The school in times of pandemic from the perspective of teachers in initial training: experiences and challenges[1]

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ABSTRACT

This article reflects on the school in times of pandemic from the perspective of teachers in initial training, based on the experiences of these subjects during the Supervised Curricular Internship in a Chemistry Degree Course. Adopting as a research problem: what are the experiences and perceptions of teachers in initial training about the school in times of Emergency Remote Teaching (ERE)? The reports of 11 interns were analyzed through the Discursive Textual Analysis of Moraes and Galiazzi (2016), resulting in five categories: the insertion of the intern in the school, students' difficulties with technology, learning difficulties, teachers' emotional issues and challenges of practice teacher. It was possible to recognize articulation problems between the different bodies that regulate school activities. Students and their families sometimes misunderstand the ERE—indicating the need for reflections on the current moment involving all agents of the school environment.

KEYWORDS: Emergency Remote Teaching. Teacher Training. Supervised internship. Discursive Textual Analysis.

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A escola em tempos de pandemia sob o olhar de professores em formação inicial: vivências e desafios

RESUMO

Este artigo reflete sobre a escola em tempos de pandemia sob a óptica de professores em formação inicial, com base nas vivências destes sujeitos durante o Estágio Curricular Supervisionado em um Curso de Química Licenciatura. Adotando como problema de pesquisa: quais as vivências e percepções de professores em formação inicial sobre a escola em tempos de Ensino Remoto Emergencial (ERE)? Foram analisados os relatórios de 11 estagiários por meio da Análise Textual Discursiva de Moraes e Galiazzi (2016), resultando em cinco categorias: a inserção do estagiário na escola, dificuldades dos estudantes sobre tecnologia, dificuldades de aprendizagem, questões emocionais docentes e desafios da prática docente. Foi possível reconhecer problemas de articulação entre as diferentes instâncias que regulam as atividades escolares e que os estudantes e suas famílias por vezes têm compreensões equivocadas sobre o ERE. Indicando a necessidade de reflexões sobre o atual momento envolvendo todos os agentes do ambiente escolar.

PALAVRAS-CHAVE: Ensino Remoto Emergencial. Formação Docente. Estágio Curricular Supervisionado. Análise Textual Discursiva.

La escuela en tiempos de pandemia desde la perspectiva del profesorado en formación inicial: experiencias y retos

RESUMEN

Este artículo investiga la perspectiva de los estudiantes de pregrado sobre la escuela durante la pandemia, a partir de las experiencias de estos sujetos durante la pasantía curricular supervisada en un curso de pregrado de química. Adoptar como problema de investigación: ¿Cuáles son las experiencias y percepciones de los docentes en formación sobre la escuela en tiempos de Emergencias de Enseñanza Remota (ERE)? Los relatos de 11 pasantes fueron analizados a través del Análisis Textual Discursivo de Moraes y Galiazzi (2016), emergiendo cinco categorías: la inserción del pasante en la escuela, dificultades de los estudiantes con la tecnología, dificultades de aprendizaje, problemas emocionales de los

docentes y desafíos de la práctica. Se reconocieron problemas de articulación entre las instancias que regulan la escuela y que los estudiantes y sus familias en ocasiones tienen malentendidos sobre los ERE. Indicando la necesidad de reflexiones sobre el momento involucrando a los agentes escolares.

PALABRAS CLAVE: Aprendizage Remoto de Emergencia. Formación de Professores. Pasantía Supervisada. Análisis Textual Discursivo.

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Introduction

The Supervised Curricular Internship (ECS) of the degree courses represents a unique stage in the process of initial teacher training, a central moment for the establishment of the articulation between theory and practice developed within the scope of the course. The motivation of extensive historical construction of legislation and studies, the internships are currently regulated by Resolution CNE/CP 02 of 2015, which presents the National Curriculum Guidelines for teacher training and guides that this stage is mandatory and has a workload of 400h. To fulfill this workload, the teachers in training carry out observation and regency activities and participate in moments of orientation with the training institution.

In addition to the meanings of ECS regarding initial teacher training, this can also be understood as a moment of dialogue between teacher training institutions, schools, and teachers in action. From this perspective, this work presents itself, seeking to reflect on the school during the pandemic period from the experiences and perceptions of interns with a Degree in Chemistry. The reflection suggested here does not treat the voice of these trainees as an external evaluation of the school and the teachers; on the contrary, it aims to bring the gaze of subjects inserted in the environment, with conditions to offer significant discourses about the

moment experienced in these institutions. It is essential to clarify that the perceptions of these subjects are also not considered superior to those of other members of the school community; it is a different perspective.

