioritize activities that could be carried out remotely.

In this perspective, according to the recommendations of Ordinance n° 343/2020, the modality of remote education began, from the use of technology by higher education institutions (HEIs).³ With this, there was a need for teachers, students and institutions to adapt to this necessary demand. Thus, to continue teaching, it was necessary that the agents responsible for the teaching-learning process reinvent and (re)adapt remote classes in the context of a pandemic of COVID-19 as soon as the use of Information and Communication Technologies (ICT) in the educational process influences the education process and implies several challenges.

So real-time virtual classes have come true in regularly authorized courses and institutions. This modality allowed the educational routines to continue with the classes keeping at the same time as the classroom classes. To this end, existing ICTs, generally used in video conference meetings, were adapted to remote classes, in which there was a better possibility of communication and audiovisual interaction.⁴

The authors of the study⁵ question, what will be the future of education in a world shaken by the new coronavirus? Faced with the emerging recession of the emerging economy, social inequalities will certainly rise, which can reverse the progress of countries that are in expanding access to education and improving learning. However, as much as the country's economy is compromised by

the COVID-19 pandemic, investments in education need to be maintained and perhaps increased. This is because education remains an instrument of transformation of society,⁵ and it cannot stop, so, for its continuity in the context of the pandemic, it is necessary to respect the regulations of each country that guarantees the preservation of its quality and the lives of those involved in the educational process.

In view of the above, this study is justified through the relevance of sharing experiences of nursing students and teachers in remote classes, the challenges faced in the teaching-learning process to continue classes, as well as possibilities to minimize impacts inherent to training in this modality of remote classes, to enable the maintenance of the quality of teaching-learning. For this, it has as a question of research: what are the experiences of nursing students and teachers in remote classes in the context of the COVID-19 pandemic?

OBJECTIVE

Reporting experiences of nursing students and teachers in remote classes in the context of the Covid-19 pandemic.

METHOD

Experience report on remote classes held during the COVID-19 pandemic, based on the experience of three students and three nursing teachers from a private higher education institution in Salvador, Bahia. This report covers the curricular components offered in the curriculum of the nursing course in the first semester of 2020: 1) Nursing in women's health, 2) Nursing in urgency and emergency, 3) Integrative seminar on child health and; 4) Integrative Seminar on Women's Health. The remote theoretical classes took place between March and June 2020, with online meetings and an average of three hours per week for each curricular component. The theoretical and practical curricular components had the practical activities carried out later, being possible to describe only the theoretical experiences, performed remotely. The theoretical and practical curricular components had the practical activities performed later, being possible to describe only the theoretical experiences, performed remotely.

Remote classes happened with the use of the Microsoft Teams app. The class link was available in the Virtual Learning Environment (VLE), in the student portal, and was active throughout the semester in the day and time of the class. The program was accessed by students by mobile phone, notebook or tablet. The experience describes how live meetings took place through the online

platform, from the remote seminary classes, clinical cases, discussions made by students and moderated by teachers, guidelines for the construction of articles and preparation of seminars.

The teaching methodology adopted was at the discretion of the Teacher depending on the discipline, the profile of the students and the possibilities of realization in the virtual format. During the semester there were official and partial evaluations for the first and second bimesters. There are two official evaluations (tests) and several partial activities (quantity was at the teacher's discretion) requested and related to the contents worked in the classes.

In addition to the classes developed by the teachers during the established hours, the students had access to digital materials (books, articles, manuals, website suggestions, videos) for previous study and after classes. The readings of these expand the knowledge and contributed to the performance of the activities requested by the teachers.

Data production occurred from the experience of the participants who, at the end of the classes, were recording aspects that they found relevant that infused the teaching-learning process during the remote classes. In view of these records, the data were analyzed and presented descriptively.

RESULTS

In the context of the COVID-19 pandemic, the classroom classes in the nursing course underwent changes in their format to suit the demands of the need for social isolation, students, teachers and HEI. However, there was no previous training for teachers and students when using the Teams digital platform for remote classes, which compromised the (re)adaptation to changes, the quality of teaching-learning and wasted time in the planning and execution of classes.

The remote format, using the Microsoft Teams program favored the maintenance of classes and studies by students and, consequently, completion of the school semester. This teaching modality with live classes emerged for the students, linked to this experience report, meanings in the learning process as positive and negative aspects, as shown in Figure 1.

