

## Teaching knowledge and challenges in transpandemic education: an experience report

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**Abstract:** This paper shares the experience of two basic education teachers in the context of the Covid-19 pandemic, taking into account challenging aspects in public and private schools in a city in the interior of Minas Gerais. Based on reflections on Teaching Knowledge, with a theoretical background based on Nóvoa (2021), Pimenta (1999), Tardif and Raymond (2000), Tardif (2014), we describe the challenges of teaching in this context and the actions taken by the teachers, intending to promote a critical reflection on teaching knowledge and coping with digital inequalities. Methodologically, this is a descriptive study with a qualitative approach, of the experience report type. The results show the need for constant adaptation on the part of teaching professionals and the urgent need for incentives in teacher training and overcoming obstacles to access technologies.

**Keywords:** Teaching Knowledge; Digital inequalities; Transpandemic.

### Saberes Docentes e Desafios na Educação Transpandemia: Um Relato de Experiência

**Resumo:** O presente trabalho socializa a experiência de duas docentes da educação básica no contexto

da pandemia de Covid-19, levando em consideração aspectos desafiadores na rede pública e privada de escolas de uma cidade do interior de Minas Gerais. A partir de considerações acerca dos Saberes Docentes, com um aporte teórico pautado em Nóvoa (2021), Pimenta (1999), Tardif e Raymond (2000), Tardif (2014), descrevemos os desafios inerentes à atuação docente no referido contexto e às ações tomadas pelas docentes, com o objetivo de promover uma reflexão crítica sobre os saberes docentes e o enfrentamento perante as desigualdades digitais. Metodologicamente, trata-se de um estudo descritivo de abordagem qualitativa, do tipo relato de experiência. Os resultados demonstram a necessidade de adaptação constante do profissional docente e a urgência de incentivos na formação docente e na superação de obstáculos ao acesso às tecnologias.

**Palavras-chave:** Saberes Docentes; Desigualdades digitais; Transpandemia.

## **Conocimientos y desafíos docentes en la educación transpandémica: reporte de experiencia**

**Resumen:** El presente trabajo socializa la experiencia de dos docentes de educación básica en el contexto de la pandemia de Covid-19, teniendo en cuenta aspectos desafiantes en la red pública y privada de escuelas en una ciudad del interior de Minas Gerais. A partir de consideraciones sobre la Enseñanza del Saber, con un aporte teórico basado en Nóvoa (2021), Pimenta (1999), Tardif y Raymond (2000), Tardif (2014) se describen los desafíos inherentes a la docencia en ese contexto y las acciones de los docentes, con el objetivo de promover una reflexión crítica sobre la enseñanza del saber y el enfrentamiento a las desigualdades digitales. Metodológicamente, se trata de un estudio descriptivo con abordaje cualitativo, del tipo relato de experiencia. Los resultados demuestran la necesidad de constante adaptación del profesional docente y la urgencia de incentivos en la formación docente y en la superación de obstáculos para el acceso a las tecnologías.

**Palabras clave:** Enseñanza del conocimiento; Desigualdades digitales; Transpandemia.

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## 1 INTRODUCTION

The SARS-CoV-2 pandemic, which began in 2020, has brought a series of global challenges and changes that have required urgent adjustments in all sectors of society, with education being drastically affected by this new reality. The pandemic has caused the compulsory closure of schools around the world, interrupting the present teaching-learning process and creating uncertainty about the future of education during the transpandemic.

The Ministry of Education's (MEC) Ordinance No. 343, dated March 17, 2020, authorized remote classes on an emergency basis while highlighting the inequalities in access to technology and the impossibility for all students to continue attending classes with minimal loss of content. In this regard, Decree No. 05 of the National Education Council (CNE) of April 28, 2020, authorized the use of non-presential activities to be computed in the minimum annual workload to avoid the loss of the school year for students.

