v. 4, n. 33, 2024

International Journal of Human Sciences Research

DIALOGUES AND LOOKS ON LEARNING AND TEACHING: REINVENTING EDUCATIONAL ACTION IN TIMES OF PANDEMIC

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Acceptance date: 05/11/2024

Abstract: Dialogues and Perspectives on Learning and Teaching: Reinventing Educational Action in Times of Pandemic. The following article aims to reflect on the new context that has emerged on the world stage - the Covid-19 pandemic, starting in 2020. Starting from a scenario that precedes the pandemic, but which already brings with it problems related to the educational context. Another point we bring up for discussion concerns the school space that has already been immersed in the pandemic and now needs to be re-signified. Next, we emphasize the implications of technologies on the school curriculum and pedagogical practice from then on. Reflecting on whether there have really been significant changes in the social context with the use of technologies in the midst of the pandemic school scenario. The methodology used was a literature review. To help us on this journey, we made use of the following theoretical contributions: Macedo (2021);Branco and Zanatta (2018); Lino (2017); Santos and Dias-Trindade (2020);Martins (2020);Cordeiro (2021);Alves and Faria (2020), among others that will appear in the body of the text.
Keywords: Pandemic. Educational Action. Pedagogical Practice. Technologies.

INTRODUCTION

The year 2020 saw us write a new chapter in our history, where we had to adapt to new rules of conduct, how to relate socially to other individuals, to the world itself. Social distancing became our mantra, the strict hygiene rules and standards proposed by the World Health Organization (WHO) and health surveillance agencies constantly reminded us of the care we had to take to protect ourselves against the Covid 19 virus. "We must not be careless, because the virus is still on the loose, metamorphosing all the time."

In this sense, we had to get used to a "new normal". Gradually and slowly, we have tried to return or give an air of normality to the social relationships we maintain in the economic, socio-cultural and educational contexts.

The world was now experimenting with this indigestible new scenario. Education, as well as other spheres that make up society, were directly affected, causing a new protagonist to take the stage, no longer as a supporting actor, but as the main actor - educational technologies.

Technologies and their multi-function applications gained considerable importance at that time. Thanks to them, the educational process did not stagnate for good, but allowed education to continue, of course, with all the peculiarities demanded by the moment of yesteryear.

Classes went from face-to-face, a direct teacher-student relationship, to remote and hybrid classes where we now have the formation of a triad: teacher-technology-student. Technologies now mediate the relationship aimed at the teaching-learning process. With the contribution of educational technologies, social networks, it was possible to continue the student's contact with the school curriculum.

It's important to say that Brazilian education has been plagued for decades with problems such as: not being able to read and write at the right age; school dropouts, lack of fundamental inputs for quality education such as: adequate physical space, quality school meals, incentives for education professionals, among other problems. These challenges may have been exacerbated by the pandemic.

Later on, we will reflect more closely on the school education context. We will reflect on points such as: The Brazilian educational scenario before the pandemic; School and technology: New relationships. New changes?; Covid 19: Impact of technologies on the curriculum and pedagogical practice.

THE BRAZILIAN EDUCATIONAL SCENARIO BEFORE THE PANDEMIC

For a long time now, Brazilian education has been facing challenges such as: a high rate of failure or repetition; children of the right age out of school, dropouts, indiscipline, lack of investment, a rigid curriculum - still stuck in old conceptions of teaching and learning with traditional, conservative, if not neoliberal aspects, turning the school into a business.

For decades, Brazil has been fighting to undo an old maxim that insists on surviving: "education as a privilege for the few". Even with some victories, including the emergence of official documents that govern education and now make it a "right for all", it is still necessary to undo some of the evil ways that end up overshadowing everyone's right to quality education.

In this regard, Macedo (2021) comments that,

> There has long been a debate in Brazil about whether education is, in fact, a right. Anísio Teixeira raised this question at the end of the 1950s: "education is not a privilege," he said, defending education as a right and fighting for the universalization of free, quality public schools in Brazil (Teixeira, 1995; Nunes, 2000)1. In the last two decades of the 20th century, with the 1988 Constitution and the 1996 Education Guidelines and Bases Law, education in the country was formally guaranteed as "a right for all and a duty of the state and the family" (Brazil, 1988). However, countless studies year after year show the enormous educational inequalities that plague the country in both basic and higher education (Silva and Hasenbalg, 2000; Castro, 2009; Artes and Ricoldi, 2015; Macedo, 2019a). Despite some recent advances in the democratization of educational institutions, we still have an education system unequally marked by race, class and gender criteria among students, in addition to Brazil's regional differences (MACEDO, 2021, p.265).

