

## **Discussão de resultados de pesquisas sobre impactos da pandemia nas práticas pedagógicas da educação básica**

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Discussion on research results about the impacts of the pandemic on pedagogical practices in basic education

Discusión de resultados de investigaciones sobre los impactos de la pandemia en las prácticas pedagógicas en la educación básica

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### **RESUMO**

O objetivo deste artigo foi discutir, numa perspectiva sócio-histórica, resultados de produções acadêmicas sobre os impactos da pandemia provocada pela covid-19 nas práticas pedagógicas na educação básica entre os anos de 2020 e 2022. Para tanto, realizou-se um levantamento de produções científicas em duas plataformas que disponibilizam bancos de dados de artigos científicos, o portal de periódicos acadêmicos Electronic Library Online e o portal de periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. Considerando uma abordagem qualitativa, as análises pautaram-se nos princípios da análise de conteúdo. Da análise dos resultados, emergiram dois temas. O primeiro foi a responsabilização e a

intensificação do trabalho docente; o segundo, as mediações no processo de ensino e aprendizagem. De forma recorrente, as pesquisas indicaram que a desigualdade social afetou estudantes e professores. Depreenderam-se das análises as consequências da lógica neoliberal, em que o individualismo foi reforçado, pois o professor foi responsabilizado pelo processo educativo dos estudantes mesmo tendo restrições de condições objetivas para desenvolver sua atividade profissional. A morosidade no estabelecimento de políticas públicas efetivas foi um fator que dificultou o trabalho docente e gerou incertezas. Além disso, o acesso de estudantes à tecnologia digital causou prejuízos aos processos de ensino e aprendizagem. Também ocorreu a intensificação do trabalho docente, que afetou a saúde dos professores, contudo observou-se que os professores tiveram de realizar mudanças em suas práticas, o que, num movimento dialético, acabou transformando os sujeitos envolvidos nos processos.

**Palavras-chave:** Educação Básica; Pandemia; Práticas pedagógicas.

## ABSTRACT

The purpose of this article was to discuss, from a socio-historical perspective, results of academic productions on the impacts of the pandemic caused by covid-19 on pedagogical practices in basic education between 2020 and 2022. To this end, a survey of scientific productions was carried out on two platforms that provide databases of scientific articles, the Electronic Library Online and the journals portal of the Coordination for the Improvement of Higher Education Personnel. Considering a qualitative approach, the analyses were based on the principles of content analysis. From the analysis of the results, two themes emerged. The first one was the accountability and the intensification of teaching work, and the second one the mediations in the teaching and learning process. The investigation has repeatedly indicated that social inequality has affected students and teachers. The consequences of a neoliberal logic were seen in the analyses; the individualism was reinforced, as the teacher was held responsible for the educational process of students even with restrictions of objective conditions to develop their professional activity. The slowness in establishing effective public policies was a factor that hindered the teaching work and generated uncertainties. The difficulty of students to access digital technology caused loss to teaching and learning processes. In addition, there was an intensification of teaching work, which affected the teachers' health. However, it was observed that teachers had to make changes in their practices, which, in a dialectical movement, ended up transforming the subjects involved in the processes.

**Keywords:** Basic Education; Pandemic; Pedagogical Practices.

## RESUMEN

El objetivo de este artículo fue discutir, en una perspectiva sociohistórica, resultados de las producciones académicas sobre los impactos de la pandemia provocada por el covid-19 en las prácticas pedagógicas en la educación básica entre los años 2020 y 2022. Así, se realizó un relevamiento de las producciones científicas en dos plataformas que proporcionan bases de datos de artículos científicos, el portal de revistas académicas de Electronic Library Online y el portal de revistas de la Coordinación para el Perfeccionamiento del Personal de Educación Superior. Considerando un enfoque cualitativo, los análisis se basaron en los principios del análisis de contenido. Del análisis de los resultados, surgieron dos temas. El primero fue la rendición de cuentas y la intensificación del trabajo docente, y el segundo las mediaciones en el proceso de enseñanza y aprendizaje. Las investigaciones indicaron repetidamente que la desigualdad social afectaba a estudiantes y profesores. Los análisis se dieron cuenta de las consecuencias de la lógica neoliberal, que el individualismo se reforzó, al responsabilizarse al docente por el proceso educativo de los estudiantes incluso con restricciones de condiciones objetivas para desarrollar su actividad profesional. La demora en establecer políticas públicas efectivas fue un factor que dificultó la labor docente y generó incertidumbres. La dificultad de los estudiantes para acceder a la tecnología digital ha causado daños en los procesos de enseñanza y aprendizaje. Además, hubo la intensificación del trabajo docente, lo que afectó la salud de los profesores. Sin embargo, lo que se observó es que los docentes debieron realizar cambios en sus prácticas, que, en un movimiento dialéctico, terminaron transformando a los sujetos involucrados en los procesos pedagógicos.