Schools, both public and private, followed the guidelines of the regulations and decrees published in this context. However, the legislation has not been able to guarantee that all students will continue to participate in the courses and activities proposed by the schools, which has highlighted some of the limitations of remote teaching. Among these limitations, we highlight the difficulties teachers have in using Digital Technologies (DT), the lack of teacher training to work in this context, as well as the difficulties students have in getting used to virtual platforms. It should also be noted that in many cases students did not have the appropriate technological resources to follow the lessons, which limited their interaction with other classmates and teachers. Even in schools that were able to broadcast classes through platforms such as Google Meet, it became unmanageable to guarantee student presence on these platforms, as many students only accessed the call through the platform, but without demonstrating interactions, without activating the webcam, without sending questions or text messages. This may have been because they didn't have the necessary equipment, such as a webcam and microphone, or because they were absent, or because they felt inhibited about interacting through this channel. In addition, the mental health of students and teachers was drastically affected in this context of sudden changes, forced adaptations, and restrictions. At the same time, the research on Covid-19 attracted the attention of several scientists and researchers, culminating in the rapid development of the vaccine against the virus, and also generated discussions about the possibilities of dealing with the pandemic in later phases, including the return to presential classes.



From this context comes the motivation to contribute through this experience report, which aims to describe the challenges faced by basic education teachers, who, despite different experiences, were not immune to the need for pedagogical adaptation in the emergency context, which involved supporting students, developing digital literacy and mastering the essential teaching knowledge to face the challenges of this atypical situation.

To this end, this descriptive study was based on a qualitative approach, in the form of an experience report, since it took into account the teaching experiences to understand the challenges related to the pandemic period and to share them with the academic community to enrich the dialogue and the critical professional teaching performance. According to Mussi, Flores and Almeida (2021, p. 64),

[...] the Experience Report in an academic context aims, in addition to describing the lived experience (close experience), to enhance it through an academic-scientific explanatory effort, through the critical-reflective application with theoretical-methodological support (distant experience) (translated by us).

In addition to the points already highlighted, we will discuss the issue of digital inequality and how this directly affects the teaching-learning processes in this context, especially about disadvantaged students. Access to technology, combined with pedagogical knowledge, was a crucial point for the continuity of teaching and had consequences in the period that followed. As well as the resumption of classes, which wasn't just about returning to a previously interrupted routine, but about facing a new reality full of socio-emotional difficulties and new adaptations to deal with security measures and protocols that required everyone's cooperation, and also concerning digital literacy in the post-pandemic classroom.

The purpose of this article is to present two experiences of two teachers working in the remote emergency context in the public and private schools of a city in the interior of Minas Gerais. The overall aim is to discuss the challenges faced by teachers in these two contexts, taking into account the need to apply teaching knowledge and teacher flexibility, as well as to report on the measures adopted to address the digital inequalities highlighted in this process. In order to achieve this goal, we have set the following specific objectives: to describe the limitations of remote emergency teaching; to characterize the teaching knowledge that is essential for working in atypical contexts; to present the teaching actions taken in the pandemic context; to discuss the future prospects for teaching in the transpandemic context.



## 2 EDUCATIONAL CHANGES AND EMERGING NEEDS

Since this is an unprecedented situation, the scenario created by the Covid-19 pandemic has revealed the shortcomings of the education system to a large extent. With the obligation to adapt classes to remote teaching, the use of DT has become indispensable to guarantee a minimum of performance and continuity in classes. However, the use of these technologies has been marked by challenges inherent to their mastery, as well as inequalities in access to them.

In this sense, we can say that the core of the use of DT has been marked by a precarious spectrum, as Ribeiro (2021) discusses, taking into account the different conceptualizations of precariousness, ranging from an unfavorable environment, especially in public schools, to the inability or precarious training of teachers to master these technologies in emergency uses.

Also according to Ribeiro (2021, p. 3),

It would not be easy enough to face a health crisis like the one that hit us in March 2020 with the necessary resources; without them, the mission borders on the impossible, although our will to act and to educate makes us agile and almost magical. In a country that is unequal in many ways, vast in territory and politically unbalanced, our task as professional educators has become Herculean. Social, economic and cultural asymmetries have increased, exposing the ideas we have barely digested over several decades about digital culture, literacy and digital nativities, causing concern among those who have to deal with the floor of the basic education classroom, as well as blushing among those who have been blind to our concrete conditions (translated by us).