It's important to remember that some of these problems, such as repetition, students out of school, dropouts and lack of resources or investment, have been alleviated over the years, but there's still a lot to be done.

We live in a class struggle, in which access to power in the country has fluctuated over time. Sometimes a ruler who favors the elite rises to power, sometimes a ruler who represents the working class. It is noticeable that in both governments there is an impact on the school curriculum, which undergoes profound changes that end up having an impact on educational practice.

On August 31, 2016, then-president Dilma Rousseff, who represented the wishes of the working classes, was removed from office on charges of a crime of responsibility. This ushered in the government of then vice-president Michel Temer, who represented the wishes of the privileged classes such as the middle class and the elite. The Michel Temer government ruled the country for two years and seven months, and was seen as the most unpopular government since the military dictatorship.

The BNCC was implemented under the Temer government, causing criticism due to various changes made to the original text, as it was seen as a step backwards, with a strong neoliberal, market and conservative content.

In this respect, Marsiglia (2017) reads the BNCC as a document with a strong ideological content, aimed at serving the market. Where its historically accumulated content is left aside, and is now subordinated to skills and knowledge, which will be given through the development of abilities that will enable students not to perceive the contradictions created by the class struggle and the neoliberal system, but only to accommodate themselves to it in a creative and competent way, now giving the market a longer life. The same author also makes emphatic points about the BNCC and its consequences, commenting that,

> By emphasizing "skills", "competencies", "procedures" and the "formation of attitudes" and not highlighting school content, educational work and teaching, the document brings a perspective that aims to adapt students to the job market or, more properly, to "entrepreneurship". In other words, with unemployment and the consequent decline in formal work, the aim of this education is to prepare the children of the working class for the informal and precarious labor market, compatible with the demands of capital for this century, geared towards "flexible" accumulation. (MARSIGLIA, et al. 2017, p. 118).

The authors Branco, Zanatta and others (2018), add to the same subject that,

> It is safe to assume that the drafting and implementation of the BNCC has been consolidated as yet another advance of neoliberal hegemony and ideals in the context of national curriculum policies, as occurred in the 1990s with the PCN, with a view to meeting the interests of the business class, contrary to what is expected of public schools, which is to guarantee historically systematized knowledge and emancipatory human formation to the young. (BRANCO; ZANATTA et al. 2018, p. 60).

According to Deitos and Gonçalves (2020), the BNCC's General Competencies are intertwined from a theoretical and ideological perspective with the proposals of international organizations. This is evidenced by the fact that the main organization formulating these competences is the CCR[1] , which pursues an agenda geared towards the proposals of the OECD[2] . The neoliberal discourse of the educational reforms undertaken in the 1990s is still visible in the curricular proposals and is present in the reform proposed by the BNCC, based on the ten General Competences.

Another change that had an impact on Brazilian education and the curriculum was the reform of the new High School. It was a reform of the curriculum that was also approved during the Temer government through Law No. 13,415/2017, which altered the Guidelines and Bases of National Education and established changes in the structure of teaching.

The implementation of the BNCC in the Brazilian curriculum, approved in 2017, extends to secondary education, which is directly affected and influenced by neoliberal ideals. In this way, it isolates the alternatives of an education focused on criticality and a human and integral formation.

In this regard, Lino (2017) comments:

> Law No. 13,415/2017 is a concrete threat to the quality of high school education and represents a reduction in the right to education. Comprehensive, critical and civic education, which would ensure students' full intellectual, emotional, physical, aesthetic, moral and social development, based on ethical and political principles that would enable their emancipation, was the utopia to be pursued in secondary education, which has now been discarded (LINO, 2017, p. 82).

For many experts, this is a neoliberal reform that has the tendency to turn this type of education into a business, with profit as its core objective, creating mechanisms to strengthen the workforce to feed the labor market.

SCHOOL AND TECHNOLOGY: NEW RELATIONSHIPS. NEW CHANGES?