**Palabras clave:** Educación Básica; Pandemia; Prácticas pedagógicas.

## Introduction

In 2019, a highly contagious and lethal coronavirus caused a disease known as covid-19. The world found itself in a pandemic situation that impacted all sectors of society, including education. As a result, in 2020, face-to-face classes in schools were suspended. To continue the educational process, it was decided to offer activities through remote teaching, which preferably made use of digital technologies.

Replacing face-to-face classes by computer screens and smartphones, teachers and students needed to adapt to the reality imposed at that time. The use of digital resources for pedagogical purposes was a challenge for the school

community, as there was difficulty in accessing technological resources, aggravated by social inequality. Besides, there was the fact that not everyone involved in educational processes had mastered the use of digital tools for pedagogical purposes.

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However, facing the pandemic, teachers made a commitment to work with technologies, seeking training that could respond to the demands of education at that time. According to Nóvoa and Alvim (2021), the best responses to the pandemic, considering the needs of students and the search for learning, did not come from governments or ministries of Education, but from teachers who were able to bond with their students to support them in their learning.

With the return of in-person classes, we can no longer think on educational practices without considering digital technologies and the growing need for virtuality. However, it is necessary to seek the appropriation, especially by teachers, of a critical relationship with technologies, understanding that they are not neutral. In order for students to learn, it is not possible to use the technologies to reproduce classes remotely in the same format of in-person classes.

From this perspective, by understanding pedagogical practices as social practices increasingly linked to digital technologies, inside and outside the classroom, this reality must be understood in

its entirety and in its various aspects, seen in a dialectical relationship, which constitutes the movement of reality. The mode of production, the production and class relations, the situation in which these movements are expressed in each space and place, culture and power relations are some of these aspects, as well as the meanings constituted as language and as an expression of affections, valued formulations, ways of understanding and explaining lived reality (Bock; Perdigão; Kulnig, 2022, p. 55, free translation).

According to the socio-historical perspective, subjects and their relationships are intertwined by culture in a constant movement of construction and deconstruction. In educational practices, the relationships between individuals and society are not dichotomous, which “implies seeking in social phenomena the presence of a human being who is a subject, with a procedural, complex and

historical subjectivity, affirming the dialectical unity between individual and society” (Gonçalves; Bock, 2009, p. 144, free translation).

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According to the socio-historical psychology, adopted as the epistemological aspect that support this research, totality is a fundamental theoretical category to understand the phenomena studied:

All phenomena and events that human beings perceive in reality are part of a totality, even if they do not perceive it explicitly. Thus, knowledge of facts or set of facts of reality is knowledge of the place that these facts occupy in the totality of reality itself (Caldeira; Zaidan, 2010, n.p., free translation).

To understand the complexity of experiences lived in school spaces during the pandemic, we carried out a survey of research results. Thus, this article aimed to discuss, from a socio-historical perspective, results of academic productions on the impacts of the pandemic caused by covid-19 on pedagogical practices in basic education between 2020 and 2022.

## Method

This investigation is part of an interinstitutional research<sup>1</sup>, from a socio-historical perspective, whose objectives are to understand the educational reality, which has suffered the impacts of the pandemic, and intervene in it. For this reason, it is necessary to know the results of academic productions on the impacts of the pandemic on pedagogical practices.

