

The teaching work facing the emergency virtualization process in the context of the Covid-19 pandemic: Positive and negative points

O trabalho de ensino diante do processo de virtualização de emergência no contexto da pandemia de Covid-19: Pontos positivos e negativos

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ABSTRACT

The Covid-19 pandemic brought about a series of impacts on the activities performed by the population, through the limitations imposed by isolation and social distance. In this study, we sought to highlight the exceptionality of education in this scenario of health crisis, which led many countries to develop emergency remote education actions and demonstrate the implications on the different educational levels in Brazil. In this context, this study aimed to analyze from the inferences of public network teachers who work in basic education the positive and negative points of remote work in the emergency virtualization process. The exploratory qualitative methodology was used, with critical and analytical interpretations of the inferences. The data were collected through the application of an online questionnaire. The data analysis had Content Analysis as method. We conclude that the remote work points to several elements to rethink the paradigms that are emerging in education and that lead us to re-signify the teaching and learning process through the limitations imposed by the social isolation caused by Covid-19.

Keywords: Distance Learning; Emergency virtualization; Covid-19; Social isolation.

RESUMO

A pandemia Covid-19 trouxe uma série de impactos sobre as atividades realizadas pela população, através das limitações impostas pelo isolamento e distância social. Neste estudo, procuramos destacar a excepcionalidade da educação neste cenário de crise sanitária, que levou muitos países a desenvolver ações emergenciais de educação remota e demonstrar as implicações sobre os diferentes níveis educacionais no Brasil. Neste contexto, este estudo visou analisar a partir das inferências dos professores da rede pública que trabalham na educação básica os pontos positivos e negativos do trabalho remoto no processo de virtualização emergencial. Foi utilizada a metodologia qualitativa exploratória, com interpretações críticas e analíticas das inferências. Os dados foram coletados através da aplicação de um questionário online. A análise dos dados teve como método a Análise de Conteúdo. Concluímos que o trabalho remoto aponta vários elementos para repensar os paradigmas que estão surgindo na educação e que nos levam a ressignificar o processo de ensino e aprendizagem através das limitações impostas pelo isolamento social causado pelo Covid-19.

Palavras-chave: Ensino à distância; Virtualização de emergência; Covid-19; Isolamento social.

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INTRODUCTION

The advance of the pandemic around the world will be remembered and studied over many years, since the pandemic known as Covid-19, brought a great challenge and epidemiological problem of world order, but rather "generated a cascading effect in a series of human activities in the face of social isolation responses" guided by the World Health Organization in order to avoid contamination" (MARQUES; FRAGUAS, 2020, p. 86161).

The impacts of the new coronavirus (Covid-19), clearly, have asymmetric economic repercussions, both of a scalar nature and intertemporal nature, thus generating transmission effects that resound in space and time differently according to the degree of sensitivity and macroeconomic vulnerability of countries and microeconomic of the global production and consumption chains.

In the field of Education, schools were abruptly closed throughout the country, making it imperative, equally, the transfer of face-to-face education to an emergency virtualization process through Provisional Measure No. 934, of April 1, 2020, which established exceptional standards based on the legal provisions that guide education systems in Brazil, these were intended to relax, for example, the mandatory compliance of at least two hundred days of effective school work (BRAZIL, 2020).

In this circumstance, the process of emergency virtualization through remote teaching with synchronous and asynchronous classes was the way found to continue the school year without further damage, since it is an atypical situation due to social isolation and respecting the norms of social distancing that was the measure used to prevent the proliferation of coronavirus. However, despite this feasibility "it is a huge challenge, especially considering that many students do not have access to the technological resources to be used in this context of social isolation" (MARQUES; FRAGUAS, 2020, p. 86164). Thus, it is important to emphasize that the social, economic and cultural issues of the students also directly influence the learning outcomes.

In this sense, it is worth mentioning that the hasty measures adopted by the management bodies in Education imposed unexpected actions disregarding that Education should be based on dialogue with the school community in a democratic, participatory and planned way, which is not verified precisely in the actions that have been carried out vertiginously, in ways little or nothing planned in relation to remote education by the Department of Education of Paraná, causing an uncomfortable situation

in front of every school community that lacked objective information in a period that required a school organization and family planning to continue the school year since it has a totally heterogeneous cultural, economic and social diversity and this process should have the participation of all in an equitable, egalitarian way without promoting more social inequities.

It is essential to reflect, in the amazing times in which we live and that, in some way, will forever mark our lives, that Education is the indispensable resource to inform, guide and minimize fear in the face of so many uncertainties. Moreover, Education is the path that guides to a time of hope. As Professor Paulo Freire (2011) pointed out to us, a hope not to "wait", of the passivity of those who wait; but "hope", the action of those who go to the fight. Let us therefore be confident and hopeful in the face of a world that has taken advantage of this moment of pause and reflection. That it is possible to build many new learnings in order to avoid past mistakes and, above all, to discover new ways of living.

As a result of the restrictive measures and decrees, the State of Paraná, through the State Secretary of Education of Paraná presented tools for an emergency virtualization process in order to "continue the school year and teaching and learning activities via remote work in Distance Education with virtual applications: "Aula Paraná" with classes transmitted by television and YouTube and the "Google classroom" (asynchronous tool) with the classrooms in the virtual format with organization of activities, evaluations, scraps, complementary materials, etc." (MARQUES; FRAGUAS, 2020, p. 86162) and in addition, the use of the Google meet tool for virtual meetings between teacher and students.

In the case of the State of Paraná, according to data from the Brazilian Yearbook of Basic Education, the state school system has 2,134,000 schools between urban and rural; 47,124 classes and 1,076,310 students enrolled in the state's 399 municipalities. In relation to teachers, the State has 43,000 effective teachers (Magisterium's own staff) and 21,000 teachers hired by the special regime (PSS - Simplified Selection Process), that is, there were almost 65,000 teachers in activities in 2020 (Paraná, 2020). These data point to a large number of people involved in this process of "emergency virtualization" and the need to consider regional differences and social inequalities.

In this continuity, it is imperative that the use of technologies in the field of Education is not seen only as an auxiliary object or tool in the teaching process, but as an

instrument of intervention in the construction of an equally democratic society, capable of producing critical and analytical thoughts and intervening in certain determinants in society.

Given the context of the pandemic in which technologies have dominated human activities and that information is available from a simple click on devices, education has another challenge, because "we live in a historical moment in which the virtual world has an increasingly significant weight in the real world" (Hunt; Callari, 2010, p. 15). With the emergency virtualization process, the need for innovation arose before teaching, seeking innovative alternatives to bring knowledge and, above all, to provide autonomy to students in their learning process (FORMOSINHO *et al.*, 2015).