With the emergence of Covid 19, the world began to experiment. Education, as well as other spheres that make up society, have been directly affected, causing a new protagonist to take the stage, no longer as a supporting actor, but now as the main actor - educational technologies. However, structural and social problems have become even more acute in the face of the pandemic.

Silva e Silva (2021) comments on this issue:

1. Center for Curriculum Redesign
2. Organization for Economic Cooperation and Development.

> We know that many schools and education systems, especially private schools, adopt online platforms as a complementary tool in basic education, as mechanisms that integrate face-to-face classes, as allowed by the Law of Guidelines and Bases of Education, LDBEN (1996) when it discusses the organization of basic education in article 32: "basic education will be face-to-face, with distance learning being used to complement learning or in emergency situations", Art. 32, paragraph 4 of LDB/96. In public schools, the presence of technology is still not very present, given that investment in education in its various sectors is still far below what it should be if we are to make real progress in Brazilian education. In addition to the lack of infrastructure in the schools themselves, it should also be noted that a large number of students in our country do not have access to the internet or a computer at home, in many cases not even cell phones that allow them to access it.

Remote learning has further accentuated social inequalities or "technological barriers", where the majority of families and students do not have quality access to the internet or even electronics such as cell phones and computers.

On this subject, Macedo (2021) states that,

> While these challenges are not new, with the outbreak of the coronavirus pandemic in 2020 and the consequent closure of schools, these mechanisms for creating and reproducing inequalities have become even more active. Various operators of social differentiation have become more pronounced, increasing the educational gaps between public and private schools, rich and poor, "heirs" and "non-heirs" (Bourdieu, 2015). In addition to educational and social inequalities, digital inequalities have been added. It's worth noting that digital inequalities reflect or mirror broader social inequalities, and since the end of the 20th century have been another locus of social stratification in Brazil. As various studies have shown, digital inequalities are strongly correlated with income criteria, as well as with social markers of difference such as race, gender and age (MACEDO, 2021, 266).

Recent research and studies have found that there has been a transfer of inequality. Where classes in a remote teaching context also show that there is a lot of inequality on the part of students from different social classes. Some have higher quality interactivity and access than others. These studies were published in a technical note by the "All for Education" movement in 2020:

> With regard to internet access, 67% of households in Brazil currently have access to the network, and this percentage differs greatly between social classes: 99% for those in class A, 94% in class B, 76% in class C and 40% in class D/E. For those households that don't currently have internet access, the main reason given for not having access is the high cost (27%), followed by the fact that residents don't know how to use the internet (18%). Data such as this indicates the need to make internet access more flexible for the most vulnerable communities as long as social distancing remains necessary, in order to try to increase student access to the network and reduce potential effects on educational inequality. (Todos pela Educação, 2020, p. 09).

According to Ramos and Lopes (2021), all students worldwide have had their educational process affected by the pandemic. However, they emphasize that this process has been more harmful among the poorest. Mainly because their access to ICTs has been hampered by the pandemic. For some years now, UNESCO has been reporting in its studies on this huge gap in educational figures between developed and poorer countries.

When it comes to these countries' access to ICTs, the figures are not so different. In the midst of the pandemic, the poorest countries have had a number of problems that have affected them in terms of school closures and the establishment of remote education during the pandemic.

Regarding the distance and problems of access to ICTs before the pandemic, Ramos (2016) reports:

> In this way, the strong potential of ICT and digital technologies must be taken into account today, but also the fact that many social and economic inequalities persist in the world, which must be taken into account, since they are reflected in the training and qualification of human resources and infrastructures, factors that limit access to these technologies (RAMOS, 2016, p. 02).

Accentuating the issues already highlighted about social inequality during the pandemic, Macedo (2021) emphasizes that:

> If these inequalities were already known in Brazil, during the pandemic, with the transfer from face-to-face education to emergency remote education, the difference in access has widened these differences. Data from the Solidarity Research Network from August 4, 2020 shows that between March and July 2020, more than 8 million children aged 6 to 14 did not do any school activities at home. In July, while only 4% of the richest children did not do any school activities, this figure jumped to 30% among the poorest children. The report concludes: "With the omission of the state in monitoring the poorest families, the difference in activities carried out at home between the poor and the rich can reach 224 hours, the equivalent of 50 school days" (Solidarity Research Network, 2020: 1). In the state education network of São Paulo, even with the creation of an app to broadcast classes *online* that doesn't consume the user's internet package, only 27.3% of students followed the activities when attendance was measured on some days in May and June 2020. In the state of São Paulo, close to the end of the year, around 500,000 students had not handed in any activities. Once again, the lack of connectivity was one of the main causes of this loss of connection with the school, penalizing lower-income students even more (MACEDO, 2021, p. 267).