Positive aspects of remote classes	Negative aspects of remote classes
Possibility to attend class at various locations and times.	Impossibility of holding practical classes that require health services and/or laboratories.
Recorded classes allow the student to attend it at later times.	Not adapting the student to the remote format, depending on your profile and/or skills for using the resource.
Flexibility and customization of the teaching-learning process.	Difficulty attending classes due to not access to computers and/or internet.
Educational knowledge about the best use of the pedagogical tool.	Incipience of student participation during remote class.

Promotes student protagonism.	Decreased interaction and socialization of those involved.
Use of technologies as learning strategies.	Internet connection issues during classes.
Optimization of study times.	Technology's dependence on live classes.
Real-time class in which the student actively participates.	Difficulty in establishing daily routine for studies.
	Home environment in some situations make it difficult to support classes in a positive way (due to family routines).

Figure 1 - Aspects that influence the teaching-learning process in remote classes in the perception of nursing students. Salvador, Bahia, Brazil, 2020.

For teachers, remote classes have made challenges with countless innovative and creative possibilities. This format, adopted in the situation of public health crisis, collided with the current traditional model, which altered, in this sense, the routines and didactics of the teachers and influenced the teaching and learning process. The experience of the teachers linked to this report made it possible to perceive positive and negative aspects related to this professional practice remotely, as shown in Figure 2.

Positive aspects of remote classes	Negative aspects of remote classes
Encouraging students to use technology.	Instability of access to the digital portal.
Encouraging students to study in various ways at the same time d and resources such as the student portal, internet, platform and virtual library for access to materials.	Classes rely on resources such as a computer or other electronic device to gain access to content. In the quarantine period, when a technical problem occurs, the teacher had difficulties to have technician available to fix the resource, which made the work process difficult.
Class time planning.	Internet fall and/or instability.
Possibility to innovate participation in individual and collective discussions of the student.	Adaptation to the platform with incipience of guidelines, cover quotes and / or tutorials to support the use of resources available in each program.
Creativity in the search for viable strategies in case of connection fall and/or platform instabilities.	Increased requirement in planning and (re)adaptations to technological innovations.
Possibility of exchange with students and use of digital platforms to improve learning, given modernization (digital natives).	Distancing and fragility in interpersonal relationships.
Feeling of greater security, because classes are taught in the home environment.	Readjustment of teaching methods (plastered and robotic).
Simplicity in the distribution of activities, as digital platforms facilitate feedback.	Students need electronic equipment and internet use to access classes, however, due to social inequalities, there are students with access difficulties.
Possibility of maintaining activities, although this model is not a substitute for face-to-face.	Difficulty in perceiving student learning (focus/commitment).

Possibility of holding meetings with a more profitable time, because traffic and lost time between the routes between home and college are avoided.	Difficulty in performing practical activities and perceiving group engagement when activities are performed in groups.
	Environment, brightness, and camera quality of the feature used can compromise the recording and images projected during classes. Classes in the "dark", due to the environment with low light or poor quality of the camera of the technological resource.

Figure 2 - Aspects that influence the teaching-learning process in remote classes in the perception of nursing teachers. Salvador, Bahia, Brazil, 2020.

During the remote classes, it was notorious to (re)construct knowledge in each curricular component, according to its specificities. To this end, the teachers used various methodologies to meet the recurring demands of the classes in this format, as well as technological resources and/or students. In the live classes the evaluations were procedural and were configured in an essential contribution in the active development of the association theory and practice, through problematizing strategy and problem solving. Figure 3 shows the methodologies adopted by the teachers in the remote classes, as well as the evaluation process.

Methodologies and resources used by the teacher in remote classes	Evaluation process adopted by teachers in remote classes
Exhibition-dialogued class.	Individual and/or group activity during live class.
Preparation, resolution and discussion of clinical cases.	Activity to be held at home and be delivered to the Teacher via e-mail.
Holding seminars.	Evaluation of seminar presentations on the subject and/or use of resources.
Simultaneous use of online platform, virtual applications, internet, music and educational videos.	Partial and official evaluation tests carried out by the AVA.
Use of databases, with internet access for research studies, such as SciELO, Portal Capes periodic, PubMed, Virtual Health Library (VHL).	Discussion at the end of the class to answer doubts and broaden the student's understanding.

Figure 3 - Methodologies, resources and evaluations adopted by teachers in remote classes during the COVID-19 pandemic. Salvador, Bahia, Brazil, 2020.