In addition to these issues related to the process of implementing this alternative in the context of the pandemic by Covid-19, it is worth noting that other elements deserve reflection and attention, among them the continued training of teachers to act effectively in this emerging demand that is presented with remote teaching. In this sense, Kenski (2010) emphasizes that the remote education offered in the context of the pandemic can be considered a differentiated school culture, requiring new mechanisms for monitoring the evaluation of students' learning, however, it is up to the state to provide training and instrumentalization of teachers in the exercise of their work.

The training and pedagogical mediation regarding the use of these technologies in remote education makes all the difference, because more than knowing how to use these resources, is to know how to use them dialectically for the benefit of Education, because "there are conflicting, challenging situations, in which the application of conventional techniques simply does not solve problems" (SCHON, 1997, p. 21).

Thus, another element to be considered is the quality of the relationship between teacher and student in remote teaching, since to give answers to individual needs, it requires time, attention, readiness, affectivity, etc. Caldeira (2013) emphasizes that the day-to-day classroom is full of significant events, not only in the life of the teacher, but also in the student's life, however, the process of teaching and learning via remote teaching can cause damage to this relationship.

In this sense, we have that this teacher-student relationship is essential, including to solve many of the learning problems of students who may in some cases be linked to the methodology used by the teacher, which is usually a marked presence in the evaluation process and referrals of activities (OLIVEIRA; SOUZA, 2020).

In addition, in the relationship between teachers and students, the manifestations of the following can contribute to the teaching and learning process, because the dialogue between those involved in the relationships in both education, family, friends and other relationships are crucial for the evolution of both teachers and students (CALDEIRA, 2013).

It is increasingly undeniable that the Covid-19 pandemic resonates in ways unimaginable to people's routines, as well as impact the Education of a country. Such elements must be carefully attacked so that the processes of social inequities are not made possible even more. Thus, all stages of care must become present and act for the continuity of socio-educational demands that meet the dilemmas of contemporary life.

With these elements presented in the context of Education to continue the school year, we start from the perception of teachers in order to seek "What are the positive and negative points that you consider for teaching work remotely in the context of the pandemic by Covid-19?". In this context, this research aimed to analyze the positive and negative points presented by the teachers' inferences in the face of remote work in emergency virtualization in the context of the Covid-19 pandemic.

METHODOLOGY

It's The qualitative approach of the exploratory type of interpretative nature of this investigation is based on the notes of the teachers of the State School Network of the state of Paraná in remote work, in which it meets the postulates of Bogdan and Biklen (1994) regarding the fact that for the realization of a qualitative exploratory research should be considered characteristics such as:

- (a) the data source is the natural environment for this research approach;
- b) the descriptive condition of the research;
- c) the researchers focus on the results from the process and not only from the results found;
- d) the data are analyzed inductively and;
- e) researchers need to consider the diversity of opinions about the phenomenon investigated, whether regarding the positive or negative aspects associated with the object of study under analysis (BOGDAN; BIKLEN, 1994).

This research had the participation of 75 teachers from different regions of the state who teach at the State Education Network of Paraná. As a data collection tool, Teachers answered an online questionnaire via google forms that was sent by email and whatsapp. The data collection instrument was validated by the researchers responsible for the investigation and presented an open question: "What are the positive and negative

points that you consider for teaching work remotely in the context of the pandemic by Covid-19?", which was created to meet the objective of this research. The questionnaire was sent to 100 Teachers and we obtained the participation of 75 teachers who answered the online questionnaire.

For data analysis, we used the Content Analysis technique from Bardin's perspective (2011) and the identification of previous categories focused on the positive and negative points or difficulties that teachers consider for teaching work in the context of the pandemic by Covid-19.

According to Bardin (2011), Content Analysis is constituted through a set of analysis techniques, in which systematic procedures are used to describe the content of messages in the form of texts, images, recordings, etc. Given this perspective, Bardin clarifies that content analysis

is a set of techniques for analyzing communications aimed at obtaining, through systematic and objective procedures for describing the content of messages, indicators (quantitative or not) that allow the inference of knowledge related to the conditions of production/reception (inferred variables) of these messages" It is not an instrument, but a range of paraphernalia; or, more rigorously, it will be a single instrument, but marked by a wide disparity in forms and adaptable to a very wide field of application (BARDIN, 2011, p. 37).

Content analysis as a set of techniques is used by communication as a starting point. Unlike other techniques such as the storage or indexing of information and literary criticism, it is always made from the message and aims at the production of inferences. The act of inferring means the performance of a logical operation, by which a proposition is accepted due to its connection with other propositions already accepted as true (BARDIN, 2011, p. 39).

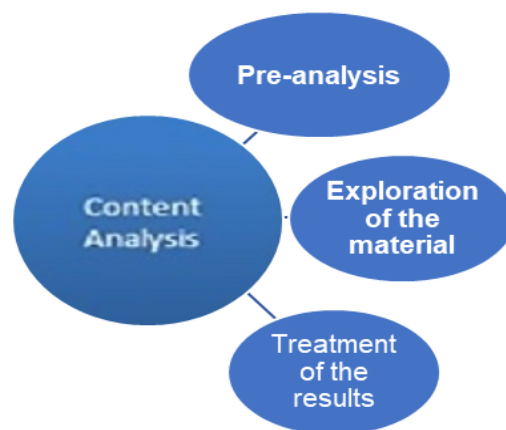
Producing inferences about the objective text is the reason for content analysis; gives the method theoretical relevance, implying at least a comparison where purely descriptive information about the content is of little value. From this point of view, producing inference in content analysis means not only producing subliminal assumptions about a given message, but in basing them on theoretical assumptions of various conceptions of the world and with the concrete situations of its producers or receivers. A concrete situation that is visualized according to the historical and social context of its production and reception.

In this analysis, the researcher seeks to understand the characteristics, structures or models that are behind the fragments of messages taken into account. The analyst's

effort is, then, twofold: to understand the meaning of communication, as if it were the normal receiver and, mainly, to look away, seeking another meaning, another message, which can be seen through or next to the first. "Therefore, content analysis is an empirical method that depends on the type of speech to which it is dedicated and the type of interpretation intended as an objective" (BARDIN, 2011, p. 30).