Technologies and their multi-functional applications are gaining considerable importance. With them being implemented alongside the curriculum, the educational process has not stagnated for good, but has allowed education to continue, of course, with all the peculiarities and challenges demanded by the current moment. Among them, we emphasize the so-called "native" students who have already been born and live with technologies, especially mobile technologies such as laptops and cell phones, but who are still limited by the demands of the current pandemic and remote teaching. In this regard, Lluna and Pedreira (2017) have already commented that "digital natives" need to be prepared, educated in technologies so that they can take advantage of all their educational resources and possibilities, leading them to become emancipated, critical and autonomous citizens, and this knowledge can take them to other future contexts such as academia and the job market.

Regarding this issue, Santo and Dias-Trindade (2020) point out that the format chosen does have its limitations, since in many cases it did not meet the need for planning advocated by instructional/educational design, but it should be borne in mind that it made it possible for studies to continue, leading teachers and students to learn how to use new tools to support the teaching and learning process.

Still on the subject, the Todos pela Educação movement (2020) reports that,

> Even so, the latest research shows that this is not an equivalent alternative: remote activities, and even more structured activities in the Distance Education (DE) modality, have their limitations and, in effect, will not be able to replace the face-to-face school experience, particularly when applied at scale in Basic Education. Evidence-based literature shows that students who have totally distance learning activities learn less than those who have face-to-face experiences in schools, even taking into account other factors that could affect academic performance.6 And even when teaching is not totally distance, the evidence is still mixed as to the effects of educational technologies on student learning, as well as pointing out that many tend not to be very

> cost-effective.7 Thus, it is necessary to have realistic expectations about the various existing solutions, knowing that they are important alternatives at the present time, but will not meet all the academic needs expected and foreseen in the curricula. (Todos pela Educação, 2020, p. 06).

The inequalities of access, lack of knowledge and lack of training are not only among students, but teachers have also faced many challenges when changing the educational paradigm from face-to-face to remote, as shown by the Todos pela Educação (All for Education) movement:

> Based on this premise, and considering the sudden need to adapt to remote teaching, it is important to understand the level of training teachers have in working with technological resources. In Brazil, despite the fact that the vast majority of teachers (76%) have recently sought ways to develop or improve their knowledge of the use of technologies to help in their classes, only 42% indicate that they have taken a course on the use of technologies during their undergraduate studies, and only 22% have taken part in any continuing training course on the use of computers and the internet in teaching activities. Consequently, 67% of teachers claim to need professional development in the pedagogical use of educational technologies (Todos pela Educação, 2020, p. 13).

It was a scenario that came about abruptly, taking everyone by surprise. Most teachers throughout Brazil didn't have access due to a lack of infrastructure or investment from the government, or they weren't interested in keeping in touch with educational technology because they didn't think it was part of their pedagogical work. It was still foreign to many teachers.

On this subject, Silva and Silva (2021) add that,

> However, it's worth pointing out that the reality in question came as a surprise to everyone. Teachers had to adapt their entire daily lives and practices to meet the educational demands, without adequate training to guarantee them the support they needed to carry out the activities they were performing at the time. Thus, some problems arise in the dynamics of classes that are common to the various realities of education and why not say that they are common to the reality of the country, they are: problems with handling the necessary technologies, computer, internet, or even cell phones, lack of discipline in time management, lack of basic infrastructure, especially in public schools to provide teachers and students with the necessary material to develop remote classes. (SILVA; SILVA, 2021, p. 04).

In fact, we realize that even though technologies contribute to the continuation of classes and the curriculum in relation to remote teaching, issues that have been affecting the educational context for several decades have remained unresolved and have even been accentuated during this pandemic period.