Although discussions about the need for teacher training to master DT in the classroom, as well as greater promotion of methodologies that approach students as protagonists of their learning process, were already taking place before the pandemic, the emergency situation has exposed the shortcomings and gaps in these issues. Cunha (2012) highlights the necessary shift from transmissive pedagogy to participatory pedagogy, considering care as a practice linked to experience and narrative, to achieve the integration of students, community, and teaching as a whole. According to the author,

We are in a time of a certain pedagogical radicalism, materialized in cognitive, emotional, and social integrations - values, attitudes, knowledge, passions, the represented and lived world are now called for reflection, interpretation, and creation (CUNHA, 2012, p. 104, translated by us).

Participatory pedagogy refers to the central role of students in the teaching-learning process,

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that is, their active participation in the classroom to the detriment of the centrality of the role and figure of the teacher. Faced with a scenario such as the Covid-19 pandemic, teachers and schools had to adapt to maintain the use of methodologies aimed at student participation, which could not be fully achieved due to inequalities in access to digital technologies. After all, how could we guarantee that students would actively participate in class if many of them did not have the minimum technological resources to even access the activities?

Nevertheless, Macedo (2021) points out that social inequalities have been attenuated in the pandemic, and among them, digital inequality, which ends up further distancing the reality of public and private schools, privileging the former to the detriment of the others. Although the pandemic took place at a historical moment, in what was then called the information and knowledge society, it highlighted the huge gap that still exists between theory and practice, in other words, the long road that still lies ahead for access to information and technologies to reach everyone. In this regard, the lack of training of teachers in the use of technologies, whether in distance or presential education, as well as the lack of technological structures and resources, have maximized the challenge of fully implementing remote classes. It is important to note that although many students do not have the necessary equipment to follow classes during the pandemic, the group portrayed is part of the generation of digital natives, who, according to Tavares and Melo (2019), are individuals born into a society surrounded by digital technologies such as the Internet, computers, and smartphones, and who grow up with the presence of these technologies. These students, in turn, show ease in using DT. Ruivo and Mesquita (2013, p. 22) point out that

Unfortunately, there is a huge gap between the technological knowledge that teachers possess and its relationship and impact on pedagogical practice. For many, technology is simply the use of a machine. For their part, most students are more proficient with information and communication technologies than most teachers (translated by us).

In this sense, teachers' relationship with teaching knowledge must be based on literacy for the use of DT, given the context in which these technologies are increasingly present in the classroom and meet the learning needs of the generation of digital natives.

## 2.1 Reflections on Teaching Knowledge

Reflecting on the pandemic/transpandemic period and the experiences teachers have had and



are having in this context, during the social isolation, the journey from remote teaching, blended teaching, to returning in person, highlighting our work as educational professionals and the mishaps and challenges we face, asking ourselves: what now? How do we work and develop our teaching practice and contact with students?

Faced with so many difficulties in dealing with the pandemic/transpandemic context, the dialogue with the authors about the knowledge necessary for teaching helps us to discuss and understand the process we have experienced, since the work of teachers has not stopped with the pandemic, on the contrary, it has increased, despite the different realities of teachers and students.

It is important to recognize that the professional training of teachers takes place in the context of human relationships. This means that interactions with other professionals, students, families, and the community are fundamental to teacher development. These relationships provide opportunities to exchange experiences, share knowledge, and build educational practices together. These interactions, according to Nóvoa (1995), contribute to teacher education and professional development. This means that teachers must not only acquire technical knowledge and skills but also reflect on their identity and personal development. Teacher education is not a static process, but a continuous learning and development process in which the professional becomes increasingly aware of his or her capacities and limitations.