Thus, content analysis can present different stages, there is no pre-established technique to be followed and within a qualitative research approach it allows the researcher to have different possibilities to explore the phenomenon studied. In view of the possibilities and characteristics of content analysis, this article took as beacons the stages of the technique proposed by Bardin (2011), consisting of three phases as shown in Figure 1, which are: pre-analysis, exploration of the material and treatment of the results.

Figure 1. Steps to Content Analysis



Source: Authors

In the pre-analysis, the researcher should organize and prepare the material that will be analyzed so that he can operationalize and systematize "the initial ideas, in order to lead to an accurate scheme of the development of successive operations, in an analysis plan (BARDIN, 2011, p. 125). In this phase, the researcher still performs the floating reading of the material that will be submitted for analysis. The floating reading "consists of establishing contact with the documents to be analyzed and knowing the text letting itself be invaded by impressions and orientations" (BARDIN, 2011, p. 126).

Bardin brings a pertinent reflection on the reading by the analyst:

the analyst's reading of the content of the communications is not, or is not only, a "letter" reading, but rather to highlight it from a sense that is

in the background. It is not a question of crossing significant to achieve meanings, similar to normal decipheration, but to achieve through significant or meanings (manipulated), other "meanings" of a psychological, sociological, political, historical nature, etc. (BARDIN, 2011, p. 41).

The work begins with the description of the answers of the questionnaires to be analyzed, in this case the description of all the answers, because few allow the full description. To this end, Oliveira (2008) corroborates stating that the constitution of the corpus is the task that concerns the constitution of the universe studied, being necessary to respect some criteria of qualitative validity, they are: completeness (exhaustion of the entire text, not omitting anything), homogeneity (clear separation between the themes to be worked), exclusivity (the same element can only be in only one category), objectivity (any encoder can achieve the same results) and adequacy or pertinence (adaptation to the objectives of the study).

Also in the pre-analysis, the researcher proceeds to the formulation and reformulation of hypotheses, which is characterized by being a process of resumption of the exploratory stage through the exhaustive reading of the material and the return to the initial questions. Finally, in the last task of the pre-analysis, the indicators that will support the final interpretation are elaborated (OLIVEIRA, 2008).

In the second phase, or exploration phase of the material, the coding units are chosen, adopting the following coding procedures,

which comprises the choice of units of record - clipping; the selection of counting rules - enumeration - and the choice of categories - classification and aggregation - rubrics or classes that bring together a group of elements (units of record) due to common characteristics, classification [semantic (themes), syntactic, lexicon - group by the meaning of words; expressive - agglomerate language disturbances such as perplexity, hesitation, embarrassment, others, of writing, etc...] and categorization (which allows gathering more information at the expense of a schematization and thus correlating classes of events to order them). The traditional Thematic Analysis occurs initially in this phase, cutting the text into units of record that may constitute words, phrases, themes, characters and events, indicated as relevant for pre-analysis (BARDIN, 2011, p. 117).

Next, the themes were grouped into the categories defined, in matrix tables, by the assumptions used by Bardin (2011). The classification and aggregation of the data is

performed, choosing the theoretical or empirical categories, responsible for the specification of the theme (BARDIN, 2011).

Having elaborated the previous categories "positive points and negative points", the definition of each category was constructed. The definition can obey the elements directed by the interpretations constructed from the verbalizations related to the themes being recorded in the matrix tables (BARDIN, 2011). Also, according to Bardin (2011), categories can be created a priori (previous) or a posteriori (emerging), that is, from theory only or after data collection, in this study the emerging categories are described in tables 1 and 2 as subcategories. Throughout the process of constructing categories, we tried to preserve the teachers' answers in its entirety.

According to Bardin (2011, p. 131), the exploitation of the material is understood as "the analysis phase itself, it is nothing more than the systematic application of the decisions taken". In this phase of exploration occurs the coding and categorization of the data selected for analysis. The encoding corresponds to the systematic organization of the data to later categorize. In encoding, the browser can create code to enumerate and group the data to achieve a representation. Codes represent a system of symbols that allows the representation of information.

Categorization enables codes to be grouped together to consolidate a meaning. According to Bardin (2011), the categorization consists of

a classification operation of constitutive elements of a set by differentiation and then by regrouping according to gender (analogy), with the previously defined criteria. Categories are headings or classes, which bring together a group of elements (BARDIN, 2011, p. 147).

The third phase of the content analysis process is called treatment of the results – inference and interpretation. Based on the raw results, the researcher sought to make them meaningful and valid. This interpretation must go beyond the manifest content of the documents, because it interests the researcher the latent content, the meaning that lies behind the immediately seized. From there, the analyst proposes inferences and performs interpretations, interrelating them with the theoretical framework initially drawn or suggested by reading the material (MINAYO, 2007).

This phase is characterized by the validation of the analyzed data, in which the researcher

having at its disposal significant and faithful results, it can then propose inferences and advance interpretations regarding the objectives envisaged or that relate to other unexpected discoveries (BARDIN, 2011, p. 131).

The interpretation of concepts and propositions was made. The concepts give a general sense of reference, produce significant image. The concepts derive from the culture studied and from the description of the informants and not from a scientific definition. During the interpretation of the Data Moraes (1999) states that it is necessary to carefully return to the theoretical frameworks, pertinent to the investigation, because they give the basis and the significant perspectives opening other clues around new theoretical and interpretative dimensions, for the study. The relationship between the data obtained and the theoretical basis is what will give meaning to the interpretation.

In the interpretative movement we can highlight two aspects. One of them is related to studies with a theoretical foundation clearly explained a priori. In these studies, the interpretation is made through an exploration of the meanings expressed in the categories of analysis in contrast to this reasoning (MORAES, 1999, p. 9).

In this case the very construction of theory is an interpretation. Theorization, interpretation and understanding constitute a circular movement in which each resumption of the cycle seeks to achieve greater depth in the analysis, besides, it is the moment of intuition, reflexive and critical analysis (BARDIN, 2011).

The interpretations to which the inferences lead will always be in the sense of seeking what is hidden under the apparent reality, which truly means the discourse enunciated, what they mean, in depth, certain statements, apparently superficial.

RESULTS AND DISCUSSION

In this section, the data that show the positive points and negative points according to the participating teachers are presented and analyzed from their experiences and experiences with remote work during the 2020 school year in the context of a pandemic by Covid-19, through the process of emergency virtualization in the face-to-face transition to Distance Learning for the continuity of the school year in Brazil.

Positive points: inferences about remote work in the emergency virtualization process

As already mentioned above, the data presented below were collected from an online questionnaire via google forms to know what are the potentialities and difficulties that teachers enunciate from the remote work in this process of emergency virtualization in Education due to the Covid pandemic19.