On this subject, Todos pela Educação (2020) comments that,

> In addition, the rapid and complex changes that the current scenario requires make the task even more challenging. Difficulties in adapting to the remote teaching model are natural and are likely to be even more pronounced in Brazil, since the consistent use of technology is still very timid in education networks.9 Examples of existing obstacles are the lack of knowledge about the quality of most of the solutions available, the unfamiliarity of students and professionals with distance learning tools and the lack of a family environment that supports and promotes online learning.10 In this way, it is very likely that, when the period of social distancing comes to an end, students will have significant learning gaps (among other issues). (Todos pela Educação, 2020, p. 07).

Another dimension changed by the pandemic has been the school-family relationship. This relationship has always had many difficulties in strengthening its bonds of co-participation in responsibilities regarding the teaching-learning process. Today there is a

discussion that points to the delegation of responsibilities from the family to the school, leaving its share on the shoulders of the school institution. With the change from face-to-face teaching to remote teaching, they had to face new challenges together that threatened the continuation of even remote classes across the country. In this sense, the problems have become greater. There is now a greater need for the school and the family to work together in an attempt to overcome obstacles.

For Cordeiro (2021), it was a process marked by many challenges:

> As events unfolded, we saw a partnership between school and family, and even in the face of access difficulties, parents didn't stand still and collaborated so that the children could take part in the activities. Families have also had to adapt to the new reality: as well as looking after the home, working remotely (home office), they need to monitor and help with the activities prescribed by the educators. Some families are finding it difficult to keep up with their children because many are still working and have no experience of teaching. It's worth noting that some students don't have access to the internet or TV and aren't following the lessons. The interesting thing is that many families are accompanying their children, at this time of pandemic, and have in their hands the possibility of understanding the importance of their role in their education, and still devalue the teacher who spares no effort to collaborate in an incisive way, so that children are motivated not to give up their studies, despite all the difficulties. (CORDEIRO, 2021, p. 03).

The Todos pela Educação movement (2020) states that this new scenario of major challenges for Brazilian education could, in the long term, also become an opportunity to strengthen ties between the two institutions, school and family, which could materialize in both the short and long term after the pandemic. However, care and caution must be taken at this time so that families are not affected by the accumulation of responsibility, especially as many families are not prepared for this role and this could lead to many problems.

The family and the school are living through a new era in which many scenarios that were once so distant from the home now have no other way out with social distancing. They have had to enter homes, causing confusion, uncertainty and doubt. And school has been one of those scenarios that has entered Brazilians' homes in a way that has never been seen before.

> Previous positions have had to be revised. If before children couldn't play with their parents ' cell phones , now? There is no other way for things to happen. there is no other way for things to happen. Everyone is glued to their cell phones. Classes, meetings with grandparents , loved ones, friends, relatives? Only through these electronic instruments. Difficult! Very difficult, a reality that affects everyone's beliefs and authorities. Difficult because not everyone has the skills to handle these technologies. And in this climate of change, people are getting older, sicker , more violent, less happy, less cheerful, more vulnerable to any new stress or pressure. And now, a new pressure has necessarily arisen: school within the home! (DALBEN, 2019, p. 14-15).

Dalben (2019) adds that fathers and mothers with the shock of the pandemic are working from home and need to deliver results in their jobs while, suddenly, they also have to be present more than ever to support their children during remote classes and when doing activities.

Even though at that time the scenario was one of uncertainty, and with families now having to assume their role, which for a long time had been neglected, a new opportunity is now opening up, where even with a lot of difficulty we can see an understanding, albeit not so clear, of the importance of their role in their children's education, also valuing the work of the teacher.

All these challenges brought about and exacerbated by the pandemic in direct rela-

tion now to technology have meant that curricular aspects and pedagogical practice have also been modified, gaining other dimensions.

COVID 19: IMPACT OF TECHNOLOGIES ON THE CURRICULUM AND PEDAGOGICAL PRACTICE

Classes have gone from face-to-face, a direct teacher-student relationship, to remote and hybrid classes, where we now have the formation of a triad: teacher - technology - student. Technologies now mediate the relationship of yesteryear.

According to Seabra (2013), mobile devices have been the "enemy of education" since they first appeared, as they make it difficult to concentrate in the classroom. However, these electronic devices are turning from villains into good guys. Nowadays, some devices have come to be seen as partners in education, as they enable students to access information at a time of social distancing.