In this sense, Pimenta (1999) categorizes teachers' knowledge into knowledge of teaching, knowledge of experience and pedagogical knowledge, which are fundamental to the construction of professional identity. Teaching knowledge refers to the theoretical and disciplinary knowledge that teachers possess in their areas of expertise. It includes mastery of curricular content, concepts, theories, and research relevant to teaching practice. This knowledge enables teachers to make pedagogical decisions and interventions on a solid and informed basis.

Pedagogical knowledge relates to instructional strategies, methods, and approaches. It includes knowledge of how to plan lessons, develop activities, assess student progress, and create a welcoming and motivating classroom environment.

Pedagogical knowledge is essential to effective teaching practice because it enables teachers to promote meaningful learning and develop students' skills. These three types of knowledge -



experience, knowledge, and pedagogical knowledge - are fundamental to building teachers' professional identities and developing teaching practices.

According to Pimenta (1999), teachers have diverse knowledge and he emphasizes that it is not enough to acquire knowledge to become a teacher, but to develop a variety of practical knowledge, which is why "teaching is a contribution to the process of humanizing students so that they can build their know-how" (PIMENTA, 1999, p. 18, translated by us).

Experiential knowledge is built during teachers' professional practice, which includes experiences, reflections, and learning acquired while dealing with real teaching and learning situations. This knowledge is fundamental to understanding students' needs, adapting teaching strategies, and creating a meaningful learning environment.

Tardif and Raymond (2000) support the idea of teachers' knowledge and professionalism because teachers' work involves a variety of knowledge and to do their job they need to use the knowledge that includes their personal culture and history, previous school culture, pedagogical knowledge, didactic knowledge acquired during their professional training, knowledge of the curriculum, knowledge from their own experience and the experience of other teachers, as well as teachers' traditions. For the authors, teachers seek to achieve different goals in their work and need to possess a variety of knowledge, skills, and competencies.

In a related study by Tardif (2014), he divides teachers' work and their knowledge into knowledge and work, the diversity of knowledge, the temporality of knowledge, the experience of work as the basis of knowledge, and finally, knowledge and teacher training. For the author, knowledge and work are considered as the main thread in which it must be understood as its relationship with work in the school space and in the classroom, although they use different types of knowledge, this is due to the craft associated with this work.

These relationships are mediated through work and provide principles for dealing with and solving everyday situations, indicating that teachers' knowledge bears the marks of their practice. Work produces elements that relate to the teacher's personal and professional identity. Knowledge about work is not just knowledge about work, but knowledge that is truly embodied in and through work in various forms. It is not knowledge about work, but knowledge of work (TARDIF, 2014).





The second common denominator, according to Tardif (2014), is the diversity of knowledge, which can be diverse and/or plural, because it is unique knowledge that results from the combination of curricular knowledge from programs, textbooks, specific knowledge of the subjects taught, and one's own experience. This knowledge is considered diverse from teachers' knowledge because it is plural, composite, and heterogeneous. It includes not only the practice of teaching but also knowledge and skills from different sources and probably of different nature.

Teachers' knowledge about the temporality of knowledge is acquired in the social context of their lives and professional history. Teachers' knowledge is temporal, which means that teaching first involves learning how to teach, that is, gradually acquiring the knowledge needed to do teaching work. In addition, the knowledge inherited from previous school experience is very powerful and endures over time. However, teachers' knowledge is not limited to their school or family history but is also directly related to their career, which is understood as a temporal process marked by the construction of their professional identity and subjectivity.

Professional experience is the knowledge that comes from everyday work experience and is fundamental to the construction of a teacher's professional practice and competence. The essential condition for the introduction of this professional knowledge is the work experience, which takes place in the space where the teacher applies his or her knowledge. This experience, in turn, involves reflexivity, revisiting, reproducing and interacting between what one knows and what one knows how to do in order to produce one's professional practice. Therefore, "teaching means mobilizing a wide variety of knowledge, reusing it at work to adapt and transform it through and for work" (TARDIF, 2014, p. 21, translated by us).