With a qualitative approach, this research included carrying out a review of academic productions. According to Therrien and Therrien (2004), this type of survey allows the identification of investigations on a given topic that are available on credible digital platforms. When undertaking the search for academic productions on the impacts of the pandemic on pedagogical practices in basic education, we identified results that may indicate paths of study on the chosen subject.

To this end, a survey of academic productions was carried out regarding scientific articles written in Portuguese, evaluated by peers and published in qualified

journals in the period from 2020 to 2022, on two platforms that provide databases of scientific articles:

- academic journals of the Electronic Library Online (SciELO);
- journals portal of the Coordination for the Improvement of Higher Education Personnel (CAPES).

Initially, the descriptors used were *basic education* and *pandemic*, with the Boolean operator *and*, which resulted in 51 articles in SciELO and 243 articles in CAPES portal. In the second moment, the descriptors *basic education*, *pandemic*, and *pedagogical practice* were used with the Boolean operator *and*, resulting in three articles in SciELO and 24 in CAPES portal. This material was organized in an Excel spreadsheet, with information such as: title, authors, year of publication, abstract, keywords, and access link.

After reading the material, six articles were selected, whose results are in line with the topic investigated; all of them are empirical research. The data were organized in charts 1 and 2, with year of publication, title, authors, objective and method.

Chart 1 – Articles found on the Electronic Library Online

Year	Authors	Title	Objective	Method
2022	SANTOS, Eliana Cavalcante dos; LACERDA JUNIOR, José Cavalcante	“Os desafios da docência na Educação Básica durante a pandemia de covid-19 na cidade de Lábrea, Amazonas, Brasil”	To understand how teaching practice occurred in the use of digital technologies in the experience of emergency remote teaching in the city of Lábrea, state of Amazonas, Brazil	Qualitative approach with participant observation. Field diary and semi-structured questionnaire. Period: February and March 2021. Participants: 21 basic education teachers. Content analysis
2022	FIALHO, Lia Machado Fiuza; NEVES, Vanusa Nascimento Sabino	“Professores em meio ao ensino remoto emergencial: repercussões do isolamento social na educação formal”	To understand how social isolation reverberated in teaching practice to enable the continuity of teaching and learning through emergency remote teaching	Qualitative approach. Participants: 146 teachers from basic education and higher education. Instrument: online questionnaire. Data processing: Iramuteq program. Content analysis
2021	CIPRIANI,	“Atuação docente	To analyze the	Participants: 209

Flávia Marcelle; MOREIRA, Antônio Flávio Barbosa; CARIUS, Ana Carolina	na educação básica em tempo de pandemia”	thoughts, feelings, challenges and perspectives of teachers in this period of calamity	teachers from Juiz de Fora, MG, Brazil. Instrument: questionnaire. Content analysis
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Source: Primary (2023)

Chart 2 – Articles found on the journals portal of the Coordination for the Improvement of Higher Education Personnel

Year	Authors	Title	Objective(s)	Method
2022	SOUZA, Ana Paula Gestoso de; REALI, Aline Maria de Medeiros Rodrigues	“Construção de práticas pedagógicas na educação básica em tempos de pandemia”	To understand the process of building practices to operate in remote teaching in basic education in times of pandemic and to characterize the practices built	Qualitative approach. Participants: seven beginning teachers. Data collection instruments: reflective diaries, videos and others. Prose analysis <a href="https://periodicos2.uesb.br/index.php/praxis/article/view/9099">https://periodicos2.uesb.br/index.php/praxis/article/view/9099</a>
2022	FERRAZ, Roselane Duarte; FERREIRA, Lúcia Gracia; SILVA, Michelle Cristiana da	“Elementos para se pensar na organização do trabalho pedagógico docente no ensino remoto”	To identify changes and challenges in the organization of the teacher's pedagogical work, considering the program, the reconfiguration of the teaching-learning space-time, interactions between teacher and	Qualitative approach. Instrument: questionnaire. Participants: 24 basic education teachers. Content analysis



			students, in the context of emergency remote teaching	
2021	SILVA, Lílian Carine Madureira Vieira da; CASTRO, Khrysalis Pires de; SEVERO, Rita Cristine Basso Soares	“As experiências de docentes da Educação Básica do Rio Grande do Sul com alunos da rede pública em tempos de ensino remoto e pandemia”	To analyze the effects of the pandemic on the current work situation of basic education teachers in the public network of Rio Grande do Sul, Brazil	Participants: 35 teachers from the researchers’ contacts. Instrument: structured interview. Content analysis

