WHAT DO ACADEMIC PRODUCTIONS IN THE FIELD OF EDUCATION SAY ABOUT THE PANDEMIC AND TEACHING PRACTICE?

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Abstract: The aim of the research presented here was to map academic production in the field of education on the pandemic and teaching practice. We used the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Capes Catalog of Theses and Dissertations as our database. Through a BUSCAd search, we found dissertations and theses published in Brazil on the subject between 2020 and 2023. In all, 36 productions were inventoried, thirty dissertations and six theses. As far as the procedures adopted are concerned, the majority were theoretical bibliographical or documentary studies, followed by empirical studies. With regard to the topic, the most frequently covered was education/teaching-learning, followed by teaching work/teaching practice. Among the five Brazilian regions, the one that stood out in terms of the number of papers published was the South. We noticed that there was no reflection on the adoption of remote classes, the precariousness of teaching work or the worsening of socio-economic exclusion and digital exclusion. The works mapped in this bibliographical review reported on the situation experienced by teachers in schools, without necessarily questioning the type of support offered by the management bodies of Brazilian public education and without problematizing the objective conditions of schools and of teachers and students with regard to access to technologies.

Keywords: Technology and Education; Education in Times of Pandemic; Teaching Practice.

INTRODUCTION

The Covid-19 pandemic has caused the teaching-learning process to undergo a very sudden reconfiguration. This movement of change had an impact not only at the height of the pandemic, but we are living with the results of this process in what has been called the post-pandemic period.

According to the Pan American Health Organization (PAHO), the spread of the virus, on a very short time scale and across several continents, led the WHO to characterize Covid-19 as a pandemic on March 11, 2020. According to PAHO, the World Health Organization (WHO) in Geneva, Switzerland, declared the end of the Public Health Emergency of International Concern (PHEIC) for Covid-19 on May 5, 2023. However, according to the director-general of the WHO, Tedros Adhanom Ghebheyesus, the end of the PHEIC did not mean at that time that this virus had ceased to be a health threat and continued to be characterized as a pandemic.

During this period in which the pandemic was characterized as SPII, human life was impacted in an overwhelming way, as millions of people lost their lives after contracting the Covid-19 virus. One of the measures taken to prevent contagion was social distancing. Educational institutions were instructed to adopt a remote working system in order to prevent the spread of the virus and ensure that the educational process continued, enabling the school calendar to be adhered to.

The Ministry of Education in Brazil, through Ordinance No. 343 of March 17, 2020 (BRASIL, 2020), authorized the use of digital technologies for classes during the pandemic. It was then up to each Brazilian state to issue its decree regarding social distancing, the suspension of face-to-face classes, as well as the reorganization of the school calendar.

Faced with this scenario, face-to-face classes began to take place off-site or remotely, with the adoption of digital network technologies. This emergency change was improvised not only in terms of health measures, but also in terms of the adoption of digital network technologies as an educational tool. Aspects such as teachers' mastery of technological tools, access to the internet network available in public schools and in the homes of teachers

and students, and access to cell phones by students were not taken into account (Peixoto, 2023; Saviani; Galvão, 2021). In this reality, the Covid-19 virus not only highlighted the fragility of human life, but also made clear the inequalities that prevailed in Brazilian education, which the use of technology was intended to alleviate.

The pandemic took hold in a school environment that was already facing all kinds of difficulties, including the precarious work of teachers, school dropouts and structural problems, such as a lack teaching resources, water supply and inadequate furniture (Lima; Peixoto; Echalar, 2022; Peixoto; Marcon, 2022; Saviani; Galvão, 2021).

The aim of this article is to map academic production in the field of education on the pandemic and teaching practice. We used dissertations and theses published between 2020 and 2023 as our database. This study is justified because the academic works produced in this period can help to understand the complex and challenging educational reality in the pandemic and post-pandemic period.

RESEARCH PATH

This article is a "State of the Knowledge" survey and covers only one sector of publications on the subject "[...] given the need [...] for a mapping exercise that uncovers and examines the knowledge already developed [...]" (ROMANOWSKI; ENS, 2006, p. 38-40).

In this article, the material was selected using the BUSCAd tool 2.5.3 (search engine for academic papers) on the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Capes Catalog of Theses and Dissertations (Capes:T&D) platforms. The time frame is between 2020 and 2023, in Portuguese, and the section selected to highlight the dissertations and theses on the object of study indicated was based on the following descriptors: "Education" AND "teaching" AND "pedagogical practices" OR "teacher practices" OR teaching practices" AND "pandemic" AND "covid-19".

The search resulted in the research *corpus*, which consists of thirty-six academic publications, thirty of which are dissertations and six of which are theses (Chart 1).