The educational scenario was completely changed with the declaration of the COVID-19 pandemic by the World Health Organization (WHO) in 2020 and the advance of the disease in the country. New and urgent guidelines were published by the bodies responsible for educational activities to guide the functioning of schools and universities. In March 2020, the Ministry of Education (MEC) published ordinance nº 343, which authorizes the replacement of face-to-face classes with classes in remote format, but prohibits professional practices and internships in all courses (BRASIL, 2020a). In May of the same year, Ordinance No. 473 was published, which extended, for another thirty days, the validity of Ordinance No. 343 (BRASIL, 2020b). The ordinance, Nº 544 of June 16, opens the authorization to hold classes in remote format until December of the same year and authorizes the replacement of face-to-face activities in practices and internships, provided that they respect the National Curricular Guidelines (DCN) and through the elaboration of Work Plans approved by the course collegiate at the institutional level (BRASIL, 2020c).

From the point of view of this research, the relevance of thinking about school during the period of the pandemic is presented in two spheres, the first deals with thinking about school work and the teacher in this period. The second considers that this period of abrupt changes will cause changes in the school environment, which will not be disregarded as a possible return to classes in a face-to-face format. Therefore, it is necessary, with some urgency, to investigate the consequences and characteristics of the school in this period, to seek understanding and enable the agents involved in education, elements for future decision-making. Hodges et al. (2020) warn not to forget the learning and challenges arising from Emergency Remote Teaching

(ERE), taking advantage of the experiences lived in this context, aiming to abstract possible positive effects of this moment for the post-pandemic period.

Aiming to understand the specifics of teaching work and the realization of ECS in remote format, the following research problem is adopted in this investigation: What are the experiences and perceptions of teachers in initial training about the school in times of Emergency Remote Teaching?

Theoretical Reference

The field of research points out the ECS in teaching degrees in teacher training as a possibility of experiencing a lot of action and an opportunity for the constitution of the teaching identity. (Lima, 2008; ZANCUL, 2011; Iza et al., 2014; Borges and Bitte, 2018). Still, in the context of teacher training, many studies reflect on the role of the internship in terms of the teaching knowledge developed and the problem of articulating theory and practice. (BRITO, 2011; Lüdke, 2009; ROSA, WEIGERT; SOUZA, 2012; FELÍCIO; OLIVEIRA, 2008).

Pimenta and Lima (2006) analyze the ECS in terms of different conceptions and perspectives and argue that this stage plays a strategic role in overcoming the existing dichotomy between theory and practice in undergraduate courses. In addition, they present an ECS perspective permeated by the research activity, which would allow the trainee to reflect on the reality of schools.

> [...] in the light of disciplinary knowledge, it is possible to point out the necessary transformations in the teaching work in the institutions. This knowledge involves study, analysis, problematization, reflection, and the proposition of solutions to teaching and learning situations. It also consists of experiencing teaching situations and learning to design,

execute, and evaluate teaching projects in classrooms and different spaces of the school. (PIMENTA; LIMA, 2006, p. 20).

They are offering interns the possibility of carrying out the ECS, articulating the practical and theoretical dimension of their training, and the opportunity to think about the school, research education, and take advantage of the intrinsic potential of this training stage.

Gianotto and Carvalho (2015) recognize the potential of the interns' reflections on their actions, the development of specific skills in the teaching profession, such as the choice of resources and didactic plans, the elaboration of activities and evaluations.

When considering the context of the COVID-19 pandemic, Valente et al. (2020) discuss the idea of Emergency Remote Teaching (ERE) as the result of a temporary adaptation to make it possible to carry out activities that would be face-to-face based on alternatives of totally remote methodologies, challenging teachers to re-signify their practices from one hour to the following other. Baade et al. (2020) discuss teachers' working conditions during the remote teaching period, pointing out that these professionals have experienced a situation in which there is a weakening of the boundaries between professional and personal life. Moreira, Henriques, and Barros (2020), also reflecting on the teacher's work in the period, propose basic principles to provide a transition from emergency remote teaching to a model of digital education organized in a network.

Given the above, it is understood that the same challenges that affect teachers and schools also permeate the experience of trainees since, as Scalabrin and Molinari (2013) clarify, the ECS is a situation that provides a unique experience and also of great importance and significance in teacher education, when the student sees himself as a teacher, puts himself in the teacher's place, identifies himself or not with the classroom and all the situations found in it.

