

## The Technological Teaching The 1st Year Of The Medium Teaching In The Rural Community Of The Help: Tefé-Am

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### Abstract:

**Background:** The Distance Education (EAD) modality is characterized today by the use of New Information and Communication Technologies (NTIC's) which translates into more dynamic and interactive learning without deviating from the requirements contained in the curriculum schedules and contents. In this sense, the results of this research stand out, which had as main focus describing the teaching process through the distance learning modality at Escola Municipal Nossa Senhora do Perpétuo Socorro, located in the community with the same name, rural coast of the municipality of Tefé-AM, I mention the right bank of the Solimões river (source-mouth). **Materials and Methods:** This qualitative study is based on a systematic review of the literature on EAD and NTIC's, focusing on their theoretical origins, fundamental principles, practical applications, and criticisms. The methodology included a comparative analysis of case studies and examples of the implementation of these models in different countries and regions..

**Results:** It was seen that this teaching and learning modality requires some adjustments, among them are the qualification of education professionals, investments in technological instruments, antennas (Starlink). Starlink is a project that can contribute significantly to access and development of education in the northern region of Brazil, considering the geographical situation of vast territorial extension, thus contributing to the development and provision of quality education and/or teaching. It is also worth highlighting the importance of maintaining equipment and also in the supply of electrical energy. Regarding the teacher's performance, it is satisfactory, as is the student's participation. When carrying out the research, we observed the evolution of access for residents of the region in relation to access to education, considering that during the implementation of this project there was distrust on the part of students, something that has been overcome and which demonstrates the efficiency of this process throughout less than a decade after its implementation.

**Conclusion:** The comparative analysis suggests that while both models have their strengths and limitations, they provide valuable insights for formulating innovation policies, particularly in contexts where structured and incentivized interaction between the three sectors can be achieved efficiently. The study concludes that, although there are challenges in implementing EAD in rural communities, the modality offers a viable solution for educational inclusion and regional development. Continuous investments in technology and ongoing training for teachers are recommended to maintain quality and motivate students. This study can serve as a basis for future research and public policies aimed at distance education in isolated areas.

**Keywords:** education, technology, teaching

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## **I. Introduction**

The Distance Education modality is one of the most dynamic and interactive forms of the most used at all levels of formal education in Brazil. It shortens distance, promotes knowledge and contributes to the minimization of illiteracy. This type of education in the municipality of Tefé is not something recent; it has a solid structure that began to be built in the mid-1960s, with the introduction of the Grassroots Education Movement (MEB). Since then, many transformations have occurred, and today this modality makes a lot of use of new information and communication technologies (ICTs), that is, it is impossible to dissociate education from computer science, especially from the use of the internet and videoconferences. It is exactly this concept or model that SEDUC adopts to meet the demand of high school students in rural communities, especially the most distant ones, distributed throughout the state of Amazonas.

In this sense, the main objective of this research was to describe the teaching process through this teaching modality at the Nossa Senhora do Perpétuo Socorro Municipal School, located in the community with the same name, in the municipality of Tefé-AM. Specifically, to analyze the geographical, climatic and displacement difficulties faced by teachers who work at the Nossa Senhora do Perpétuo Socorro Municipal School; to identify the methodologies and contents used in the teaching learning process; and describe the main obstacles that contribute to distance learning standing out more as a dynamic and motivating modality.

Regarding the problem issue that subsidized the beginning of this work, it is emphasized: how was the distance learning modality implemented at the Nossa Senhora do Perpétuo Socorro School and what are the difficulties faced today? The guiding questions were: Does this teaching modality have relevant and significant aspects that provide students with the apprehension of knowledge? Is the teacher of this teaching modality qualified to deal with technological instruments, in such a way as to develop and contribute to the quality in this teaching process? And how can distance education contribute to the formation of the student, making him critical for the full exercise of citizenship?