Source: Primary (2023)

Data analysis was based on the content analysis proposed by Bardin (2015), which recommends three steps. The first one is the pre-analysis, a phase whose objective is to organize the research by establishing objectives and choosing the documents to be analyzed. In the case presented here, the selected material consisted of the articles pointed out in charts 1 and 2. The second stage was the exploration, coding and categorization of the material, using semantic criteria, which allowed the construction of thematic categories appropriate to the objective of this study. In the third stage, called processing the results, inferences and interpretations were performed, involving reflection, and intuition, considering the empirical materials. This phase consisted of the dialogue between the accumulated and acquired knowledge.

Based on the steps established by Bardin (2015), after selecting the material, the articles were read in full, in a floating reading. Next, we looked into the research results presented in the six articles in order to identify patterns and recurrences. The



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excerpts were highlighted, and indicators were named, such as: teacher responsibility, self-training, material working conditions (infrastructure), student learning, teaching practice, role of the family, social inequality. Considering the overlap between some of these indicators, they were grouped into the following themes: responsibility and intensification of teaching work, and mediation in the teaching and learning process. In a dialogue with theory, the themes listed are analyzed ahead.

## **Analysis and discussion**

Pedagogical practices are associated with the intentions of educational acts and the control of pedagogical actions that, guided by the pedagogy area, seek to “organize/understand/transform educational social practices that give meaning and direction to educational practices” (Franco, 2016, p. 536, free translation). In that regard,

educational practices are social experiences, mediated by language and action. Within the scope of school, educational practice aims to promote the intellectual development of new generations, giving access to knowledge produced by humanity, so that they can appropriate and (re)signify it. When considering the studies by Vigotski (2009), the school and the teacher’s conscious and planned guidance are fundamental instruments in the process of constituting children and young people. For the author, speech and relationships play a central role, not only in the development of subjects, but in the historical evolution of consciousness (Pesce; Voigt; Garcia, 2022, p. 34-35, free translation).

Pedagogical practices, understood as social practices, occur in different school community spaces and times, especially mediated by the teacher’s intentional action. Elements of his/her historical and social constitution are intertwined, which can interfere directly or indirectly. In this sense, the educational experiences lived during the pandemic period affected the subjective constitution of the individuals involved in the process.

## **Responsibility and intensification of teaching work**

The teaching professional conditions have made teachers' work precarious and intensified in recent decades. The need to expand the number of classes, groups, work periods, and schools represents an increase in the number of students under the teacher's responsibility. This demand means more time for planning, correction and bureaucratic records of student performance and other data that must be entered into digital educational systems (Del Pino; Vieira; Hypolito, 2009).

The utilitarian and productivist logic is one of the effects of the neoliberal model in education. By making the teacher responsible for carrying out and managing tasks using digital technologies, the system guarantees efficiency and rationalization of expenses with less staff hiring. According to Del Pino, Vieira and Hypolito (2009), the intensification of teaching work impacts the teacher's personal life by reducing his/her leisure and rest time, in addition to not being able to dedicate to studies and research to improve his/her pedagogical practice. Therefore, the intensification of work affects both the teacher's job and health.

This model has impacted teaching work, which intensified during the pandemic period, when teachers were required to be responsible for multiple tasks. Among them, we can highlight the development of professional activities using digital technologies; the adaptation of private spaces such as classrooms; the adoption of a new teaching model; the self-training in the use of digital technologies; the mediation of the teaching and learning process; and the guidance of families. The teacher's responsibility during the pandemic was exacerbated, as s/he was far from his/her physical workspace and, consequently, from his/her colleagues and managers.