On the realization of the ECS of the degrees during the pandemic, Souza and Ferreira (2020) argue that the intern, when recognizing himself as a teacher at the school, integrates with the actors of this and its configurations, transforming the tensions experienced by teachers into learning, being necessary to the presence of this other subject to reflect and refract its formation. In this way, it is possible to offer the ECS in a remote format, as long as the interactions established between the guiding teacher, regent teacher, an intern are guaranteed, allowing the action and reflection of the pedagogical praxis.

Within the scope of the training institution to which this investigation refers, Ordinance IFFAR 0313 of March 16, 2020, was published, suspending face-to-face activities and authorizing remote activities (IFFAR, 2020a). On July 28, 2020, the Resolution of the Institution's Superior Council, 041/2020, was approved, providing guidelines for carrying out the ECS remotely. However, before that, internship activities in degree courses were already taking place in the same way described in the resolution (IFFAR, 2020b).

On the other hand, public schools, whether municipal or state, were not prepared to receive interns. Each school manager provided information regarding the procedures, sometimes not approving the internship. In September 2020, on the part of the state government, was the memorandum GAB/DP Nº 46/2020. Moreira, Henriques, and Barros (2020) contextualize this reality, in which organizational changes are often complicated and arise in painful contexts, as is the case, requiring an active policy of teacher training.

Method

The investigation reported here, according to Gil (2008), consists of descriptive research of the case study type, which adopts as a source of research the internship reports of undergraduates in Chemistry of the Instituto Federal Farroupilha, campus Alegrete, in this sense, the sample

consists of the texts produced by 11 interns who performed the Supervised Curricular Internship (ECS) in the year 2020, in two distinct components, ECS in Elementary School in Science Teaching and ECS in High School in Chemistry Teaching. This investigation was carried out with the authorization of the course coordinators and those involved in the reporting process.

According to Chaves (2000), narrative-based research can allow teachers to think about their practices, articulate their values and beliefs, and assist in decision-making. It can understand either as a phenomenon or as a research method. In this case, the narrative will be understood as a phenomenon.

As a methodological instrument for understanding the phenomenon, the Discursive Textual Analysis (DTA) of Moraes and Galiazzi (2016) will be used. The first consists of a dismemberment of the research corpus, producing Meaning Units (US) or units of analysis, which are excerpts with the potential to assist in solving the research problem. The second one takes place from the study of the US and organization according to the similarities of meaning. This stage can occur in more phases, such as initial, intermediate, and final categorization, dynamics used in this work. The third stage of the ATD, on the other hand, consists of the production of metatexts from the interpretation of emerging categories, which includes the elaboration of texts by the researchers; it is from this stage that the analysis takes place. Working with these texts demanded the full reading of the reports from the perspective of the ATD; it is noteworthy that the pre-textual and post-textual elements of the pieces were not included in the research corpus.

Results and discussions: unitarization, categorization, and metatexts

The initial categorization originated with eight preliminary categories, which were analyzed and converged to the intermediate categorization, with six categories, and finally, the final categorization, with five categories. The last categories will be presented together with the reflections derived from the process of interpretation and description

carried out during the production of the metatexts. Some US will also be shown that will be used as examples, enriching the reflections.

Category 1 - insertion of the intern in the school during the pandemic - comprises the HUs that discuss the insertion of the intern in the school environment amid the pandemic. In this context, the eyes of these subjects observe a school that suddenly had to change its actions entirely and that, at first, it had to act without establishing the guidelines for this action. After the suspension of face-to-face classes, schools began to organize courses in a remote format; however, the guidelines from higher education bodies such as MEC and the State Secretary of Education had not yet been published. Thus, the interns were placed in an environment where the school did not know how to guide its teachers, let alone show the completion of the internships.

This same understanding applies to training institutions, so it is possible to recognize in the US reports of teachers in initial training who received conflicting and contradictory information from the different institutions involved in their training process. However, the main challenge faced by these subjects seems to have been the fear generated by this lack of precise guidelines, schools aiming at institutional protection and their professionals ended up, in general, reducing interns' access to observations and practices, as can be seen in a selected HU in the report of Intern 7.