The final thread on teaching knowledge is knowledge related to teacher professional development, which for Tardif (2014) is rethinking practice, training and always seeking new knowledge. In this sense, teachers' professional development should seek to meet individual and collective needs at the same time, being a continuous process that provides experiences and new perspectives to promote professional growth.

As pointed out by Marcelo (2009), teacher professional development has unique

characteristics, being a process of construction over time, contextualized, constantly evolving, and reflective.

This highlights the importance of teachers' knowledge, which can be diverse and plural, mobilized in the act of teaching and educating, and how these skills are applied. These skills are essential for structuring an educational practice and should not be considered only as techniques but as scientific work, professional activity, and art. The work of the teacher involves human interactions, not limited to materials and objects, the "technology of human interaction", in other words, technology as a revolution in their practices, the different ways of being a teacher, and their multiple knowledge. Thus, "the epistemological and ethical dimensions that underlie work with people" (TARDIF, 2014, p. 114, translated by us).

Therefore, when reflecting on the transpandemic, pedagogical approaches and practices were and are different. Nóvoa (2021) emphasizes the urgency of facing a new educational reality and, to this end, adopting an investigative and reflective stance about teachers' work and the challenges of the post-pandemic.

Thus, teachers need to reflect on their teaching practice and understand the different demands they face and have faced in the pandemic scenario, identifying gaps in their professional development, following their teaching career over time. We can't let all that we have learned, experienced and shared go into a blackout and be forgotten in our teaching practice.

### 3 METHODOLOGICAL PATHS

This experience report, developed in the context of the Covid-19 pandemic, takes into account the experiences of two basic education teachers, analyzing and describing the actions taken to face this pandemic. These teachers worked in emergency remote teaching in primary and secondary classes, one from the public school system in a city in the interior of Minas Gerais and the other from the private system in the same municipality. The study reports on the challenges and limitations of remote teaching experienced by the teachers in these contexts, based on converging points: a) the way the remote classes were conducted; b) how the activities and assessments were carried out and completed by the students; c) difficulties in using DT and getting used to digital platforms; d) lack of technological resources; e) low interactivity between students and teachers; f) affected mental health of students and teachers; g) uncertainties regarding student participation in class.

The choice of a public and a private institution was due to the observation and the need to apply teaching knowledge in two different educational realities, in the context of emergency remote teaching, in which we tried to describe the actions taken by teachers to cope with an atypical and adverse context.

#### 4 RESULTS AND DISCUSSIONS

The discrepancy in the way remote classes were applied in the public school system and the private system marks a crucial point in this discussion. While in the private school system, according to the teacher working in this sector, students lost at least two school days that were used to train and adapt teachers to the platforms that would be used in the classes, in the public school system this process was plagued by delays. In addition, we found that how lessons were delivered further highlighted digital inequalities. While in the private system, students followed the lessons in real time through the Google Meet platform and took tests and scheduled activities through Google Classroom, in the government network the moment of social isolation was handled differently.

As far as the public sphere is concerned, the Minas Gerais State Department of Education (SEE-MG) implemented a remote study program, called the Non-Personal Study Regime, structured for the entire state of Minas Gerais, providing different tools for students in the state's public network to study at home. First, They created a website<sup>1</sup> where students could access and download activities from all areas of knowledge, divided into cycles and years, called the Tutored Study Plan (PET), which could also be accessed through the "Conexão Escola" app, which included video lessons, and the television program "Se Liga na Educação", broadcast on the Rede Minas channel. According to article 1 of SEE Resolution 4310/2020, the Tutored Study Plan (PET) is a tool that:

aims to allow the student, even outside the school unit, to solve questions and programmed school activities in a self-learning way, to seek information about the knowledge developed in the different curricular components in a tutored way, and also to make it possible to record and calculate the weekly workload of school activity experienced by the student in each curricular component (MINAS GERAIS, 2020, p. 1, translated by us).

These PETs consist of materials<sup>2</sup> available in notebooks divided into thematic units, volumes and teaching modalities, including special and indigenous education. Based on this material, the State

<sup>1</sup> Available at: <https://estudeemcasa.educacao.mg.gov.br>. Accessed on: July 5, 2023.