As we were able to identify in the selected investigations, in locations where students did not have access to digital technologies, teachers themselves were sometimes instructed by the school to take educational activities to students in their homes. In the research by Santos and Lacerda Junior (2022), for instance, it was found that this condition placed teachers in the city of Lábrea, Amazonas, Brazil, at risk of greater contagion of the disease. Teachers reported feeling as exposed to the virus as healthcare professionals. The distribution of teaching material was another task that some teachers took on, intensifying their work by going to students' homes.

The Ministry of Education's slowness in establishing guidelines during the pandemic created uncertainty regarding the actions that should be carried out by the Education Departments in order to continue educational processes. In this scenario, the responsibility for carrying out classes was transferred to the teacher, "configuring the teacher from a knowledge mediator to a manager of the entire process, since s/he needed to manage the access, permanence and success of students" (Santos; Lacerda Junior, 2022, p. 13, free translation). In the same direction, Fialho and Neves (2022) highlighted that basic education teachers, participants of their research, reported an increase in bureaucratic demands, understood as an excess of procedures, reports, among others. They also stated that, despite the new emergency requirements for the continuation of remote classes, they lacked pedagogical support and access to digital technologies.

The remote teaching model required teachers to produce different teaching materials (exercises, tasks, video classes, summaries, assessments), forms of communication with students through synchronous and asynchronous classes, as well as the use of social networks and WhatsApp. This had a significant impact on the teachers' work, with an increase in business hours. In the research by Cipriani, Moreira and Carius (2021), participants pointed out the lack of equipment and of a suitable environment for classes, the production of videos, and the exposure of personal image as obstacles to the teaching process.

Although there was a commitment from teachers to continue school activities, Ferraz, Ferreira and Silva (2022, p. 13, free translation) showed in their research "economic aspects, if considered the financial vulnerability of many students, as the access to digital devices and to their interfaces still represents a condition of privilege for part of the Brazilian population." The authors concluded that the organization of the pedagogical work of the teachers participating in the research was affected by social inequality, both for teachers and students, the latter with greater intensity.

As teachers were responsible for the educational process, the adoption of remote teaching required new knowledge. The difficulties faced in changing teaching practices required by the pandemic period reinforced the need for continued training

and greater support for the use of information and communication technologies (Cipriani; Moreira; Carius, 2021; Ferraz; Ferreira; Silva; 2022).

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During the pandemic period, the use of digital technologies did not ensure the provision of remote teaching, as teacher mediation proved to be essential for student learning. Teacher training during this period was insufficient, considering the demands of the emergency. Therefore,

it is not possible to imagine a future for humanity without teachers. In this sense, the importance of training education professionals is highlighted so that digital technologies can be used as effective resources, without teaching mediations losing their real value in society and in face-to-face interactions with students (Cipriani; Moreira; Carius, 2021, p. 12, free translation).

Other aspects highlighted by research are related to responsibility and the intensification of teaching work. This working condition caused situations of anxiety, worry, and anguish, since “these professionals found themselves under pressure, on the one hand, by the fear of contagion and risk of illness, on the other hand, by the pressure to comply with the agenda of the new teaching format” (Ferraz; Ferreira; Silva; 2022, p. 17, free translation). The illness of teachers was anchored in the new and growing demands related to the suspension of face-to-face classes and the implementation of remote teaching, offered in sometimes inadequate home conditions. Fialho and Neves (2022, p. 13, free translation) highlighted that teachers themselves

attribute the inconvenience suffered to political-administrative neglect of education, often having to overcome adverse scenarios in an improvised, individual manner and without public support, adding to the fact that they already have an extensive working day without specific training for the use technologies and with precarious or no government support.

A capitalist society like ours values individual effort instead of collective effort. The individualism advocated by neoliberal thought is materialized in discourse, being naturalized and, therefore, assumed by subjects as hegemonic truths (Voigt; Pesce; Xavier, 2022). As we can infer from the teachers' statements, the individualism advocated by neoliberal thought accentuates inequalities, since not all subjects have the conditions to, with their individual efforts, be successful in what is required of

them. The system pushes the individual to solve problems by him/herself, being held responsible for their actions.