The title, abstract, keywords and especially the chapters dealing with methodology and results were read in order to catalog the data relating to: a) the date of publication; b) the institution of publication; c) the classification of the type of research in terms of objectives, nature and data collection procedures; d) the subjects researched; and e) the keywords.

Below we present the results obtained with a view to the proposed mapping.

RESULTS AND DISCUSSIONS

Most of the productions that make up the *corpus of* this study were published in 2022, as shown in Table 1 below:

Year	Occurrence	Percentage (%)
2021	11	30,6
2022	21	58,3
2023	4	11,1
Total: 36		

Table 1 - Distribution of the *corpus* by year of publication

Source: prepared by the authors.

The South region had the highest number of productions, with sixteen dissertations and two theses, totaling 50% of the inventoried productions. The Federal University of Rio Grande do Sul (UFRGS) published the largest number of dissertations per unit in this study, with a total of three in 2022, equivalent to 8.2% of the total research. The units that appear in second place total two productions each: Universidade Estadual de Ponta Grossa (UEPG), with two dissertations in 2021/2022; Universidade Federal de Santa Maria (UFSM), with one dissertation and one thesis, both in

CAMPOS, S. G. T. **Repertório sobre a contenção/movimento do corpo:** percepções das professoras da educação infantil sobre a prática corporal em tempos de pandemia. 2022. Dissertação (Mestrado em Educação) – Universidade Federal de São Carlos, Sorocaba-SP, 2022.

CHAVES, J. F. **Políticas públicas e ensino remoto na alfabetização:** Uma proposta de curadoria de conteúdos para o município de Santa Maria. 2022. 156 f. Dissertação (Mestrado) – Programa de Pós-Graduação em Políticas Públicas e Gestão Educacional, Universidade Federal de Santa Maria, Santa Maria-RS, 2022.

CHAVES, T. Y. S. **O Ensino de Língua Portuguesa mediado por tecnologias digitais:** desafios da prática docente no século XXI. 2022. 186 f. Dissertação (Mestrado em Letras) – Programa de Pós-Graduação em Letras. Universidade Federal do Amazonas, Manaus, 2022.

FARIAS, L. S. **Contextos e desdobramentos da base nacional comum curricular na construção e materialização de um documento orientador curricular municipal da área da educação física, em tempos de pandemia**. 2022. 108 f. Dissertação (Mestrado) – Programa de Pós-Graduação em Ciências do Movimento Humano, Universidade Federal do Rio Grande do Sul, Porto Alegre-RS, 2022.

FANTON, M. M. **A "Roda de conversa virtual" como espaço de relações e diálogo no cotidiano escolar**. 2021. 104 f. Dissertação (Mestrado Profissional) – Universidade Estadual de Campinas, Campinas-SP, 2021.

FERRONATTO. D. C. R. **A motivação para o trabalho de professores de pós-graduação lato sensu:** Contrastando a mobilidade e o contexto da pandemia de covid-19. 2021. 67 f. Dissertação (Mestrado) – Escola Brasileira de Administração Pública e de Empresas, Centro de Formação Acadêmica e Pesquisa, Fundação Getúlio Vargas, Rio de Janeiro-RJ, 2021.

FONSECA JR., C. da. **Ensino remoto e abordagem triangular:** o ensino de Arte durante a pandemia em uma cidade educativa do Mundo Júnior. 2021. 278 f. Dissertação (Mestrado) – Universidade Federal de Minas Gerais, 2021

FREITAS, R. F de. **Práticas pedagógicas e formação docente:** um estudo sobre a percepção de professoras que atuam no AEE nos municípios da região dos Inconfidentes em Minas Gerais. 2022. 135 f. Dissertação (Mestrado em Educação) – Instituto de Ciências Humanas e Sociais, Universidade Federal de Ouro Preto, Mariana-MG, 2022.

GONÇALVES JR., L. **Empoderamento e net-ativismo:** pesquisa exploratória de um grupo de professores da educação básica municipal de São Paulo no facebook e do novo currículo da cidade de São Paulo. 2021. 180 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação da Escola de Filosofia, Letras e Ciências Humanas, Universidade Federal de São Paulo, Guarulhos-SP, 2021.

LIMA, G. T M. **Um olhar sobre o ensino de língua portuguesa a partir das gramáticas virtuais/on-line.**

2022. 102 f. Dissertação (Mestrado em Letras) – Universidade Federal de Sergipe, São Cristóvão-SE, 2022. OLIVEIRA, J. C. **Trabalho pedagógico em tempos de pandemia:** um olhar a partir das Licenciaturas em Ciências Biológicas do estado de Goiás. 2022. 121 f. Dissertação (Mestrado) – Programa de Pós-Graduação em Educação em Ciências e Matemática, Universidade Federal de Goiás, Goiânia, 2022.