<sup>2</sup> Materials available at: <https://seliga.educacao.mg.gov.br/se-liga-2022/pets> Accessed on: July 7, 2023.

Department of Education, in partnership with the National Union of Municipal Education Directors (UNDIME), created a contingency plan so that students would not be left without access to content in the context of the pandemic. On the other hand, it was not taken into account that Minas Gerais is a large state in terms of territory and population, with rich regions such as Triângulo Mineiro, known as the Zebu cattle region, and poorer regions such as the Mucuri and Jequitinhonha valleys. This shows that the materials were not in line with reality, as they did not take into account the individuality of the student and the inclusion of access to the Internet, tablets, computers, and mobile phones of students.

As for the materials, they were organized in a language aimed at children and teenagers, and also so that parents could guide the activities. However, there was great concern about the way they were prepared since the creation of these curricula did not involve the insertion into the school context of teachers who were already working in the state educational network and who had intimate knowledge of the reality of their students. In addition, the Secretariat did not set up an active listening survey among educational professionals, families and students, leaving this organization to the Superintendencies and the schools themselves, resulting in challenges and a lack of autonomy for teachers. In this way, the content shared with students was generalized content.

For public school students who didn't have access to the Internet, the schools had to provide printed material to be returned to the school within a timeframe set by the superintendent. It's worth noting that if the material was turned in, it counted as the student's participation..

Teachers, on the other hand, could not do otherwise, because according to article 10 of SEE Resolution 4310/2020, one of the responsibilities of the teacher of basic education is to "[...] be guided by the guidelines outlined in a document issued by the Ministry of Education for the offer of the special regime of non-presential activities and for extraordinary actions during the period of suspension of presential school activities" (MINAS GERAIS, 2020, p. 2).

Returning to what Ribeiro (2021) said about the precariousness surrounding the use of digital technologies, many educational professionals, as well as students, were unable to access the Conexão Escola app and had many difficulties due to a lack of skills and/or even because they didn't have technological equipment, pointing out that not all teachers, family members and students had or have mastered technological artifacts.

Then, in the middle of the second half of 2020 and 2021, the Ministry of Education allowed each school to organize itself in its way, making it possible to create WhatsApp groups for each class. In addition, teachers were online during class time (4 hours and 25 minutes per day) to discuss any



doubts with students. These groups included principals, vice principals, educational coordinators, and family members, but few students. It was very difficult for students to access the groups because they used their family's cell phones, and in many cases, there was only one family cell phone and too many children to participate in multiple groups at the same time. This situation was distressing because we were always waiting for the students to contact us through audio, and videos to ask if they had any questions and they rarely responded. We had to check the group on WhatsApp every few seconds because if there was no interaction, the pedagogical coordinator would immediately call us privately.

For us teachers, it was emotionally difficult because it took a lot of energy and it felt like we were being watched all the time. Our home became our work environment, and it often went dark and we didn't even realize it because we were addicted and conditioned to just being in this cyber world.

We had to increase the speed of the Internet and buy or improve our technological equipment because the students were sending photos of the PET activities they had done. We teachers, on the other hand, sent intervention activities according to the needs of each class presented during these remote lessons.

We emphasize that there was no emotional or financial support for the teachers during this period, and we had to adapt to the reality we were experiencing as a result of COVID-19. Not to mention the students, who had no human interaction or dialogue with their classmates, except with their families.

Given the description of this report, made when we returned to presential classes, and despite speculation of a blended return at the end of 2020, which only happened in 2021, is that we gradually returned to a hybrid form, through SEE Resolution 4.423/2020, in which:

Provides for the resumption of presential activities in the schools of the State Education Network of Minas Gerais and evaluation processes for the school year 2020, introduces blended teaching as an educational model for the school years 2020/2021 and amends SEE Resolution No. 4.310/2020 (MINAS GERAIS, 2020, p. 2, translated by us).