DISCUSSION

During the SARS-CoV-2 pandemic, the Minister of State for Education, on an exceptional basis, authorized the HEIs, through Ordinance n° 343/2020, to replace the face-to-face disciplines with classes that use digital media and ICT, being at their discretion to adhere to or perform replacements. The HEIs is responsible for providing tools to students to monitor the contents and carry out evaluations.³

In this context, remote classes become a reality in face-to-face higher education. Remote classes are considered to those who use and share digital resources and technologies so that people, in different and distant places, access, share and interact, at the same time, through digital platforms, as a way of communicating and dialoguing, because it is a format that allows people to be alive. This, in turn, can meet some demands of face-to-face teaching, since distance classes, mediated by technology, is already part of the curriculum of students in some public and private HEIs.

For the conduction of remote classes, it is necessary to use the Internet. The internet is a relevant resource in transmitting information and that, quickly, can reach countless people at the same time. This, regardless of age group, socioeconomic groups, intellectual segment and social class.⁶ It was with the use of the Internet that it enabled the insertion of virtual technologies of teaching-learning and continuity of classes remotely in HEIs, as described in this study.

Incorporating digital technologies into the face-to-face education of health courses in HEI, to make remote education occurred due to the COVID-19 pandemic and the need to continue with classes. Thus, worldwide and in an emerging way, HEIs managers had to (re)invent as this format to maintain teaching and preserve its quality.⁷ This corroborates this study, in which it was noticeable the (re)adaptation of remote classes by students and teachers, which, in turn, was complex because it happened suddenly and without prior planning for the training of those involved in the process.

Digital technologies in higher education have been relevant mediators in the teaching-learning process. Its use is pointed out by students as positive, depending on how it is used. However, it is essential to consider the needs of students who enter this type of education, even if this type of education has become a priority at the international level,⁸ due to coronavirus infection and the need for social isolation.

Also seen in this study, this format of education contributed to professional training, although, with implications such as the difficulty of access to technological resources due to the socioeconomic conditions of those involved. Thus, measuring the influence of remote classes on the quality of teaching-learning will require time.

In this perspective, it is imperative to (re)think about the future of education. In Brazil, for example, there are students and teachers with precarious socioeconomic conditions who do not have a computer, cell phone and quality internet for access to remote classes. In addition, some teachers need to learn how to use and insert materials into the digital platform, insert online activities, evaluate students from a distance, and record classes. In the pandemic of the new coronavirus, some

HEIs are trying to ensure the use of digital technologies. However, no time to test or train those involved to use them correctly.⁵

In order to obtain a good relationship between technology and user, it is necessary to train people.⁴ Training and training for the use of technologies is necessary, since it favors studies based on greater virtual approximation of students and the work of professionals from various areas of knowledge.⁶ And even teachers with skills in the use of information and communication technologies, they teach face-to-face classes and did not use these resources, ratifying the need for training by the HEIs.⁴ This need for training is evident, requiring students and teachers to be trained to use digital tools in order to make the best use of the resources available and , thus benefiting the learning teaching process.

This new perspective of work in the context of teaching-learning may favor differentiated intellectual constructions from innovative experiences with the use of technology in real time. And it may allow greater integration of several areas of knowledge from the virtual environment and, consequently, maintenance of quality learning, which also depends on the engagement of those involved in this process. Therefore, the training of human resources is necessary and emerging in view of the continuity of classes in this format and the expansion of the insertion of ICT in teaching.

It is a fact that it is not enough just to change the traditional teaching modality to the most advanced. It is necessary to carry out current pedagogical practices and, above all, that value the active participation of those involved.⁹ It is a fact that it is not enough just to change the traditional teaching modality to the most advanced. It is necessary to carry out current pedagogical practices and, above all, that value the active participation of those involved.⁹

A study⁴ demonstrated that remote classes were efficient because they achieved the purpose according to planning, such as the performance of activities by students, however, it was not effective, since some students did not have access to the teaching-learning process.⁴ Although the use of remote technologies in education can provide dynamic, motivating, reflective, multisensory, collaborative, promoter of the socialization of knowledge and flexible regarding time and geographic space,⁷ as seen in this study, there are limitations of access that do not include all students and teachers.

Factors can influence academic success regarding the use of digital resources, of which student members as their autonomy in the administration of time for studies and cooperation with colleagues; the curriculum related to the quality of the teaching resources used; the teacher regarding the sorting of misfits and difficulties of students and the institution; and those of the institution that

provide digital spaces for study.⁸ This study is corroborated, in which the students have autonomy in remote studies, being fundamental the definition of priorities, given the requirements that this requires. The teachers innovated by using innovative methodologies and resources to contemplate the requirements of the curriculum and consider the difficulties of students and HEIs in (re)adapting to the new.