As Bock, Perdigão, and Kulnig (2022) state, it is in the dialectical relationship between individual and society, between objectivity and subjectivity, that the constitution of the individual is forged. Thus, the meanings constituted by individuals are based on capitalist society, which is based on exploitation, competition, individualism and whose structuring element is social inequality. For the authors, “in addition to producing economic misery, social inequality can reach other dimensions of social life, producing psychological, existential and political misery, as some studies/theorizations about this phenomenon point out” (Bock; Perdigão; Kulnig, 2022, p. 48, free translation).

In the case of this research, the results point out to the need to consider how social inequality is decisive in teaching work and in the pedagogical practices developed, especially during the pandemic period. This is because teachers are historical subjects and their practices are embedded in their social contexts. In this way, we can understand the reasons for teaching overload during the pandemic period, as well as the responsibility of these professionals for the educational process.

In this scenario, teachers took on an enormous amount of work, which, together with the slowness and disarticulation of the government responses, led them to take on the responsibility of keeping students connected to school education. Therefore, it is not surprising that teachers' health was affected as their working conditions were also precarious.

However, the research results also indicated that, despite the disarticulation of the State during the pandemic, there is a work and emotional support network in school communities, and this network functioned as support and collective self-training among teachers. As a consequence, students were able to remain linked to pedagogical activities, continuing their schooling process. However, it is worth pointing out that the teachers' efforts were not enough, due to inequalities in the objective conditions of access to virtual remote teaching.

Thus, “giving visibility to meanings, constituted in human relationships and processes, allows us a better understanding of how social inequality is reproduced and maintained among us without being embarrassed by it” (Bock; Perdigão; Kulnig, 2022, p 59, free translation). Therefore, it is necessary to consider how unequal conditions in society affected pedagogical practices and subjects during the pandemic.

### **Mediations in the teaching and learning process**

The concept of mediation in teaching and learning processes, understood from a socio-historical perspective, is not limited to a simple relationship between elements. Given that, it is necessary to consider that, “in the mediated relationship, man and the world are contained within each other and, in this way, they do not limit themselves to being a reflection of each other. Man and the world do not exist in isolation; they are in a permanent constitutive relationship” (Aguiar et al., 2009, p. 58, free translation). Thus, mediation constitutes the organizing center of this relationship, involving teachers, students, objective conditions, and other elements that make up the teaching and learning process.

A result observed in the analyzed articles was the difficulty of teaching so that students learned the content. Mobilizing and reaching students' attention in online classes proved to be a challenge for teachers participating in the research by Cipriani, Moreia and Carius (2021). Teachers noticed students unmotivated, apathetic, and disinterested, as well as distracted by their home environments. The restriction of physical contact made it difficult to monitor students' educational activities. According to the authors, even though there is the possibility of interaction through digital technological means, it does not seem to be satisfactory in basic education, due to the fact that it restricts the teacher's attentive look and limits practices that strengthen the participation and understanding of the subjects involved (Cipriani; Moreira; Carius, 2021).

Regarding the use of technology as a mediating tool for teaching and learning, in many cases, Silva, Castro and Severo (2021) revealed that some teachers who

participated in their investigation, even in a virtual environment, used the traditional class model, in which the content is presented to the student without the necessary mediation for understanding. However, the authors highlight that other teachers reported:

in their methodology, they seek to build learning thinking about individualities, in which students can reflect on and recreate ways of being in the world, using existing knowledge and producing significant learning for the community in which they live and that deviate from the methodological proposal of traditional teaching (Silva; Castro; Severo, 2021, p. 246, free translation).

In the reports of the research participants, Souza and Reali (2022) observed that it is essential to question how the school curriculum practiced during the pandemic promoted student learning. Their research showed that the curriculum was adapted to the objective conditions of that time. This may have affected the students' training, as the teachers denounced inequality in the schooling process and highlighted the need for emotional and pedagogical support for students.