PAULA, A. A de. **Contribuições da formação continuada com enfoque Ciência, Tecnologia e Sociedade para alfabetização científica e tecnológica em espaços e ambientes da educação infantil**. 2022. 217 f. Dissertação (Mestrado em Ensino de Ciência e Tecnologia) – Universidade Tecnológica Federal do Paraná, Ponta Grossa-PR, 2022.

PEREIRA, L. F. **Aprendizagem criativa para o desenvolvimento de relações humanas mais empáticas no trânsito:** um estudo no âmbito da educação remota e emergencial. 2021. 154 f. Dissertação (Mestrado em Informática da Educação) – Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul, Porto Alegre-RS, 2021.

PILONETTO, I. A. **Educação, tecnologia e organização do trabalho docente:** o ensino remoto no contexto da pandemia de Covid-19. 2022. 129 f. Dissertação (Mestrado) – Programa de Pós-Graduação em Desenvolvimento Regional, Universidade Tecnológica Federal do Paraná, Pato Branco-PR, 2022.

PINHEIRO, L. **As relações entre o território rural e as políticas educacionais de resposta a pandemia por Covid-19 voltadas às escolas públicas localizadas no campo**. 2021. Dissertação (Mestrado em Educação) – Universidade Estadual de Ponta Grossa, Ponta Grossa-PR, 2021.

POSSAMAI, A. D. **Do giz ao *touch screen*:** habilidades sociais e protagonismo docente em uma era digital antecipada. 2022, 134 f. Dissertação (Mestrado) – Programa de Pós-Graduação em Sociologia, Instituto de Filosofia e Ciências Humanas, Universidade Federal do Rio Grande do Sul, Porto Alegre-RS, 2022.

ROCHA, C. N. O. da. **Práticas de letramento mobilizadas em sala de aula virtual por docentes da educação básica da rede federal.** 2021. 153 f. Tese (Doutorado em Estudos da Linguagem) – Centro de Ciências Humanas, Letras e Artes, Universidade Federal do Rio Grande do Norte, Natal-RN, 2021.

R0NSONI, E. Â. **Diálogos entre a residência integrada em saúde e o controle social em tempos de pandemia - COVID-19.** 2022. 93 f. Dissertação (Metrado profissional) – Faculdade de Medicina, Universidade Federal do Rio Grande do Sul, Porto Alegre-RS, 2022.

SANTOS, E. R. de B. **Autoeficácia computacional e a autorregulação da aprendizagem do docente universitário no contexto pandêmico**. 2023. 263 f. Tese (doutorado) – Programa de Pós-Graduação em Educação – Pontifícia Universidade Católica do Rio de Janeiro, Rio de Janeiro-RJ, 2023.

SANTOS, C. P. dos. **Desafios de professores ao ensinar matemática por meio de aulas remotas em uma faculdade de tecnologias**. 2023. 220 f. Tese (Doutorado em Ensino de ciências e matemática) – Universidade Estadual Paulista (Unesp), Faculdade de Ciências, Bauru-SP, 2023.

SANTOS, D. C dos. **Recursos digitais utilizados por docentes do curso de Letras da Universidade Federal dos Vales do Jequitinhonha e Mucuri no ensino remoto emergencial**. 2022. 110 f. Dissertação (Mestrado Profissional em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal dos Vales do Jequitinhonha e Mucuri, Diamantina-MG, 2022.

SILVA, C. L. da. **Desenvolvimento profissional de professores do Instituto Federal da Bahia durante a pandemia de COVID-19**. (2020-2021): um estudo no ensino médio integrado baseado na teoria fundamentada nos dados. 2022. 179 f. Dissertação (Mestrado Acadêmico em Educação) – Universidade Estadual de Feira de Santana, Feira de Santana-BA, 2022.

SILVA, L. G. V. **Práticas docentes no SIGAA à luz dos letramentos digitais**. 2021. 181 f. Dissertação (Mestrado em Educação) – Universidade Federal de Sergipe, São Cristóvão-SE, 2021.

SILVA, M. G. **O impacto do mal-estar docente no protagonismo do professor**. 2021. 119 f. Dissertação (Mestrado em Educação) – Universidade La Salle, Canoas-RS, 2021.

SOARES, L. R. **O ensino da língua inglesa e o trabalho remoto emergencial docente em tempos de pandemia:** Um estudo na perspectiva da complexidade. 2023. 151 f. Tese (Doutorado) – Programa de Pós- Graduação em Estudos Linguísticos, Universidade Federal de Minas Gerais, Belo Horizonte-MG, 2023.