A study shows that the remote classes were positive and did not lose quality of traditional teaching. Among the positive aspects are teacher and student interaction, access to knowledge, opportunity to answer doubts, gain time for studies and other personal activities, continuity of studies, economics in transportation and food, as well as advancement in education. The optimization of time by students, because they did not have to move from home to the HEIs was used to perform readings of materials suggested by teachers.¹⁰

Time is something to be discussed and reflected by teachers and students, particularly in the health area, since they experience the moment of the COVID-19 pandemic also in care. It is necessary to value and size time in home office work and home studies. This remote modality in education requires organization for classes in the home context, which is not something easy and requires discipline. This, mainly, by requiring these self-organization in a space with various demands at home, where family members, individual and collective routines have, the need to share technological resources, which sometimes influence concentration during classes.

Still regarding the time, even though classes are held on the days and times of face-to-face classes, the routine of study at home for some students is different from that of the HEIs. This is because something always arises to divert the student's attention, which requires this organization to develop household tasks, childcare and the necessary exits.¹⁰

In non-face-to-face classes, students suffered implications such as the concern of the transition from a face-to-face course to non-face-to-face. For them, in addition to difficulties in accessing virtual classes, for cultural issues, seeing this type of teaching as fragile for the learning process.⁷ This is related to the way they were accustomed to having classroom classes, and abruptly modified for virtual classes.

Other difficulties experienced by students in remote education are in adapting to the new, understanding how to access virtual platforms, locating the class link, solving equipment or unstable internet failures, having a computer and cell phone with enough memory not to hang; adapt the schedules to reconcile the classes with the high demand for virtual work; manage the loss of connection, assist colleagues with difficulties in using technology, share attention with other subjects

at home such as child requests and calls from the company where you work.¹⁰ These difficulties are shared with the students of this study, which is associated with the unexpected way of implementing the remote class, without instructions on how to use technological resources, before putting the live class into practice.

The fact is that, in different countries the suspension of classes in educational institutions and the migration to virtual learning strategies was necessary and, with this, challenges emerged for institutions and teachers, because this change in teaching and learning methodologies required adaptation in a short time. However, this also contributed to the formation of pedagogical skills and in the domain of knowledge of pedagogical and technological content among those involved.¹¹ This is corroborated by this study, in which the decision to start remote classes happened suddenly and the training of those involved in the use of technological resources occurred momentarily to teaching.

Therefore, the need for research and evolution in technologies focused on education is fundamental, combining with the technological tools of modern education, to contribute to an effective and quality education.¹² Information and communication technologies emerge challenges in several areas regarding their viability. For the user, it can relate to the right to access the information network, elimination of architectural barriers, availability of communication, physical access, appropriate equipment and programs, content and presentation of information in appropriate formats.¹³

As for the use of AVA and Microsoft Teams, communication and interaction between teachers and students happened synchronously and asynchronously. According to a study,¹⁴ synchronous tools allow the participation of those involved in real time at scheduled moments, with use of the Internet and chats, such as. This type of communication enables group feeling, return and immediate criticism, as well as preserves motivation and interaction. Asynchronous tools do not allow real-time communication, and can happen from forum, diary and lesson, however, they enable more organized interventions, since those involved have more time to systematize their opinions, answers and comments.¹⁴

Synchronous and asynchronous interactivity tools were used by the participants of this study. Students and teachers interacted in real time, as well as activities were shared in the AVA by the teachers for individual and/or group achievement by the students, to favor communication and learning. Initially, the use of these tools happened with difficulty due to the deficiency in the capacitation of those involved, however, the daily practice expanded the possibility of exploring the resources available on the online platforms and the quality of teacher-student interaction.

In this perspective, a study¹⁵ pointed out that among the challenges of education in the COVID-19 pandemic that impacted the teaching-learning process were the lack of training of teachers to use virtual tools and the implementation of remote emergency education abruptly. For several people, it was the first counted with virtual classrooms. Among students, poor access to the Internet in the face of social inequalities, and the difficulty in the use of digital information technologies and remote learning platforms, have impaired learning.¹⁵

These challenges are corroborated with those of this study, and students and teachers had to face them and seek strategies for their resolution, according to the particularities of those involved, of which the teachers had to extend the time of delivery of the requested activities; allow students who could not attend classes in real time, in case of complications such as non-access to the Internet on the day and time of classes, to make the recorded classes available in the AVA; also, when they could not participate in classes due to difficulties of internet and/or use of the microphone, they performed video recording and /or audio previously to spend the day of the class with the support of colleagues. In other words, teachers needed to re-reopen and use varied methodological strategies, as well as students (re)adapt the new requirements.