Digital information technologies have been present in education for some time now. Before the pandemic, it was seen as just another tool or resource to be added to the classroom. This discussion about the presence of educational technologies in schools is not new, as Barbosa (2014) emphasizes:

> The debate on the social impact of ICT on the education system is not new and has fueled the strengthening of an agenda for public policies in the field of education. Initially focused on providing access infrastructure, programs to promote the use of ICT in schools have as their starting point an expectation of profound changes in the dynamics of teaching and learning - especially in the search for the transformation of pedagogical practices and an increase in school performance. (BARBOSA, 2014, p. 27).

In this sense, in a pandemic context, education now has a new protagonist that in our specific context was already known, but little used in public schools: educational technologies - which at this time have gained considerable importance more than in any other context.

Martins (2020) points out that

> For many years now, education has been asked to think and do what it has thought in terms of using technology to contribute to the teaching-learning process. However, there have been some misunderstandings about what technology is. In this pandemic moment, everything has come to a head in a crisis that offers two ways out: crystallization of the teaching and learning process, due to the sheer boredom of remote classes, or, on the other hand, the most suitable option, learning from this moment and joining the cyberculture that we have always been involved in and now needs to be reconfigured (MARTINS, 2020, p 8).

Contact with this new scenario created by the pandemic and its possible solution is not a matter of juxtaposing contexts. It's not simply a matter of throwing technologies at teachers and students and the process will occur naturally in the face of the pandemic and remote teaching.

Training and policies are needed to make access to this technology possible. In this respect, Silva and Silva (2021) point out that,

> Teachers and students have had their roles distorted by the new format of remote teaching. Technologies now occupy the space that used to be occupied by social relationships, dialogue is now through screens, the exchange of information and questions (when they occur) is through chats and platforms. In this way, teachers end up becoming producers of activities, content and videos, requiring their role to go beyond pedagogical planning, as it is now also necessary for teachers to have basic knowledge of editing, posting, etc. (SILVA; SILVA, 2021, p. 13)

For some scholars in the field of technological education, caution and care must be taken with the new format of remote classes, because otherwise there could be problems

that further compromise the teaching-learning process or a failure to actually carry out the curriculum - fulfilling its pedagogical role. There are situations where educational technologies are beneficial to the educational process. However, we also need to be aware of situations that can cause harm to students and their educational process.

On these issues, Santos (2020) stresses that,

> Remote learning has left its mark... for better or for worse. For the good because, in many cases, it allows affectionate encounters and good curricular dynamics emerge in some spaces, study routines and class meetings are guaranteed in the context of the pandemic. To bad because they repeat massive models and underutilize the potential of cyberculture in education, causing boredom, discouragement and a lot of physical and mental exhaustion for teachers and students. Physical and mental illnesses have already been reported on the web. In addition to causing trauma and reactivity to any technology--mediated education. For our field of study and action, the reactivity that this has caused greatly compromises responsible innovation in the field of education and cyberculture (SANTOS, 2020, p. 05).

Teachers and schools now have a big challenge ahead of them: to implement technology into their teaching practice and into the curriculum. In order to overcome this challenge, some steps need to be taken. In this respect, Martins (2020) emphasizes that,

> In this way, using these resources requires teachers to have diverse and different skills from the traditional ones. Schools and teachers need to adapt and migrate to this new world. However, it will not be possible for teachers to make this move without adequate public management for the implementation of technologies, in which continuing education plays a fundamental role in this process. The pandemic has provided a real--time analysis of the incorporation and use of digital technologies in education. Given the speed of these changes, many teachers have not been able to keep up or are not very comfortable working with these technologies, especially at a time when they have had to bring the classroom into their homes. The challenges have been numerous, incorporating technologies and perceiving themselves as teachers who cannot be detached from cyberculture (MARTINS, 2020, p. 13).

The way the pandemic has reached our lives, the various contexts of coexistence, has brought many problems that we are still not fully aware of the seriousness of their future consequences, directly affecting education in its pedagogical and curricular process, where even understanding the importance of remote teaching and ICTs at a time of social distancing, there are issues that must be reflected on.

