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METACOGNITION AND THE CONTRIBUTION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHER TRAINING: CHALLENGES AND PERSPECTIVES IN THE COVID-19 PANDEMIC

AUTHOR

Joelma Cellin: Master in Education Sciences from the Universidad Columbia Del Paraguay. Master in Italian Language and Culture of the Piedmont region from the University of Turin-Italy. Writer. Teacher of Basic Education and Higher Education. Graduated in Fine Arts from the Federal University of Espírito Santo – UFES.

Contact: jcellin@yahoo.com.br

ABSTRACT

This article investigates the experiences and difficulties faced by teachers with the advent of the COVID-19 pandemic regarding the use of ICTs, as well as the performance of these professionals in a new education model that presented new metacognitive experiences. The formation of active individuals is directly linked to the search for knowledge and learning, and we investigated how the teaching/learning process was experienced, in contrast to the actual teacher training. The research site was the Emílio Nemer State High School, located in the municipality of Castelo, state of Espírito Santo, Brazil, through data collection, through a survey conducted among teachers and management team. The research observed the teacher's perspective, focused on the use of Metacognition in teaching/learning relationships.

Keywords: Teacher training. Metacognition. TDICs. Pandemic.