Table 1 presents the inferences of the professors who show positive points where they highlight the elements observed from their experiences and practices with remote work during the 2020 school year.

Table 1. Positivepoints related to remote work

Category ⁴	Subcategories ⁵	Frequency	Examples of Answers
	Use of technologies	10	A1- "The use of technologies favors learning and students learn more".
			R8- "Use of tools and technologies that we often leave aside in the teaching and learning process".
			R15- "We were able to make good communication with the <i>Google Meet and Classroom tool</i> ."
			R32- "Interaction with students through <i>Meet</i> , and the possibility of using technologies to study and solve ENEM/vestibular exercises".
	Teacher appreciation	2	A4- "The pandemic will highlight the importance of the teacher to society again."
	Prepare complementary materials	2	A6- "More time to prepare exercises according to the workload".
	Keep in touch with students	6	R17- "I can keep it with my students <i>by WhatsApp, email, google meet</i> etc.
			R37- "Being able to keep in touch and help motivate students to study".
	Student participation	1	R10- "See the participation and interest of students".
	Help of directors and pedagogues	2	R18- "The affection of directors and pedagogues in dealing with teachers".
R22- "Support from the school's management team always assisting in what we need".			
Continuity of the school year	6	R25- "Because it's the only way not to miss the school year"	
		R34- "Remote activities are a good alternative not to miss the pace of studies and the school year".	
Protection against	6	R20- "Being able to protect myself from coronavirus contamination (Covid-19)".	

⁴ Categories is the thematic category as the initial category in the research object in the research.

⁵ Subcategories are the emerging categories evidenced by teachers from the initial thematic category "Positive Points".

	contamination by COVID-19		R38- "Prevents the exposure of students and education professionals to the virus, and what is expected, due to the pandemic, is necessary social isolation for our protection".
	Family's performance in learning	1	R23-"Active family action to help their children in out-of-class studies. This was not common in face-to-face teaching."
	Learning how to use ITCs	3	R24-"I'm learning how to make better use of technologies and other work tools."
	Personal and collective growth	1	R29-"Rapid adaptation with social responsibility, bringing personal and collective growth".

Source: Prepared by the authors (2022).

It was found that in the thematic category of positive points related to remote work, the following four subcategories (Use of technologies) were evidenced with more emphasis by teachers; Keep in touch with students, Continuity of the school year, Protection against contamination by Covid-19). However, other subcategories appear in a smaller school demonstrating the diversity of elements observed in a context that requires attention from different perspectives and perceptions of teachers.

In this survey, it is highlighted by the teachers that remote work allowed a greater approximation with the "use of technologies" as can be evidenced in the teacher's speech: "R8-Use of tools and technologies that we often leave aside in the teaching and learning process". It is indisputable that technologies are intrinsic to human activities "as the extension of human action, of its evolution, in which man facilitates and expands his doing beyond his body, improving his quality of life" (COSTA, 2017, p. 17).

Thus, technologies permeate human activities in the process of globalization of the economy, communication, Education and the evolution of these have caused marked changes in society, driving the birth of new paradigms, models, educational communication processes and new scenarios of teaching and digital learning (Garrison; Anderson, 2005), becoming inherent in our culture, which is reaffirmed by saying that "contemporary culture is marked by digital technologies" (LEMOS, 2003, p. 11).

By experiencing this whole context of social isolation caused by the Covid-19 pandemic and also being in a time of great evolution of technologies, as well as their influence on human activities and specifically on Education, we can realize that "we live in a historical moment in which the virtual world has an increasingly significant weight in the real world" (HUNT; CALLARI, 2010, p. 15) and the use of technologies reinforces the importance for a reconfiguration and restructuring of the teaching mode in which the

process of emergency virtualization in the context of the pandemic imposed schools and teachers who "had to reorganize the way they teach" (COELHO, 2012, p. 89).

Another element highlighted by the teachers as a positive point was the importance of "Keeping contact with students" evidenced in the teacher's speech "R37- Being able to keep in touch and help motivate students to study", which is undeniable the importance of affection for "the quality of the relationship between teacher and student in remote education, since the response to individual needs requires more time, attention, readiness, affectivity, etc." (Marques; Fraguas, 2020, p. 86164), being the fundamental teacher to strengthen the ties in these teaching relationships with students to mitigate the impacts of this crisis between the ideal and the real that was caused by social isolation in the context of the teaching and learning process.

Thus, "the teacher must be a moderator, in interpersonal and intrapersonal relationships and also serve as a support and stimulus to students, regulating and guiding their emotions, affections and attitudes" (DIAS, 2008). Motivation in the teaching activity can be considered as a process that directs us towards a goal or goal, which instigates and maintains our activities. Motivation is not directly observable, and it is necessary to infer it from certain behaviors such as the choice between different activities, effort, persistence and expression of the subjects (PERSON; ALVES, 2011, p. 2).

It was pointed out by the teachers as a positive point in the remote work the fact of the "Continuity of the school year", which in the context of pandemic with the viability of the emergency virtualization process, was possible with the use of technologies and other asynchronous and synchronous tools in the teaching and learning process. Thus, it is necessary to debate and make reflections constantly on the paradigms emerging from modern life experienced in Education and thus resignify the modes of teaching. In this sense, the school has to be "able to develop in students' skills to participate and interact in a global world, highly competitive and that values the flexible, creative being, able to find innovative solutions to tomorrow's problems" (COUTINHO; LISBÔA, 2011, p. 5).

Another subcategory highlighted as a positive point in remote work is the "Protection against contamination of Covid-19", since, since, since the beginning of the emergence of the first cases, government health authorities began to establish decrees and guidelines in accordance with the guidelines of the World Health Organization for the control of the spread of the disease, the practice of social isolation is the most appropriate

social distancing to combat the proliferation of the new coronavirus and the effects of the pandemic.

Negative points: inferences about remote work in the emergency virtualization process

Table 2 presents the answers of teachers, which highlight the negative points observed from their experiences and practices with remote work during the 2020 school year.