The state network structured the return to school in person as long as the Green Wave was in place, that is, with a reduction in the number of people infected with COVID-19. One week, teachers and students would go to school, following the rules of social distancing, masks, hand sanitizer, and a limit on the number of students in a classroom per square meter, while the next week would be in a remote format with a WhatsApp group. The students would continue to do the PETs in the blended format, and the students who didn't go because their parents still didn't feel safe sending them or they



had a comorbidity would also do the suggested PET activities.

When we returned, we were able to talk to our students and understand that they had also experienced difficulties and challenges of various kinds, such as difficulties with socialization, many with learning disabilities, and those who were in kindergarten went straight to elementary school without any preparation for getting to know themselves as subjects in the world. There are several obstacles that we have highlighted here to show what we have experienced during this pandemic.

Then, Resolution No. 4,644/2020, brought the decree in articles 1 and 2, concerning the present and mandatory classes for all, that is: "Art. 1 - Regular school activities in the teaching units of the State Public Network will be carried out in person as of November 3, 2021. Art. 2 - The school director must inform the families of the compulsory nature of face-to-face education" (MINAS GERAIS, 2021, p. 27, translated by us).

Since this decree, we have returned to face-to-face teaching and it seems that there has been a great blackout because much of what we learned in remote teaching, such as the use of technology, has been left behind and we have returned to the blackboard and chalk. Of course, we've seen some teachers using methodologies that include technology in their activities for students, but it's clear that this is not everyone's reality, at least in public schools.

Perhaps this is due to several factors, from the structure of the school to the professional development of the teacher, or even incentives. In addition, the lack of technological resources, especially for students from the public school system, hindered the process of learning continuity, since some students needed printed materials, given the impossibility of accessing digital platforms. In this sense, the inclusion of these students represented a challenge for the teacher and her knowledge, since it involves a set of knowledge, skills, attitudes and experiences that teachers develop throughout their careers to deal with the different teaching and learning situations in the classroom. For Tardif (2014), this knowledge goes beyond disciplinary knowledge and includes pedagogical, psychological, social, and emotional aspects.

This challenge highlights the low level of interactivity between students and teachers, a situation that both teachers face in different ways. In the private network, even though students had access to technology such as computers, smartphones, etc., there was little interaction, as most students didn't respond to the teacher's calls to participate in class, nor did they activate the cameras or interact through chat messages. The issue raised by Cunha (2012) regarding the need for participatory pedagogy proved to be even more challenging in a context where the classroom is remote. This situation also implies the ineffectiveness of ensuring that students are present in class,



bearing in mind that being present is not just about logging in to class, but also about showing signs of effective participation.

In addition, several students, from both the public and private systems, needed psychological counseling and had depressive and anxiety disorders. In many cases, the family environment was not conducive to the students' learning development, and they suffered pressure and even neglect from their guardians. The situation became even more tense when the students' family members became infected with the virus, causing anxiety among the students and directly affecting their academic performance.

In this context, pedagogical knowledge aligned with teachers' professional development, adequate training in the use of ICT, and communication between management, coordinators, parents/guardians, students, and teachers were essential to address this context and the challenges described.

## 5 CONSIDERATIONS

It is undeniable that the pandemic has caused changes and adaptations in the teaching profession that go beyond the pandemic period itself. The return to the classroom has been permeated by new adversities, which further reinforces the important role of knowledge transfer and the flexibility to deal with different situations inherent to the teaching profession.

To an even greater extent, DT has proven to be essential for post-pandemic teaching, which, combined with a solid training base and measures to ensure equal access, can provide teaching experiences and improvements in teaching-learning processes that meet the expectations and needs of today's generations. For a transpandemic future, it is therefore worth highlighting the need to value the teaching profession, which has gone through unprecedented developments and situations, is essential to overcome the challenges and setbacks imposed by the pandemic and continue to work to adapt to the new post-pandemic reality. It is therefore essential to invest in the training of these professionals to work in education with the use of digital technologies continuously, addressing the appropriate updates of tools, as well as promoting the expansion of access to digital technologies through public policies that ensure that this happens democratically and effectively.

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