SOUZA, M. D. F. de. **O processo de ensino e aprendizagem remoto e os desafios da prática pedagógica efetivada na pandemia:** Um estudo nos quintos anos do ensino fundamental na rede municipal de Irati-PR. 2022. 166 f. Dissertação (Mestrado) – Programa de Pós-Graduação em Educação, Universidade Estadual do Centro-Oeste, Irati-PR, 2022.

SCHMIDT, B. S. **Ensino de Língua Portuguesa em tempos de Covid-19:** Representações de professoras sobre o seu trabalho e a sua formação. 2022. 116 f. Dissertação (Mestrado) – Universidade do Vale do Rio dos Sinos, São Leopoldo-RS, 2022.

THEODORO, D. L. C. **Ensino remoto e saúde mental de professores:** desafios, possibilidades e limites no contexto da educação superior. 2022. 171 f. Dissertação (Mestrado) – Programa de Pós-Graduação em Educação, Universidade Estadual do Oeste do Paraná, Cascavel-PR, 2022.

YAMAJI, E. **A prática do ensino remoto emergencial em Matemática na pandemia da Covid-19:** uma experiência no Ensino Básico Público. 2021. 62 f. Dissertação (Mestrado Profissional em Matemática em Rede Nacional) – Universidade Estadual de Londrina, Londrina-PR, 2021.

Chart 1- Theses and dissertations on the pandemic and teaching practice

Order	Key words	Occurrence	Percentage (%)
1	education; teaching and learning and related issues relating to different levels and modalities of education	26	15,4
2	teaching work; teaching practice and related issues	20	12,0
3	remote teaching; emergency remote teaching; emergency teaching	14	8,3
4	Covid-19 and related	13	7.8
5	digital and related technologies	12	7,1
6	teacher training; continuing training; teacher training, training, teacher literacy	9	5,4
7	Professional identity; teacher professional development; teaching and related working conditions	9	5,4

Table 3 - Most keywords in the research *corpus*
Source: prepared by the authors.

2022; Universidade Estadual Paulista (Unesp), with one dissertation in 2022 and one thesis in 2023; Federal University of Sergipe (UFS), with two dissertations in 2021/2022; Federal University Minas Gerais (UFMG), with one dissertation in 2021 and one thesis in 2023; Federal Technological University of Paraná (UTFPR), with two dissertations in 2022.

Region	D	T	Total
North	01	01	02
North East	04	00	04
Midwest	01	00	01
South East	08	03	11
South	16	02	18

Table 2 - Production by region
Source: prepared by the authors.

As far as the type of research in terms of objectives is concerned, the majority (20) claim to be exploratory, six descriptive and none explanatory. As far as the procedures adopted are concerned, the majority (13) present themselves as theoretical research of the bibliographical or documentary type, while 10 of the papers declare themselves as empirical research.

The most researched subjects were teachers, appearing in 26 papers. One study used students as subjects, while two studies used both teachers and students as subjects. We note that the manager does not appear in any of the studies as a research subject and four papers do not define subjects, as they are documentary research.

The total of 168 keywords listed in the mapped *corpus* were grouped into 11 (eleven) groups, of which we highlight the seven with the highest occurrence, namely:

Teachers are the most researched subjects in the mapped production. The key words focus on work and/or teaching practice, without, however, emphasizing teachers' living and working conditions.

FINAL CONSIDERATIONS

This study enabled us to map academic papers from all regions of Brazil on the subject of the relationship between practice and digital technologies in times of pandemic. The effects of the pandemic remain in the current educational context, revealing the results of actions and decisions taken at the time when remote classes replaced face-to-face classes as a health protection measure.

Even though the teaching-learning process covers the lives of students in a robust way, we noticed, through the works mapped here, that the main interest was in understanding the factors that affected the lives of teachers.

During the pandemic, teachers have had their workload increased because, in addition to the pedagogical work already in place, they have had to produce digitalized content, such as video lessons and reports to prove student participation, and they are also responsible for carrying out the so-called active search, to recover the participation of students who have stopped accessing *online* classes.

The works mapped in this bibliographical review reported on the situation experienced by teachers in schools, without necessarily questioning the type of support offered by the management bodies Brazilian public education and without problematizing the objective conditions of schools, teachers and students with regard to access to and appropriation of technologies.

The mapping showed that teaching working conditions still need to be investigated, since the working conditions to which teachers were subjected during remote classes had consequences that lasted even when they returned to face-to-face classes and reflected in the results of their work.

In addition, it is necessary to go on and try to understand issues such as: a) continuing education related to access to and appropriation of technologies; b) public policies related to work and teacher training; and, c) the intensification of social inequalities, as was evident during the pandemic and still persists in the post-pandemic.

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