In this regard, Martins and Almeida (2020) point out that,

> Our health first! Just as we recognize that remote learning can be a way of complementing the school life of Brazilians, in order to maintain contact, think about interdisciplinary content, citizen training or reinforce knowledge. Not to completely replace the encounter with the different, especially in basic education. We must never forget that school is an absolutely irreplaceable place and that, regardless of how it takes place, education is a space-time of formation forged in conviviality and conversation. But is it possible to live together at a distance? Is there online coexistence? We already know that. In fact, what would our coexistence be if it weren't for the internet connection in this quarantine? However, what we have seen in the educational actions that the pandemic has exposed is a process of education (human formation) that has been drastically/radically reduced to teaching. What for? To meet demands such as ENEM, PISA, the justification for paying tuition fees at private institutions and fulfilling annual teaching hours. This perspective is blatant in the face of the mere didactic transposition of content from face-to-face to non-face-to-face education, with a view largely directed towards transmission and not towards processes of subjectivation, joint construction, interdisciplinarity, with

> a view towards authorship, training for citizenship, contemporary culture and a curriculum that is integrated with each other and with the issues of the society in which the schools are inserted. Given that this whole technological movement has changed the way people communicate, acquire/ disseminate information and, consequently, their social relations, we have to wonder: how has technology been used to develop remote teaching in Brazil, and what could it look like? The teacher has a key role to play in creating everyday inventions that subvert the imposed mass logic. We know that the difficulties are numerous: the devaluation of the teaching profession, psychological and health difficulties, the digital exclusion of a large part of Brazil's population and so many other obstacles that Brazilian education goes through on ordinary days and now, to a greater extent, with the pandemic. (MARTINS; ALMEIDA, 2020, p. 220).

At the most critical moment of the pandemic between 2020 and 2021, more precisely on March 17, 2020, the Ministry of Education authorized the replacement of face-to-face classes with remote classes until the end of the pandemic. However, the implementation of remote classes in direct relation to ICTs will be a major challenge for the Brazilian scenario.

On this subject, Moreira, Henriques and Barros (2020) emphasize:

> In fact, the suspension of face-to-face teaching activities around the world meant that teachers and students had to migrate to the *online* reality, transferring and transposing methodologies and pedagogical practices typical of physical learning territories, in what has been called emergency remote teaching. And in reality, this was an important transition phase in which teachers became *YouTubers* recording video lessons and learned to use videoconferencing systems such as *Skype*, *Google Hangout* or *Zoom* and learning platforms such as *Moodle, Microsoft Teams* or *Google Classroom*. However, in the majority of cases, these technologies have been and are being used from a purely instrumental perspective, reducing methodologies and practices to purely transmissive teaching. It is therefore urgent and necessary to move on from this emergency remote teaching, which is important in the first instance, to quality digital education on the net. Rather than transferring face-to-face practices, there is now an urgent need to create virtual learning models that incorporate deconstruction processes and promote collaborative and constructivist learning environments on the chosen platforms (MOREIRA; HENRIQUES; BARROS, 2020, p. 352).

How can remote classes be implemented with the help of ICTs if the situation of inequality between Brazilian states reflects a huge discrepancy, especially those in the north and northeast. Students have little access to technology, and most teachers have no training in how to use these technologies.

On this subject, Arruda, Silva and Bezerra (2020) point out that

> More than 21% of public school students only access the internet via their cell phones. In the North and Northeast, the use of the internet exclusively via cell phone, i.e. without any access via desktop or laptop, is 26% and 25% respectively. Data from the ICT 2019 survey also shows that 79% of teachers stated that the absence of a course on how to use computers and the internet in class makes their work more difficult. In addition, only 40% of students have had any experience with online courses or online quizzes. The figures presented by the survey carried out the year before the pandemic crisis reveal a deficiency in the education system, especially in public schools, in terms of access to education with digital interactions, using online platforms. (ARRUDA; SILVA; BEZERRA, 2020, p. 3-4).

Another issue surrounding the relationship between education and technology is the way in which teachers are making use of technologies and methodologies. In many cases, they still retain the same format of traditional methodologies, so they just transpose technologies to methodologies.

In this regard, Bacich (2015, p. 31) comments:

> The majority of digital immigrant teachers who have entered the world of technology have a way of teaching that is not always in tune with the way natives learn best, or at least that they are most interested in (BACICH, 2015, p. 31).