The justification for carrying out this research is still the lack of data and information in the communities and teachers, in order to undo certain prejudices regarding the modality of distance education in rural communities, from the introduction of new information and communication technologies (ICT's), especially in communities located in areas close to the city of Tefé. This type of research is something completely different from face-to-face teaching, which eliminates or minimizes geographical isolation. It is also noticed that the municipality in question, Tefé, is far from the capital, a fact that also implied and implies the logistical issue and preventive and corrective maintenance of the equipment. In addition, it is necessary to understand the vision, the understanding of the mediator teacher in this process, because it is from his involvement that the fruits of knowledge will be harvested in the future.

As for the methodology, it was decided to use a qualitative approach, which according to Severino [1] seeks to understand the specificities of human relations, makes use of systematic and direct observations, as well as informal interviews, not taking into account the number of interviewees, but the information obtained. This same author also points out:

"To submit to an area of study or concentration or to a line of research is to submit to an institutional relationship, mediated by an advisor; present and approve the research project as a qualification requirement to go to the field to investigate and collect data; demonstrate theoretical knowledge about the area of study; produce research results compatible with the desired degree or academic title; submit to a public examination before an examining board to defend the academic work produced; subject to incorporating the modifications required by the examining board; to present in a timely manner the final version of the work within the institutional standards." [1, p. 70].

The results make it clear that the teaching and learning process in the distance education modality at the Nossa Senhora do Perpétuo Socorro Municipal School has evolved, going from distrust to affirmation in less than a decade of existence. And that today this process continues to undergo modifications, incessantly seeking its quality. The students, in turn, are motivated and the dropout rate is nil, but there are situations that are worrying, such as attendance. There are cases where the teacher is forced to rescue the student for the classroom. It is also noticed that one of the problems is the time it takes between the day the equipment has some type of problem and the day this problem is solved. A greater resolution is needed since content can accumulate, contributing to the student's low performance.

It is understood that scientific knowledge, a product of science and technology, and the alarming increase in the intervention of this knowledge in the daily life of society make it possible to think about the formation of a critical citizen on the margins of scientific evolution [2]. The role of the school and the teacher in education, from elementary to high school, is therefore to present and mediate scientific knowledge as knowledge that contributes to the understanding of the world, the functioning of nature and its transformations, to recognize man as part of the universe and as an individual, that is, fundamental in the construction of citizenship [3].

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## **II. Material And Methods**

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The survey of bibliographic-documentary data was also used, compiling studies on the subject, especially historical ones. This is what Marconi and Lakatos [4] commonly call data collection based on the hypothetical deducible method, which is based on the assumption of the existence of a problem, whose answer obtained may or may not be the desired one.

## **III. Result**

### **Geographical Aspects: Location and Access of the Rural Community Nossa Senhora do Perpétuo Socorro: Tefé-AM**

The Community of Our Lady of Perpetual Help is located on the right bank in the east-mouth direction of the Amazon River, here called Solimões. Far from the city of Tefé about 20 minutes by catraia (motorized canoe). However, due to the two climatic seasons, its access is difficult, especially in the dry or summer period in the Amazon, between the months of June and December. In winter, between January and June, you practically arrive at the school, where this research was developed, docking a few meters from this teaching unit.

It is a place of lowland vegetation that borders both the Tefé lake and the Solimões river. It has a population of approximately 200 people and the only school in the community meets the demand for early childhood education Pre I and II, elementary 1st to 9th grade and Youth and Adult Education (EJA), in addition to offering distance learning from the 1st to the 3rd year of high school through the partnership system with the State Secretariat of Education and Quality in Education of the State of Amazonas (SEDUC).

When it was pointed out that the difficulties of access in the dry season, it is meant that the teacher of the Distance Learning (EAD) modality has to travel a distance on foot of approximately 40 minutes, from the restinga vegetation to a beach, where it is common to come across venomous species of the Amazonian fauna. This entire route is carried out at night and needs a companion, in this case the other EJA teachers who also work at night in the same school.