Table 2. Negative points related to remote work

Category	Subcategories	Frequency	Example of answers
Demerits	Precariousing and work overload	33	R10- "High demand for work because I have to contact students and parents at any time of the day".
			R38- "I believe we are working harder than if we were in school. Lots of billing and countless forms to answer for yesterday."
			R45- "Double work, outside the hours established in the usual classroom teaching at school."
			R49- "The pressure exerted to control us at all times in search of results".
			R60- "The treatment of mistrust and threats from the maintainer and some managers; excess work and lack of recognition."
	Family organization in remote work	4	A2- "Reconciling class - family and homework and lack of time to help children in remote tasks".
			R73- "Difficulties for having bad/slow Internet, reconciling home office with household chores and children's tasks, difficulty in contact with students."
	Physical fatigue and mental health	8	R24- "The methodology "down the throat" that was used, generating both for students and teachers a flood of activities that culminated in the generation of great stress for both faculty and students".
	Lack of autonomy	4	R5- "Have autonomy to do the activities, because SEED posts a large number of activities or have the activities in advance and be able to edit and adapt to the class to which the activity will be directed".
			R53- "Little freedom and autonomy of action, zero learning on the part of students, remote teaching is possible, but not in this format touch of cash without worrying about students' learning and mental health of teachers".
Lack of interaction with students - they are just receivers	1	A6- "Lack of interaction of students because classes are only transmitted giving rise to functional illiterate".	
Lack of ICT for students	5	R7-"The use of technologies does not reach all students".	
		R59- "Lack of access to students' share technologies, this increases the gap in access to Education, a fundamental right established in the CF, ECA and the Universal Declaration of Human Rights."	

	Lack of motivation of students	3	R66- "Students with many difficulties, unmotivated, have fallen a lot in learning income, I notice students stressed, angry and with depression and this is very sad. This school year should be canceled."
	Lack of planning and schedule for delivery of activities by students	2	R11- "Excessive demand for exercise/work list, mainly due to the delay in access/resolution / delivery of exercises by students".
	Lack of interaction and affection between teachers and students and Feedback	8	R14- "The lack of interaction and affection that are indispensable for the teaching and learning process. No technology will supplant the direct/human performance of professionals with their students."
	Methodology imposed without discussion - Lack of planning and an emergency pedagogical project	15	R31- "The way that EaD teaching was implemented was undemocratic and disrespectful to the entire school community." R40- "Extremely tiring work, a demand imposed without a project and planning in addition to precarious training for mediation and use of both teachers and students". R63- Lack of dialogue with teachers and the school community, classes and activities began without first making an orientation with everyone.
	Low income and lag of the student because they do not have differentiated care	7	R27- "- Low student performance for not being able to have differentiated care when needed". R57- "Lag in relation to access to the application by some students who can not access. That makes us have a bad income."
	Lack of training of teachers for mediation of education with technologies	8	R32- "- They only provided training for the use of technologies in the middle of the ongoing process, lack of respect and planning and appreciation of the teacher". R54- "- A system with platform was imposed and we have to adapt and learn to move in the day to day without a quality training".
	Lack of training for students to use ICT	3	R33- "Students who cannot access <i>Classrom</i> , either because they do not have or know how to do it."
	Lack of access to students	13	R70- "There was a lack of equipment and instruction for all, teachers, pedagogues, parents and students. But the more serious students do not have access to ICT for EAD and many students need face-to-face classes." R68- There was no time for adaptation, information not found, several were without access for 30 days to applications because they were not registered by seed, low participation of students, many families do not have access to the Internet and many students who have the necessary technologies do not do because they do not want".
	Use of tools / internet - personal without any incentive from the state	2	R46- "Use of personal tools because they did not provide us with such". R65- "Having to use my particular devices and internet to have good access".

	Lack of opportunity for all ict access students - print activity delivery only	2	R38- "Exclusion of some students who do not have the same access as most students, we do not have much contact with these students unless for the printed activities delivered to them;
			R51- "Lower class does not have access to quality education, because they take printed activities, often neither read nor respond because they have difficulty; students do not attend the classes for real, because they can only try to respond to the activities."

Source: Prepared by the authors (2022)

It was observed in the inferences of the teachers that in the category of negative points related to remote work were evidenced with more emphasis six subcategories (Precariousization and work overload; Methodology imposed without discussion - Lack of an emergency pedagogical project (undemocratic); Lack of access to students; Lack of training of teachers for mediation of teaching with technologies; Lack of interaction and affection between teachers and students and Feedback; Physical fatigue and mental health). However, other subcategories appear in a smaller school demonstrating other perceptions and views of teachers consolidating different perspectives as elements that need to be at the heart of debates and reflections on the emergency virtualization process in the context of the pandemic.

The inference that was most present in the teachers' speech was "precariousness and work overload" with 33 mentions as a negative point in remote work. It is remarkable and is expressed in the teachers' statements stating that "*R45-Work doubled, outside the hours established in the usual classroom/school.*"; "*R10- High demand for work because I have to contact students and parents at any time of the day*", or even "*R38-I believe we are working more than if we were in school. Lots of billing and countless forms to answer for yesterday.*" These inferences show that in the context of a pandemic caused by Covid-19, the increase in the demands imposed on teachers and the work overload go beyond the activities related to teaching and learning processes, in adverse working conditions.

Thus, the work overload and the numerous demands caused for the production of reports, spreadsheets so that one could follow the referrals of the school year, had an effect on the increase in the work day of teachers that leads to the precariousness of the teaching work generating a feeling of suffering, emotional distress on the work of teachers as, for example, anguish, fear, excessive tiredness and countless doubts arising from the constant changes in the face of social and technological innovations that i have repercussions in the teaching and learning process (SOUZA, 2017).

In this tessitura, Esteve (1999) points out a question that reflects on the role of teachers in the current context of pandemic "how then can contribute to this process of humanization, if, faced with their working conditions that overload their primary function of teaching, makes him susceptible to discomfort?" which the author also calls the "teacher malaise". On the other hand, the precariousness of teaching work constitutes both a political and economic strategy.

The intensification of activities attributed to teachers in the context of the pandemic imputes it to the figure of a multipurpose being, performing multiple functions that require the acquisition of new skills and the development of new skills from training processes, however in a context in which everything intensifies with the need to perform activities that meet the demands of remote education and the demands required by managers end up distancing teachers from their first function that is to teach.

By moving teachers away from their first function, which is teaching and requiring time to prepare a class that can reach all students, we experience situations in the context of the pandemic in which teachers express their anguish at their role in which they are charged with collections, fear, lack of delimitation of working time, feeling of not knowing where to start, frustration, tiredness and extra financial expenses, this denotes an intensification of teaching work since "teachers face circumstances of changes that force them to do their work harm, having to endure widespread criticism that, without analyzing these circumstances, considers them as immediate responsible for the failures of the education system" (ESTEVE , 1999, p. 97)

In addition, there is a growing movement of society that has repercussions on pedagogical work at school that refers to the transfer of educational responsibilities related to basic values previously passed on by the family and which have now been transferred to school, which causes even more a cascading effect in the face of the teaching profession,

We can also highlight, in the professor's speech "*R49- The pressure exerted to control us at all times in search of results*". Thus, it is observed that there are many demands that fall on the teacher and this, in turn, still has to deal with numerous challenges such as the lack of training for the use of digital technologies, in addition to the use of equipment and private internet, in addition to the demands exerted on them in the face of remote work, resulting in processes of exploitation of teaching work.