> The biggest challenges of remote observation were the lack of information for teachers of state networks, as they and not even the schools received guidance on how to receive interns in their virtual teaching environments. We became dependent on conversations and information about the class with the regent teacher, who also could not give us much information due to this lack of positioning until the days of observation by the secretary of education. (Intern 7)

What emerges from the US is that the primary education schools were placed in a very uncomfortable situation; on the one hand, the sponsors did not definitively guide the schools' actions but demanded the measures. On the other hand, the interns needed guidance to continue their internships with the training institutions, showing this complex process. Silva and Oliveira (2021) also observed that the ECS, although with a lot of learning, was permeated by mismatches in the supervision and reception structure of interns, addressing the lack of communication between the education departments and schools, bureaucracy in receiving interns, lack of feedback in touch, among other aspects related to the insertion of the intern in the school.

In category 2 - students' difficulties with technologies - the challenges encountered by Basic Education students are presented, as well as the problems related to technology that affected the learning processes of these subjects. Among these problems is the lack of internet access or the lack of computers and cell phones. Among the reports, attention is drawn to the delay for the internet provided by the state government to be made available to students. Even after this action, students still had difficulties following classes due to internet problems. In addition to difficulties in following synchronous courses, problems were reported for communication between students and teachers or interns, causing this noise in the dialogue between these agents to justify the issues of methodology and overload of activities for students. As presented by Intern 8 in the US in his report.

> Not being in the classroom has been a significant obstacle for teachers, as they don't know what is going on with their students. Working remotely is like operating blind because you don't see the reality that the student faces. For most who did not actively participate in the 2020 school year, it was a lost school year, as some did not have access to the internet, and others had no motivation to continue. (Intern 8).

A set of factors can be identified as complicating the process in this model, the distance between teacher and student, different from the reality found by them in periods of face-to-face classes, by itself, would already be a great challenge, but the difficulties increase when students do not have access to the internet or devices that allow the monitoring of learning platforms—corroborating this thought, Hodges et al. (2020) when stating that the sudden change to the ERE format generated a crisis for everyone involved in the school environment, whether teachers, employees, students, and family members. However, it must be recognized that for some families of students, this adaptation was not or could not be a priority for various reasons.

In the third category - students' learning difficulties - the issues of lack of understanding of content arise due to the new class model, the difficulty in establishing a study routine, and the lack of interest caused by classes in remote format.

Initially, it is necessary to analyze the cause and effect relationship attributed by students and interns about remote teaching, and these difficulties pointed out. It is essential to investigate this relationship with greater calm and depth. Would it be all these difficulties caused by the remote format, or many Would these also occur in face-to-face format? To deepen this analysis, it is possible to look for evidence in the reports themselves and the literature on the area. The description of Intern 4 presents a HU that exemplifies the constitution of this category.

> In a meeting on the Google Meet platform, together with the regent teacher, the students claim they cannot have a study routine. Many of those who have access to the internet say that it is not good quality, making it challenging to develop many activities together. All the procedures became more complicated for the other teachers due to this new methodology incorporated into remote teaching (Intern 4).

Analyzing the reports, it is possible to recognize evidence that the students' permanence at home has made learning difficult in parts due to the difficulties in following classes and the lack of a routine of studies; therefore, the first analysis must refer to these factors. Regarding the non-accompaniment of types, category 2 of this work corroborates to ratify this possibility; on the other hand, on the issue of the routine of studies, the evidence appears in some excerpts of the reports, Intern 2 discusses this topic from the case of a student who claims not to be able to follow the proposed activity due to the domestic responsibilities assigned to it.

> The case report of this student, who is fourteen years old, reveals that some parents and guardians of the students are not aware of what remote teaching is; for these people, the fact that their children are at home means that they do not have classes, that they do not need study and who can still contribute to the family income and household chores. (Intern 2).

In a face-to-face scenario, when the student is not frequent, the school triggers a mechanism for family accountability; however, in remote classes, this process ends up being well harmed. In this sense, the students' arguments about the difficulties in establishing study routines are based on the trainees' reports. Miranda (2020) addresses the same challenges in her study regarding remote classes, in which the students interviewed rated their learning as regular or even unsatisfactory, reporting as main reasons: lack of motivation and a proper place to study, absence of planning and organization of studies, in addition to the deficiency in the explanation of the subjects.

Category 4 - emotional issues of teachers and trainees - emerges from HUs that present the trainees' view of themselves regarding the emotional aspects related to carrying out the ECS. The reports can be observed reports

of mental fatigue, fears, and anxieties during remote work. Among these notes, some seem to be motivated by inexperience, or rather, their first experiences as teachers. However, the pandemic presents an alert about the importance of care for teachers' health in general.

This category also includes excerpts that point out the difficulty in reconciling the role of undergraduate students and the role of the teacher as an intern. The demands arising from this duality of functions are pointed out in some HUs as a reason for concerns on the part of these subjects amid the ECS. As Intern 5's report highlights.