In this sense, we can imagine how difficult it was for teachers to implement technologies into their methodologies in a scenario that took everyone by surprise, where most teachers were not very familiar with educational technologies that were not part of their daily school routine before the pandemic and remote teaching.

Regarding the ongoing discussion about the difficulties faced by teachers and students, especially in implementing technologies in teaching, Alves and Faria (2020) state that,

> What has happened in practice, including now in this time of pandemic and suspended face-to-face classes in which teachers have been forced to teach online? Teachers still want to use technology as a teaching tool. They insist on the logic of lectures with content and assessment activities at the end. What has been discussed in congresses, journals and research groups about how technologies can mediate learning has remained on paper. In 30 days of online classes, the so-called remote teaching, we saw the teachers' anguish at not being prepared to transpose what they did in the classroom to the online environment. However, this attempt to transpose the face-to-face classroom into a virtual classroom mediated by technologies has been heavily criticized by teachers, students and parents who accompany their children to the activities. If everyone involved already uses technology in their daily practices, why are there obstacles when it comes to educational processes? One of the reasons is related to the current model of education: the teacher at the center of content delivery (one to many). In the 19th century, this was an efficient model for educating many people at the same time in order to prepare them for the factories. In this context, the teacher was the holder of knowledge and the information was in books in libraries. But does this model fit the current context? By preparing a 3-hour web conference lecture with little or no student participation, the teacher is reinforcing this pedagogy of transmitting content that no longer serves the socio-technical and cultural scenario permeated with information via the web in which we live. (ALVES; FARIA, 2020, p. 7).

In view of the above, we would stress the importance of teachers' knowledge and recognition of the importance of technologies in social isolation and remote classes. However, it's a process that doesn't happen naturally, but must be given the possible conditions to do so, where training on the subject and the various ways of taking advantage of technologies should be among the main objectives of the competent bodies that govern Brazilian education at the Federal, State and Municipal levels. The aim is to make remote classes more than just moments of exposing content, but to make them interactive and collaborative, in which students can express their opinions and reflections on the subject under discussion, overcoming a cold and silent environment, with the aim of preventing students from showing up to class just to be unmotivated, fatigued and unconcentrated.

FINAL CONSIDERATIONS

At the time, we still didn't know in depth what the consequences of the post-pandemic would be. What we did know up to that point, based on the research carried out and the reflections made and supported by the theoretical contributions, was that it was a challenging time, with many mishaps, but that it also served to allow the subjects to develop new reflections on their social relationships and for the teachers to reframe their teaching practices, looking for new alternatives to implement the teaching-learning process at such an inhospitable time.

In fact, technologies have made an important contribution to the continuity of teaching work and curriculum practice. Even with a series of issues and challenges to overcome, the educational process has not stagnated. Education is no longer the same. From now on, technologies in close relationship with applications will always be present in the teaching-learning process.

However, we live in a class struggle that permeates various contexts, including education. In the midst of this struggle, the curriculum has oscillated between progressive and conservative. This ideological clash ends up creating a series of social, economic and cultural consequences for Brazilian society. This issue has become very clear with the pandemic and the shift from face-to-face teaching to remote teaching.

Teachers' experiences and impressions in the midst of the pandemic and remote teaching have shown us the difficulties that teachers, students and families have faced during this period for various reasons, including: lack of familiarity with technologies/applications, lack of access to technologies and quality internet. Parents and guardians were often unable to keep up with the students' teaching-learning process because they didn't have time, weren't literate or didn't have the devices such as computers and cell phones to access classes and activities. Teachers, on the other hand, even with attractive lesson plans, were unable to implement them in practice, mainly due to their lack of knowledge about the various benefits and resources that technologies/applications could provide to their classes, students and their learning.

In this sense, we can see that remote learning has its limits. It hasn't managed to change the existing reality of inequalities, which now has a further aggravating factor: digital inequality. It did not come with the proposal to reverse this scenario, but to continue it.

It was a surprise moment for the whole planet, however, the issues that emerged during the research are already well known to Brazilian society, the result of an intense class struggle, leading to a perverse social inequality that needs to be combated so that future moments like the one we are still facing can be circumvented with greater efficiency and respect for life, respecting, above all, everyone's right to access a quality education, even in inhospitable times like the one we are still experiencing.

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