Therefore, it remains to be evidenced in addition to the increase in the demands and responsibilities of teachers, "quality teaching is more the result of the voluntarism of teachers than a natural consequence of working conditions appropriate to real difficulties and multiple educational tasks" (ESTEVE, 1999, p. 37).

In this regard, Esteve (1999) says that:

There is an authentic historical process of increasing the demands that are made to the teacher, asking him to take on an increasing number of responsibilities. At the present time, the teacher cannot affirm that his task is reduced only to the cognitive domain. In addition to knowing the subject he teaches, the teacher is asked to be a facilitator of learning, an effective pedagogue, organizer of group work, and to take care of the psychological and affective balance of the students (ESTEVE, 1999, p. 100).

Zaidan and Galvão (2020) also warns of the overexploitation of the workforce, since the work becomes part of all moments of the teachers' daily lives, without them being able to formally compute overtime or even be prepared to use the tools for remote classes. The pandemic then debuts this new conjuncture, which we seek to unsee.

Zaidan and Galvão (2020) corroborate by stating that

Teachers and teachers experienced a sudden change in their routines, which is characterized by the insidious penetration of work in all spaces and moments of their daily lives, no matter that their employers (the government or school owners) have not guaranteed them structure for telework (ZAIDAN; GALVÃO, 2020, p. 264).

Under this logic Marques (2021, p. 8) states that "we are face with a scenario of intense instabilities and ruptures for Education in the context of remote education, in addition to several other corrosive elements, the costly demand of constant "teacher reinvention", as a necessary maintenance of a remote teaching in the process of emergency virtualization that is active, present and minimally accessible, without considering, however, the gaps in labor conditions", since the classrooms were transferred into the homes of teachers, which has an effect on the structural and even formative conditions of these education professionals.

The second inference most evidenced by teachers as a negative point in remote work was the "Methodology imposed without discussion - Lack of planning and emergency pedagogical project", in which, in an extraordinary scenario caused by the pandemic, generated many doubts; it can be noted that "the educational system was effectively moving between the disorder of uncertainty, ignorance, the absence of guidelines at the national and state level" (SILVA, 2020, p.128), which generated

discomfort to the teacher, because everything happened rapidly without teachers effectively participating in this reorganization.

The emergency virtualization process with the decision to close school buildings and the decision to interrupt face-to-face classes made impossible any form of preparation, planning or organization of both teachers and students, so that alternatives to extend the school routine in the home environment were offered, in relation to "the appropriate planning of didactic sequences consistent with reality, with regard to instrumentalization and teacher training for the use of other tools or, in relation to the offer of technical support, equipment and operational infrastructure to students and their families" (HADDAD; BARBOSA, 2020, p. 2).

Even so, with this scenario, remote teaching followed its course, without any turning point, planning and a dialogue between the Secretary of Education, teachers and the school community, characterizing an undemocratic process.

In this sense, Arruda (2020) warns that for remote teaching in the modality of distance to occur satisfactorily this involves previous planning, consideration of student and teacher profile, medium and long-term development of teaching and learning strategies that take into account the synchronous and asynchronous dimensions of THE, involves the participation of different professionals for the development of products that have, in addition to pedagogical quality, aesthetic quality that is elaborated by professionals who support the teacher in the editing of various materials (ARRUDA, 2020, p. 265).

In the teachers' understanding of distance education imposed by remote work, this brought to the fore the precariousness of teaching work as mentioned above in the previous category and attributes such precariousness to issues such as lack of structure that includes technology and resources to maintain contacts with parents and students, inflexible schedules, among other elements. In the face of these difficulties, they also emphasize a greater dismay in relation to working conditions, the imposition to work at home, without offering the essential conditions, besides the constant dialogue regarding the propositions for the performance of their office remotely and the need to make a planning beyond the activities related to the teaching and learning processes, since they should also make parents aware of the importance of maintaining their studies even in these remote teaching conditions.

Observing the changes in the pedagogical practice of teachers, we could say that in this context of emergency they are living a moment of precarious, imposition and pressure that resembles a dismantling of their work if we look at what Souza tells us (2017):

precariouly, precariouly, is the dismantling of the working conditions offered to teachers, consisting of unavoidable and precarious bonds even when they are teachers of the public network, constantly threatened with loss of rights, with demeanable salaries, gigantic productivity demands: it is the logic of capital penetrating labor relations and promoting the intensification of contradictions (SOUZA, 2017, p. 177).

It can be inferred that in the context of pandemic and remote work in these circumstances teachers have become fulfillers of tasks, loss of autonomy, without the possibility of reflecting on their actions, lose creativity and become impoverished, because their praxis has become mechanical as the author asserts:

the praxis category reveals the human being as a creative and self-productive being. Being of praxis, the human being is the product and creation of his self-activity, he is what (if) did and (if) does. If working conditions are precarious, the human being who produces himself in these conditions is an impoverished human being as a human capacity holder (SOUZA, 2017, p. 177).

Souza (2017) leads us to reflect and understand that when pressed by the time and emergence of the demands imposed on pedagogical work, teachers undergo a cretinization in their professional work, fail to systematize and problematize the circumstances in which they develop their activities and fail to reflect on the meaning and meaning of their work, taking the work mechanically and utilitarian, to meet the requirements constantly imposed by the mode of organization of the Department of Education.

In this context in which there was a significant increase in control leading to bureaucratization of the act of teaching, we have that the teaching and learning process for now is no longer "a self-governing work, but externally planned, which results in a completely regulated and full of tasks work" (CONTRERAS, 2002, p. 37). With the loss of the decision about their work, teachers are subjected to a process of degradation that gradually subtracts from these the ability to reflect and start acting according to external decisions.

Another element characterized and observed by teachers was the "Lack of access of students", which can be justified or based on the lack of planning, dialogue and an

emergency project for the transition from face-to-face teaching to the emergency virtualization process.