As soon as, during the adversities of the Covid-19 pandemic and the demands of the teaching-learning process in remote education, it was necessary to reinvent educational practices and teaching methodologies adapting to this new way of teaching, so that learning would be meaningful. The planning of learning situations and the monitoring of the educational process by the teacher were important in this new relationship, as well as provided the students with conditions of effective participation in their learning.¹⁶

For students without conditions of access to technological resources, due to the deficient digital inclusion, it was necessary that teachers sought alternatives and active methodologies that minimized the commitment of learning in hybrid teaching, synchronous and asynchronous classes. To do so, there was the sharing of activities to be answered in the AVA, activities sent in groups by the WhatsApp application. Nevertheless, the interaction between teacher and students was weakened, however, as an alternative to overcome this fragility, the use of active methodologies was essential.¹⁶ These results converge with those of this study, and e-mail was another resource used to share activities, study materials and communication between teachers and students, as well as telephone calls were made when difficulties were internet access.

As seen, education has an influence on the transformation of society. Therefore, with intelligence, competence and planning it is presumed to learn from the crisis of the COVID-19

pandemic and, in the future, transform society, form conscious citizens and improve world education. As soon as, it is essential to create public policies aimed at education to build a healthier, more prosperous and safer future. These policies need to ensure adequate funding, make smart use of available technologies, prioritize the most vulnerable people, and protect teachers and students. For this, the State must be present in education,⁵ and in contexts with those of pandemics such as the new coronavirus, which suddenly altered daily life, education, work and social relationships.

In view of the above, there is a need for the continuity of classes remotely in higher education during the COVID-19 pandemic, as in the nursing course, even in view of the limitations and challenges imposed on teachers, students and HEIs in the teaching-learning process, such as the demotivation of those involved in the virtual class due to the sudden transition of the classroom class; doubts about maintaining the quality of education; lack of access to quality ICT; high demand for activities and studies to be carried out at home and decreased concentration of students during classes.

In addition, the limitations of this study are related to the inclusion only of students and teachers of the nursing course, as well as the experience being only from the initial period of the COVID-19 pandemic, and which has combriefed a remote school semester since these have extended for longer. It is suggested that other studies be developed considering longer time, with other areas of undergraduate knowledge, and with the use of other remote teaching platforms. Thus, this experience allowed the expansion of knowledge and reflection as aspects considered positive and/or negative that influence the remote teaching-learning process, as well as evidenced possibilities for the use and association of methodologies and varied resources in the virtual classroom for greater engagement and motivation of students and teachers.

CONCLUSION

It was evidenced that, from experience, the higher education institution needed to make changes in the format of classroom classes for the remote in the nursing course, as a strategy to continue teaching, motivated by the pandemic of the new coronavirus, due to the need for isolation and social distancing. Therefore, the use of digital technologies, already used in education and other contexts, was necessary and fundamental in the teaching-learning process in this moment of public health emergency.

At HEI, the teachers used varied methodologies and resources to maintain the quality of teaching and favor the participation and engagement of students. Thus, the students had the opportunity to actively participate in the learning process, being evaluated periodically and

procedurally, as well as having as they answered doubts that emerged during live classes or in previous or subsequent studies.

This format of virtual classes in the context of the COVID-19 pandemic influenced the teaching-learning process in a positive way, such as the flexibility of places and time to attend classes, autonomy of students and teachers, development of skills for the use of a digital platform, being creative and innovative. As well as negatively due to the difficulty in the use of virtual resources, dependence on technology, oscillation of the Internet, lack of technological resources to attend classes, difficulty in establishing daily routine for studies, greater demand for time for the planning and realization of classes and use of the digital platform with incipience of orientations.

In this context, it was evidenced that the emergence of the use of technology to conduct remote classes in the context of the COVID-19 pandemic showed that this hybrid teaching format, of synchronous and asynchronous classes, remains part of the educational system in varied contexts. This will certainly contribute to professional training, enable exchanges with professionals linked to various national and international higher education institutions, provide exchanges of experiences with people of different cultures and training, and expand the construction of interdisciplinary and multidisciplinary knowledge.

CONTRIBUTIONS

The authors also contributed to the conceptualization, research and writing: preparation of the original, analysis and discussion of the data, critical review of the content with intellectual contribution, approval of the final version and agreement to be responsible for all aspects of the work.

CONFLICT OF INTEREST

Nothing to declare.

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