

**FACULTY CHALLENGES FACING REMOTE TEACHING IN NURSING IN THE  
COVID-19 SCENARIO****DESAFIOS DO DOCENTE FRENTE AO ENSINO REMOTO NA ENFERMAGEM  
NO CENÁRIO DA COVID-19****RETOS DEL PROFESORADO ANTE LA ENSEÑANZA A DISTANCIA EN  
ENFERMERÍA EN EL ENTORNO COVID-19**Juliana Maria de Paula Avelar<sup>1</sup>

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The world has gone through countless changes due to the pandemic caused by COVID-19, which arrived in Brazil at the beginning of 2020, generating innumerable modifications, not only in the area of health, but in the lives of all people as a whole. We had to restructure and adapt ourselves in our human activities, with restrictive measures of contact between people.

Due to the recommendations made by the World Health Organization (WHO), we can witness a rapid change in the world scenario, especially given the recommendation of physical distance, which was an essential measure for the flattening of the curve, that is, to reduce contagion velocity.<sup>1</sup>

The COVID-19 pandemic resulted in innumerable global changes; among the adaptations we had to go through, is the emergency remote teaching. The education system needed to change from face-to-face to online mode in a very short time, which has generated many challenges.

Education faced a time of adversity for the continuity of education, so that it was not interrupted. Faced with this need to continue teaching activities, teachers were forced to adhere to Emergency Remote Teaching (ERT), which imposed several obstacles.

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Challenges have affected education due to the new scenario of social distancing and with the new ordinances that opened the way for courses to use remote technologies, never before used, as a teaching methodology. Thus, educational institutions, as well as teachers, needed to reinvent and adapt themselves to this new way of teaching.

Given the setbacks arising from remote emergency teaching, there are difficulties in accessing and restricting technological devices, in addition to motivational factors for students and teachers, given the need for physical contact, limited interpersonal relationships, which can compromise the quality of teaching.

The social distancing imposed by the pandemic context and the need to continue with educational activities made us think about new ways of teaching. Thus, there was a need to rethink the use of new teaching models, reassessing traditional practices and, at the same time, the need to develop new skills and teaching strategies with the use of new information and communication technologies (NICTs).<sup>2</sup>

Given this scenario, it is important to reflect that remote learning should not be limited to online classroom platforms, only with videos, presentations and reading materials. It is possible and necessary to diversify learning experiences, which can even support the creation of a positive routine for students. The use of new remote technologies with the use of chats and forums are strategies that allow interaction between teacher and student and among students themselves, and can make the remote learning experience more interesting, enabling a motivating, reflective, dynamic, flexible, collaborative teaching, and even promoting the knowledge socialization.<sup>3</sup>

Within this context, the nurse educator was faced with the need to incorporate technological tools in their work process in order to allow the educational development of nursing students to continue their academic training.

Despite the numerous tools, apps and softwares that can help teachers, educational institutions and students in remote or hybrid education, one fact is essential to be highlighted: technologies are auxiliary tools; the protagonists of the entire teaching-learning process continue to be the teacher, the students and the entire school community.

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