Among many of the difficult and contributing factors to the lack of access of students generating dropout there is a lack of a mental model of the face-to-face modality, that is, factors such as the lack of direct contact with teachers, colleagues and tutors, which end up bringing difficulties to students, thus leading them to abandonment and discouraged to maintain a study routine. For this, it is necessary a more intense management of activities, affectivity, constant dialogue, so that they do not feel alone and unmotivated (PACHECO, 2007).

Another element to be considered is that a large part of the Brazilian population does not have the minimum technological instruments and Internet access with the necessary quality to participate effectively in the non-face-to-face pedagogical dynamics. In addition, most of the so-called "public" educational institutions, financed by the State, do not have the financial, technological and human resources to "migrate education to the digital environment. Thus, old socio-educational inequalities are magnified, in a clear favor of the more affluent classes of Brazilian society" (MARQUES *et al.*, 2020, p. 8).

In this sense, we have that in emergency virtualization in the transition process from face-to-face teaching to Distance Learning, there is much to do so that in fact they can function in Basic Education, since it is not configured as a space for democratization. Many students do not have internet access and do not have adequate space for the development of studies in the residences (BARRETO; ROCHA, 2020, p. 10).

In addition to the lack of access of students, one of the problems can also be due to the lack of experience of students or their lack of ability to deal with platforms with technologies related to education. Thus, we can highlight that a project was not made to prepare students for the transition from face-to-face teaching to distance learning, so that they adapt to technologies and develop essential competencies for their realization, thus minimizing the levels of dropout.

Another factor highlighted in remote teaching/work was the "Lack of interaction and affection between teachers and students and feedback", characterized by the rupture of face-to-face teaching for remote teaching, which led to numerous weaknesses arising from the lack of planning and reorganization in this context due to the lack of dialogue. In this tessitura "the fundamental is that teachers and students know that their posture, the

teacher and the students, is dialogical, open, curious, inquiring and not a passive, while speaking or while listening" (FREIRE, 2008, p. 86).

In addition, the transmission of classes both by Radio and open TV or offering the minimum of classes synchronously as was most of the time during the pandemic makes the student a passive being, who does not have the possibility of interacting with the teacher and other colleagues during the class, which makes learning difficult in the matter of resolution, clarify or resolve doubts at the actual moment it arises, being left aside most of the time. Brolezzi (2014) corroborates this line of reflection by stating that the student has the need to manifest himself, communicate socially through language, so that he can transcend his knowledge and potentials that are not static. In this interim, there is no interaction between student and teacher, since only the teacher speaks, which corresponds to an uncritical education, devoid of a democratic practice (ORSO, 1996).

The Covid-19 pandemic showed how important interpersonal relationships are, because the lack of physical contact, by many, can be considered an impediment to express feelings and assertive communication. However, in a world where technology is the tool we so long for and need for problem solving, whether professional, sentimental and/or family-friendly, it becomes the only ally. The "deprivation of this freedom in most society may arouse the need to relate physically, to each other, or not, but perhaps to point to a new world culture" (BARBOSA *et al.*, 2020, p. 257).

It is worth mentioning that teaching is not only a mechanical process of knowledge transfer (FREIRE, 2008). By referring to the processes of teaching and learning we cannot treat them as something simple, that only the insertion of technological resources makes it easier. The teaching and learning process is complex; because the rhythms, times and learning processes are different for student home. This makes it evident that "there is no teaching without discretion, the two explain themselves and their subjects, despite the differences that connote them, are not reduced to the condition of object, one of the other" (FREIRE, 2008, p. 23).

According to Freire (1987, p. 34), this type of Education (mere transfer of knowledge) that he classifies as banking aims to subject students "to the mechanical memorization of the narrated content. Moreover, the narration transforms them into "canisters", containers to be "filled" by the educator". Therefore, these interactive environments (Radio and open TV) do not provide spaces for discussions between the actors of the process, making the environment unidirectional, going against the model of

the classroom, in which the direct contact between teachers and students is very strong because it presents the same time and space (KENSKI, 2010).

In this conjuncture is still put by teachers in the subcategory of negative the "physical and mental fatigue", arising from exhaustive and strenuous days with numerous moments of stress that add to the precariousness about the teaching work, pressures for results, disrespect to the usual work schedules, causing physical and mental exhaustion for which many and many of us, teaching professionals, we have passed through the pandemic. The severity of the "intensification of work" (DAL ROSSO, 2008).

Ferreira (2019) states that exhaustive journeys and moments of prolonged stress cause psychic suffering and symptoms of malaise, characterized by teachers such as suffering, nervousness, mental exhaustion, anxiety, irritability, depression, fear, tiredness and sleep disorders, such as insomnia or sleep that is not restorative.

It adds also the reflections exposed, that there is "repercussion of the teacher's malaise on the personality of teachers [...] and that neurotic reactions, depressions and anxiety clearly refer to the mental health of teachers" (ESTEVE, 1999, p. 112). It can be affirmed that teacher malaise can be considered a social disease that is manifested by the lack of support from society to teachers, both in the field of teaching objectives, as well as in the material rewards and recognition of their social status.

The singularity and effects of the pandemic leads to the understanding that the education offered in remote education is not restricted to the existence or not of technological access, but needs to involve numerous other factors with regard to the complexity of teaching work, because in addition to the act of teaching these professionals have families and are also in conditions of fragility in their activities, overload and precariousness of work, exhaustive working day resulting in physical and mental fatigue. However, this novelty should lead to restorative actions that need to involve all the complexity of which it is part (ARRUDA, 2020, p. 266).

Another element highlighted by teachers was the "Lack of teacher training for mediation of teaching with technologies". It is undeniable the importance of using technologies today for Education and to advance both in the autonomy of students and to recycle knowledge according to the times we have spent.

Thus, the teacher's training for the use of technologies should be considered, since the teacher, when trained and inserted, is able to advance in the understanding that the use of these resources can be a good material to support his teaching practice. The school

needs to carry out the training movement for the implementation of technological innovations, as Perrenoud points out, stating that

the school cannot ignore what is happening in the world. New information and communication technologies (ICT) spectacularly transform not only our ways of communicating, but also of working, of deciding, of thinking (PERRENOUD, 2000, p. 125).

Therefore, it is remarkable the need to provide a continuous education that meets the contemporary dilemmas of society and education that is appropriate about educational technologies to teachers and more than that, ensuring resources and the use of technologies in the educational environment for teaching and learning has the effect that is desired. As Sá (2019) says, "the issue of continuing education is one of the dimensions that can contribute to the success or 'failure' of the process of use, integration and appropriation of digital technologies" (SÁ, 2019, p. 177), but training is not enough, it is necessary to have availability of these resources and with quality for the assertive results of the imposed requirements.