Fialho and Neves (2022) emphasize that mediation in the teaching and learning process was jeopardized, according to the teachers participating in the research, due to the students' various socioeconomic needs, leading them to digital exclusion and precarious completion of their training. Besides the relationship between teachers and students, the family played an important role. In some cases, teachers indicated the difficulty faced by parents or guardians in guiding students to carry out pedagogical activities. Social inequalities impacted the access and the possibilities for parents to provide support for teaching at home.

It can be seen from the results of the analyzed investigations that the pandemic moment was challenging for teachers, as there were unequal conditions of access and involvement of the students themselves. Furthermore, there were limitations in teachers' knowledge in using technological resources in a way that could involve students in the teaching and learning process. At the same time teachers were inventive and committed to their pedagogical practices, they were tied to a face-to-face class model.



The subjects created and recreated meanings of pedagogical practices in the objective conditions of the pandemic moment. Therefore, they were agents of transformation of the world and themselves. In a dialectical movement, based on the model of face-to-face classes, teachers maintained some of the methodologies and integrated strategies and resources from digital technologies. From this perspective, pedagogical practices can be understood as a provisional synthesis of what the subjects' experiences and interactions made possible at that moment.

### **Final considerations**

The academic productions analyzed indicate that the impacts of the pandemic on basic education have affected teachers and their pedagogical practices. From the analysis of the research results, two themes emerged: responsibility and intensification of teaching work, and mediations in the teaching and learning process. The surveys provide teachers' reports about the workload increasing, which made them feel overwhelmed due to the demands for offering remote teaching. Another aspect raised was the difficulty in promoting student learning, especially those who had little or no access to digital platforms.

Based on the analyses, we can infer that neoliberal logic has intensified the impacts experienced during the pandemic, as teachers felt responsible for the students' formation. The lack of clear and supportive educational policies and teacher training meant that teachers sought to respond to demands, seeking solutions on their own initiative, assuming the role of manager of the educational process.

The working conditions to which teachers were subjected during the pandemic affected their subjectivity, as in this time-space of work the dimensions of private life overlapped with those of working life. The boundaries between the physical and temporal limits of teaching work and teachers' private lives were blurred in such a way that teachers felt responsible for the educational process. When they naturalized such demands, they experienced moments of excessive tiredness, and physical and mental illness.

The precariousness of teaching work and the objective conditions for continuing school processes during the pandemic period have affected student learning. The research results indicated that the lack of internet access, few devices for connection per family, and the difficulty in carrying out the proposed activities impacted pedagogical practices and students' learning. Social inequalities were decisive in making the teaching and learning process precarious and harmed. The research data lead us to understand that the teacher was unable to carry out the mediations, as the objective conditions were not sufficient for an interactivity that led students to learn.

Thus, studies on education during the pandemic demonstrated that school spaces are fundamental for the students' formation. The human experience of social isolation has made it clear that it is an illusion to think that school can be replaced by home and digital technologies (Nóvoa; Alvim, 2021). According to Nóvoa and Alvim (2021), it is necessary to rethink a new school space, which is only possible with the collective capacity for action and reflection. Teachers gave creative and unique responses to the demands that came with remote teaching. Therefore, they have advanced in their pedagogical practices, which means possibilities of reinventing the school as a space for listening, exchanges, respect, and learning.

The studies indicated the teachers' creative power, their ethical and pedagogical commitment to teaching, which shaped their pedagogical practice. Social isolation during the pandemic confined people to their homes and, at the same time, enabled other forms of social interaction, which led to a transformation. Pedagogical practices, understood as social practices, involve teachers and students, who constitute interactions, affected by objective reality and their experiences. At the same time the subjects involved in pedagogical practices assume assumptions of a capitalist and neoliberal society, in a dialectical movement, they can break with this logic, by proposing critical and emancipatory practices, giving new meaning to the school reality.

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## Note

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1 "Covid-19 pandemic and its impacts on basic education in Brazil: diagnosis and intervention proposals at school", approved in the IV CAPES Emergency Selection Notice, a partnership between the Masters in Education at the Universidade da Região de Joinville (UNIVILLE), the Pontifícia Universidade Católica de São Paulo (PUC-SP), and the Universidade do Estado do Rio Grande do Norte (UERN).



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