The Community of Our Lady of Perpetual Help was founded on June 17, 1978, has twenty-eight (28) houses and thirty-nine (39) families, currently has about two hundred inhabitants (200). Its president is Mr. Pedro Barbosa Filho. The predominant economic activity is agriculture and fishing. The Nossa Senhora do Perpétuo Socorro Municipal School is linked to the Municipality of Tefé (PMT) through the Municipal Department of Education (SEMED). It was created by Decree Law No. 015 of August 6, 1981. On November 23, 2002, the educational institution was reopened. The Nossa Senhora do Perpétuo Socorro Municipal School was named in honor of the Community in which it is located, which has the same name. It also serves students from nearby communities, such as: Vila Nova, Piranhã and Tarará. Students who study in the distance learning modality are usually young people from the age of 16.

The human environment of the Nossa Senhora do Perpétuo Socorro Municipal School is made up of 32 (thirty-two) employees, 01 (one) manager; 02 (two) pedagogues; 16 (sixteen) professors graduated in various areas of knowledge; 07 (seven) general services; 02 (two) lunch cooks; 02 (two) security guards and 02 (two) secretaries. And it also has two more teachers of the distance learning modality, provided by SEDUC-AM.

### **Distance Learning (EAD) at the Nossa Senhora do Perpétuo Socorro Municipal Rural School**

The learning process based on the use of communication and information technologies began at the Nossa Senhora do Perpétuo Socorro Municipal School in the middle of the last decade, when the government of the State of Amazonas, through the Department of Education and Quality in Teaching (SEDUC) implemented the necessary equipment to receive the signals of the classes that began to be transmitted via satellite. In addition, internet access was installed, with an emphasis on videoconferences.

One of the first challenges was to overcome the distrust of the community members and especially of the students who until then were completely unaware of distance learning, as well as unaware of how computers were handled and had no contact with videoconferencing classes. It was also necessary for the teacher to go from house to house in the community of Socorro itself and in the others located nearby in search of students to carry out the proper enrollments, as the beginning of the school term was approaching.

After overcoming these obstacles, classes began, which took place within normality. It is worth remembering that at that time there was no electricity in the community and there was a need to install a generator set that would provide all the energy support for the use of the newly installed equipment. In short, all the logistics of equipment and human resources were available. The first class of the 1st year of the high school level was composed of 12 students. With this, it was avoided the displacement of these students to the nearest school to continue their studies, because in the community there was the level subsequent to elementary, the secondary. It is also clarified that the nearest school was located in the neighborhood of Abial, in the urban area of Tefé, something around 20 to 25 minutes away. At the end of the first year of teaching activities, the performance was significant, considering that there was no dropout and all were promoted to the 2nd year of high school. Now, it was necessary, in addition to the 1st year of high school, to hire another mediator teacher to handle the equipment aimed at the 2nd year of high school. The distance learning modality was definitively established.

Currently, distance education is in a clear process of expansion, however, it is necessary to open a discussion around the profile of the teacher of this modality. To this end, this research was limited to the 1st year of high school. The current teacher is an employee on a temporary contract with a current term of two years, renewable for another two. He has a university degree in two specific areas of knowledge: Higher Normal and Mathematics, with a specialization in the latter. It is his first teaching experience with EAD and he has 12 years of experience in Elementary and High School. And this research took place at the end of his first year of work at the Nossa Senhora do Perpétuo Socorro Municipal School.

The room where the teacher works consists of the following equipment: a computer with a printer and webcam, a laser printer, a 42-inch LCD TV. In addition, SEDUC provides didactic material such as paper for printing evaluative exercises and other documents that may be necessary. The form of face-to-face registration of the EAD teacher counts from the moment he turns on his equipment, which is monitored by the Media Center located in Manaus, from where the classes are transmitted.

The curriculum of the 1st year of high school in distance education is practically the same as that of regular face-to-face education, and the teacher's explanations about a certain content can be questioned from the moment of interaction, called local dynamics (DL). The evaluations follow a previously prepared calendar, and the control of attendance and grades is an assignment of the assistant teacher who is in the classroom. The room where this investigation was carried out has 09 students enrolled, 02 from the community of Piranhas, another 02 from the community of Vila Nova and the rest (05) from the community of Socorro itself. The age range of these students on average ranges from 16 to 22 years old, with 05 women and 04 men.