However, this is not a problem of the pandemic period, this occurs from the period before the pandemic by Covid-19, which was remarkable in the context of the process of emergency virtualization via remote education, because there is a gap and deficiency in the initial and continued training of teachers in relation to the themes related to the uses of new communication and information technologies for pedagogical purposes (GOULART; COAST; PEREIRA, 2018).

Given the instant transformation in which we live in society in the face of the numerous activities that are carried out from technological resources, one should take into account when speaking in education that even those who have skills need to be trained to act with the new tools used in favor of education, in order not to compromise the level of excellence in the teaching/learning method (MORAES, 2011, p. 20).

The urgency due to the lack of organization, communication and planning for the emergency virtualization process took everyone by surprise, since,

the teacher had to take on tasks from their homes, to transpose their plans to virtual platforms and resources over the Internet leads to the pure and simple reproduction of face-to-face oral exposure for distance repetition of explanations and exercises. It's a fear of pedagogical proposal. In practice, it hurts teaching in the figure of the teacher and teacher who, not properly dominating technology devices, are led to work more hours improvising slide shows for open virtual platforms; to expose their practice and activities in a totally new environment, their weaknesses documented, their potentialities denied and prohibited by cabinet decisions. It is also a fear because distance educational practice,

even for its defenders, requires that the conception of learning, pedagogical action, curriculum and the subjects of the process itself be rethought and not constructed, impromptu. There are also explicit inequalities in this aspect (SANTANA FILHO, 2020, p. 6).

Santana Filho (2020) points out that the regulations that guide them to carry out such activities at a distance, in some way, are carried out on the basis of fear and coercion, adding the fact that

teachers use their own personal resources to offer and perform distance education – the computer, the mobile phone, the internet network, the data plan, the house itself. In this scenario, without space for discussion and to share decisions, the proposals and actions take place at the individual level – both elaboration and accountability – which results in effects and risks still unforeseen (SANTANA FILHO, 2020, p. 6).

The current moment of pandemic has elevated the condition of continuing teacher education to a higher level, becoming necessary in the face of distance learning. The communication between professionals and access to content allows them to reflect on their practice in a virtual environment, which allows work to remain qualified and redirected at all times, because the conditions of distancing leave us with a constant sense of uncertainty about what is planned and what actually happens (CHANNEL; ROZEK, 2021, p. 2678).

Rozek (2015) corroborates that,

teacher education, in a perspective of Inclusive Education, whether initial or continued, requires a deep study and reflection on the bases that justify them; it needs axes that integrate the pedagogical, philosophical, anthropological and historical fields (ROZEK, 2015, p. 215).

Thus, it is necessary to invest in specific training, now made possible by technology, which makes Produce knowledge, reflection and research to discover new methodological alternatives to make them sustainable Adaptations favorable to teaching and learning (Giroto; Poker; Omote, 2012). In this context, it is understood that continuing education is a persistent and expanded need for areas that demarcation the field of Education and becomes even more essential for continuous constructions responsible in atypical school times (CANAL; ROZEK, 2021, p. 2678).

In this line of thought, Contreras sees that

the teaching work suffered a progressive subtraction of a series of qualities that led teachers to lose control and meaning over their own work, that is, the loss of autonomy (CONTRERAS, 2002, p. 33).

Contreras also mentioned the increase in bureaucracy in the work of teachers, which happens around evaluations, fill out forms and diaries, prepare spreadsheets, etc.com guidelines on how to act Different teaching situations make these activities stand out and are not conducive to creative practice. On the one hand, Esteve (1999) understands tasks such as the fragmentation of teachers' work, in addition to the activities of teachers, Teachers, began to perform administrative tasks and operational support services in the school.

In conversations with the authors Contreras (2002) and Esteve (1999), the Teachers disqualified and degraded for submitting to superiors for deliberation that compromised decisions Their teaching work lead to the discredit of the profession and their work in the classroom.

Due to this conjuncture, Sacristán (1998) draws attention to the teacher's doing, exposing that it is conditioned by the situation in which he is experiencing. In this sense, the teacher develops his actions within an institution that has norms established by the administration and public policies. Through this line of thought, Contreras (2002) and Pontes e Rotas (2020) complement the idea by addressing that teacher are subjected to pressures and contradictions that lead them to absorb new attributions, escaping the domain of teaching knowledge.

This new work condition experienced by teachers is configured in the "diversification of teaching functions" which, in turn, has generated discomfort to the teacher, reflecting on his health, called "teacher malaise" (ESTEVE, 1999, 103).

FINAL CONSIDERATIONS

The dichotomy in the educational process called into question, arising from the process of recurrent emergency virtualization of the Covid-19 pandemic, has further highlighted the weaknesses that impact Basic Education, which has been progressively attacked with the scrapping of schools, resulting in a minimum state of conditions to advance in the teaching and learning process, which enhances the legitimation of processes of social inequities arising from the absence of state representativeness, in addition to living with economic and privatist interests in Basic Education. In the field of Education, the pandemic has overcome challenges to the already fragile structure of school education. With this, it revealed weaknesses in education systems, especially public systems and highlighted the traditional school model.

Given the inferences presented about the positive and negative points of the

emergency virtualization process in Education and future uncertainties, it is urgent to analyze the efforts of schools, teachers and the school community as well as the maintaining institutions, as this historical moment will have consequences in the short, medium and long term. The educational experiences in different contexts and realities that we live in this moment of pandemic, marked by the use of technologies and deprivation of physical contact, will need to be accompanied by researchers from different areas of knowledge, so that we can abstract the learning stemming from this experience transverse to the whole society and rethink the modes of teaching so that social inequities that are caused by the lack of planning and a project that are caused by the lack of planning and a project that consider the peculiarities of the entire school community.

In this tessitura, it is necessary to consider the need for instrumentalization and continuous and integral training of both teachers and students with regard to the use of technologies so that the teaching and learning process is really effective in a pandemic context, since a training process requires more depth in relation to these aspects. It is necessary to be paid special attention to the training of teachers since they are at the forefront of the teaching process, that is, they are in the trenches of the teaching and learning process, whether in face-to-face teaching or Distance Education.

Thus, from the effort to better understand the teachers' interpretation of pedagogical mediation from their experiences and experiences with remote work, having that these are the key subjects to understand the teaching processes, we seek to identify some elements to evaluate and discuss the role of the school beyond its walls. Thus, in an objective way, contribute to the foregoing and prepare the post-pandemic context, considering the eyes of teachers and the expectations of the school communities served by them.

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