From 7:30 p.m. to 8:45 p.m. is the time for the presentation of the content by the teacher from the Media Center; from 8:45 p.m. to 9:00 p.m. is the break period; from 9:00 p.m. to 9:20 p.m., the teacher of the Media Center is questioned about the students' questions. Questions are asked via private chat. When there is an evaluation, the period from 9:20 p.m. to 10:00 p.m. is used when the class ends. The tests or evaluative exercises alternate objective and subjective questions and only in the subsequent class, when the students have already delivered their tests to the assistant teacher, do the technicians of the Media Center send the template. The grades are posted by the assistant professor, who for a limited period of time can modify them, if there is any error or mistake.

In addition to the above information, the school offers students snacks, considering the number of students. This calculation is carried out by a SEDUC nutritionist and the lunch quantity is sent to each school so that it lasts between 3 to 5 months. This control is also one of the functions of the assistant professor. There are also, as in regular education, unforeseen situations. For example, today, the Nossa Senhora do Perpétuo Socorro Municipal School received the benefits of the Light for All Program, from the federal government. However, on stormy days, the power is turned off in order to avoid short circuits that damage the equipment. Sometimes, this situation lasts for two consecutive days, causing the assistant teacher to have to justify this situation via private chat. In addition, it is necessary for this same teacher to go out of his way to put the curricular content up to date.

In addition, the assistant teacher, when questioned informally, said that she spent days waiting for a specialized technician for the corrective maintenance of her equipment, as she did not capture the signal (image) or the sound. From the day he opened the work order to the day he received the technician's visit, it took approximately a month. As for the students, it is perceived that there is enthusiasm about learning through distance learning, but absences are listed, almost always unjustified. Leading to the risk of failing the said

student for absences. This type of attitude ends up forcing the teacher to go after the student, so that he does not lose motivation for his studies.

At the end of 2013, it was noticed that the EAD operating system automatically renews the enrollment, and that, as in regular education, the assistant teacher fills out her class diary, with a diary for each of the subjects, as well as making the final record of attendance and grades (averages).

#### **IV. Discussion**

Distance Education (EAD): Concept and Meaning

There are several concepts and meanings for distance education, however, one of the most used emphasizes that this teaching modality has undergone and still undergoes constant changes caused mainly by technological advances. According to Guarezi [5, p. 19], the distance education modality is "an evolutionary process that began with the approach of the physical separation of people and reaches the communication process including information technologies at the end of the twentieth century". This definition by Guarezi [5] makes it clear that "physical separation" is a determining factor. It is immediately understood that, unlike face-to-face education, in the distance education modality it is not necessary to have direct contact between the teacher and the student, and the way in which both can interact depends on the use of communication and information technologies available today, especially with the advent of information technology through the internet and video conferencing. However, it is necessary not to confuse technological advancement with pedagogical advancement in relation to distance learning. This warning is described as follows by Demo [6, p. 90]: "Such technological evolution does not necessarily mean pedagogical evolution: it is always possible to use the most advanced technology to continue doing the same old things, in particular the old instructionism."

In the fragment of Demo [6], it is observed that no matter how modern the technology available in the distance education modality is, it will be worthless if the teacher does not qualify for the use of this technology. In short, it means: the teacher needs to improve, stop with the archaic form of instructionism and advance in the search and use of new teaching methods so that pedagogical evolution also occurs.

Resuming the discussion around the concept of distance learning, Guarezi [5] clarifies that distance education in Brazil is regulated by the Ministry of Education (MEC) through Decree No. 5622, published in December 2005. It is a differentiated teaching modality: "Educational modality in which the didactic-pedagogical mediation in the teaching and learning processes occurs with the use of information and communication means and technologies, with students and teachers developing educational activities in different places or times." [5, p. 20].

It is noted that this teaching modality adopts a different form of learning, where the teacher and the student do not necessarily need to share the same space, but both have contact and know how to handle it, exploring all available technological resources to make the learning process more dynamic. This proposal applies mainly to meet the demand of students who live in areas where access is difficult. Therefore, the entire teaching and learning process through distance education tends to use technological tools, thus overcoming the geographical barriers that distance the teacher from the student.

Distance Education, distinguished by the acronym EAD, is a teaching modality that differs from the conventional model, that is, it does not require the presence of the teacher in the classroom. Currently, distance education is directly related to new information and communication technologies (ICTs). Translating, the presence of the teacher ended up being replaced by the satellite transmission of the classes, supported by the use of the computer, where the teacher and the student can maintain a virtual dialogue in the search for solutions to doubts. However, it is necessary to understand epistemologically the term EAD, which in the view of Chaves [7, p. 2] is:

"a way to use technology in the promotion of education". It is perceived that the use of technology is adjustable to the teaching process, shortening distances and enabling the student to form critical opinions about certain content. In summary, knowledge can be learned without the teacher being physically in the classroom.

In this way, distance education is a teaching modality that is booming, according to Volpato, Soprano, Botton et al. [8], it is present in more than 80 countries and serving different levels of education, and with the advancement of technology, this number of countries tends to increase in a short period of time. It is also understood that the distance learning modality avoids the teacher's displacement to remote or hard-to-reach areas, reduces costs and also puts the student in direct contact with computer tools.

According to Coll [9, p. 15], "The impact of Information and Communication Technologies (ICTs) on education is, in fact, a particular aspect of a much broader phenomenon, related to the role of these technologies in today's society." When it comes to Distance Education in Brazil, it is possible to arrive at important data, for example, the use of letters, radios and television and, a few decades ago, the introduction of information technology. In this sense, a discussion is opened considering what is available in the literature. However, a summarized history of the historical evolution of distance education in Brazil is used. Until the 1900s, the main form of communication among Brazilians was in letters. Therefore, these ended up being used in distance

learning, however, they were almost always limited to meeting the demand of the population of the states in the Southeast and South regions of the country. This is because the time spent delivering mail to the other regions was very long and ended up demotivating the student.

In the 1920s, with the introduction of radio, this teaching modality became a better known teaching modality, managing to reach an increasingly distant audience. However, radio, at that time was a luxury item, was limited to the financially wealthy economic class. Therefore, it was still unable to promote education as a social factor of inclusion. A fact that remained until the arrival of television from the 1950s to the 1990s, when distance education became popular through programs aimed at mitigating the problem of illiteracy and school education up to the secondary level.

In Brazil, the distance education modality evolved with the creation of the Radio Monitor Institute, in 1939, and with the Universal Brazilian Institute, from 1941 onwards. During the 1950s, the sending of correspondence began to be used and, in the 1960s, other professional training and worker training initiatives, such as SENAC, SENAI and SENAR appeared. Subsequently, new projects appeared, based on the accumulated experience of previous projects [8].

From the 1990s onwards, there was a significant advance in distance education in Brazil. New communication and information technology technologies were introduced, as well as the training of human resources for the handling of equipment, which in turn began to be installed in increasingly distant places, that is, in geographically isolated places, for example, in rural communities scattered throughout the Amazon. Currently, distance education is used in learning at three levels: elementary, secondary and higher. However, the greatest demand refers to the first two, considering the number of students who need school education and who live in areas where the teacher would face extreme difficulties to maintain himself during the school year.

It is necessary to make it clear that technological evolution does not always go hand in hand with the learning needs of the student today, because technology is constantly renewed, while the equipment available for this type of education is not. This mismatch demonstrates a continuous need for investments in distance learning to achieve quality. It is also noted that one of the negative aspects is regarding the corrective maintenance of the equipment, which can even be longer than a month since the service order is opened. Therefore, there are crucial points that need to be adjusted to make distance education more efficient and inclusive throughout the Brazilian territory.

The technologically mediated teaching and learning process has developed a lot around the world and in Brazil it was no different. It is an innovative and differentiated teaching modality. This is one of the factors that attracts new students, as the handling of tools such as the computer directly contributes to the student feeling closer to the new communication technologies and, consequently, training for the job market, where one of the basic requirements is the use of information technology. In this sense, Maia and Mattar [10, p. 13] point out:

"The growth of the distance education (EAD) market is explosive in Brazil and in the world. Data is available everywhere: the number of institutions that offer some type of distance learning course, the number of courses and disciplines offered, the number of students enrolled, professors who develop content and start teaching distance classes, companies that provide services and inputs to the market, articles and publications on distance learning, the technologies available grow, and so on."

It can be seen in the fragment above that the distance education (EAD) modality in Brazil is also a form of economic investment with guaranteed profit, it has a growing consumer market (students) all over the world. These are institutions that also invest in the training of teachers so that they develop the teaching and learning process with quality. In addition, they offer different types of courses at various levels, where the student does not need to be in the classroom. In this way, distance learning has been attracting more and more students, because the student ends up making his own study schedule, making his learning more dynamic and democratic.

Another relevant aspect about the process of expansion or diffusion of distance education in Brazil is the discussion between educators who believe in the efficiency and quality of teaching through distance education and those who have certain misgivings when it comes to this modality of teaching in the contemporary context and the sociocultural and economic context of the communities. In Tori's view [11], distance education has an innovative character, therefore, this opinion makes clear the aspect that makes this modality different, as it completely escapes the traditional form of knowledge transmission, where the teacher must remain in the classroom. It is understood that the fascination with distance education in Brazil occurs due to the possibility of intense use by the teacher and even more so by the student of data, images, information that converge from the computer.

It is important to emphasize that traditional education cannot be diagnosed as an outdated modality, considering that the teacher has also been trained for at least four years to be in the classroom. However, it is necessary that this teacher is also qualified to deal with the use of new communication and information technology technologies. For Maia and Mattar [10, p. 22] we live today in the "[...] generation: EAD on-line". That is, the generation that seeks to apprehend knowledge in a completely different way, in research, searches and handling computers. However, this does not mean that the teacher in the classroom is outdated, considering

that the teaching process, whether by distance learning or traditional modality, needs the participation of the educator to live this reality.

## V. Conclusion

It was found with this research that some facts were clarified. For example, the entire historical and evolutionary process of distance education in Brazil, its meaning and importance, was unveiled. It was evident that distance education is a dynamic and completely different teaching modality. This is partly due to the use of New Information and Communication Technologies (ICTs), especially at the beginning of the decade with the popularization of the internet as a research tool, as well as the systematic and direct use of videoconferencing and interactive classes.

Regarding the teaching process through distance education at the Nossa Senhora do Perpétuo Socorro Municipal School, it is noted that there have been investments, but it is necessary that these investments in technologies do not become outdated. There is a concern to demand from the constituted authorities that the most modern technology is used to further motivate the student's learning. There is also a suggestive criticism: that the distance education teacher should be offered continuing education, considering that technological evolution is a constant aspect. In addition to these aspects, this work tends to work as a driver of new research based on the same assumption, as there are still limited works of this size in our academic routine. It is not possible to limit the results without suggesting something that can be done concretely in relation to distance education, for example:

1. To make available to teachers and students modern equipment in perfect working order;
2. Create a mechanism for evaluating the teacher and also the equipment used by him/her;
3. Provide an integrated network of better quality for the preventive and corrective maintenance of the equipment used in the learning process;
4. Disseminate more vehemently the benefits of distance education as a teaching modality that aims to promote and expand knowledge and citizenship, especially in the most isolated rural areas.

Finally, despite tracing a whole process of historical and educational transformation on the process of implementation of distance education in the Nossa Senhora do Perpétuo Socorro Municipal School, it was realized that the challenges of the teacher who moves to this community are complex and risky. However, it is a dignified form of work and expansion of knowledge to a population of young people who practically place their hopes for improvements in the quality of life in the knowledge they can learn at school. In this sense, all the effort made by the teacher is valid. It is impossible in the competitive society in which we live to dissociate learning (contents) from technology, considering that mastery of information technology, for example, is one of the basic requirements requested by the employer when assessing the capacity of his employee. In summary, the school has long ceased to be an environment where only blackboards, brushes, books, notebooks, etc. were used. Today, the teacher needs to master technology to really teach the student with regard to their formal education.

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