> It was a challenge far beyond what I imagined doing this internship in the middle of a pandemic, having to face closely the reality of several teachers who had to not only deal with the use of technology and reinvent themselves but with the emotional impacts that this period caused, the feeling of helplessness and hopelessness is natural and I could see it in the teachers at the school where I did the internship and in myself. (Intern 5).

Silva (2020), in his research, also addresses this issue, reporting that the difficulties experienced by undergraduates may be caused by their lack of familiarity and even students' lack of understanding of educational activities in remote environments, as well as the psychological shaking resulting from the context of the pandemic.

Finally, in category 5 - challenges of teaching practice - among the HUs that make up the constitute, the excerpts that report stand out from the trainees' perspective. The difficulties, in the foreground, about their practices during the internships, but in the background, also the look of these on the teachers' routine and the school as a whole.

The interns discuss the difficulties of being a teacher during the pandemic, both because of the need for knowledge of recordings and video editing, as well as the demand for the elaboration of didactic

materials and the challenge of devising appropriate methodologies for work in remote format thinking about motivating and generate learning in students. They also report the charges suffered by the teachers during the period, even though the training and guidance intended for them were understood as failures by them. Like schools, teachers have not had time to prepare for the challenge of working amid the pandemic. The Intern presents this in the US derived from his report. "The internship is already a challenge for those starting; this one was even greater, due to all the methods we had to learn and all the planning we had to adapt to the current situation" (Intern 10).

Among the aspects mentioned, there is also an analysis of the identification of trainees concerning the challenges of school teachers. However, many HUs show evidence of this identification, bringing the ability to understand themselves as belonging to the class and, consequently, responsible and historic subject of this process. The absence of experience at school for the trainee and the school, as stated by Moreira, Henriques, and Barros (2020), is a catastrophe for life in society, given that the right to education, energy, and the constitution of affective bonds.

Some HUs demonstrate that, at times, the interns end up distancing themselves from the school space and adopting an external discourse, indicating their exemption about the situation faced; it is clear that in many cases, it is a fact that the intern ends up being oblivious to the situation. Some problems of the school, however, it is expected that the experience carried out there will make him put himself in a place of assuming himself as a historical and active subject on reality and not letting the ECS become a moment of evaluation about the school.

Conclusion

At the end of this analysis, it is possible to infer the research problem proposed in this investigation. From work with the categories and metatexts, some experiences and experiences emerge can be analyzed with more significant criteria. Both for the sequence of work in the remote format, whether by teachers and even future interns and learning that can be abstracted and considered in face-to-face classes.

Thinking about the school environment, the first category exposes the situation these institutions were subjected to at the beginning of the COVID-19 pandemic, lack of articulation between public authorities, and unsuitable and late guidelines. This problem would have repercussions on the work teacher. However, what is observed in a more advanced pandemic scenario are charges by the public authorities aimed only at schools. All agents involved in the educational process of Basic Education must assume their responsibilities, not only teachers.

The second category presents students' difficulties related to technology, the internet, computers, and cell phones, and these results are not surprising. The IBGE from the Continuous National Household Sample Survey (PNAD 2019 Continuous) indicates that 82.7% of Brazilian households have access to the internet, a relatively high value; however, it is necessary to consider that in the current scenario, it is not enough to have access to the network, it is essential to have access during class time. It is also relevant to reflect that students' use of electronic devices often takes place in a rotation system with siblings and parents. In addition, in the case of Rio Grande do Sul, from what was exposed by the interns' work, it is possible to recognize that even after the internet was made available to students, many still did not access remote activities.

Regarding the third category, it is relevant to understand that even in a face-to-face setting, the learning difficulties of students in the area of

Science or Chemistry are enormous; however, in this investigation, the notion emerges that classes in remote format have not been seen as activities school regulars, by the students' families, which is reported by the students themselves when they claim that they need to carry out other activities during their class time. These indications are worrying, not only during remote classes but also set a precedent for reflection in times of face-to-face classes, as these families would be concerned about the study routine of these students.

Regarding the fourth category, although the issues related to teachers' emotional exhaustion are also not new, it is interesting that the interns themselves have observed the teachers and have felt these difficulties. It is an aspect that is beyond the scope of this investigation; however, it is possible to affirm that it is necessary to think about the psychological health of teachers and other members of the school community for quality education.

Regarding category five, teaching practice will certainly not be the same after the period of remote classes; these interns experienced the urgent need to modify planning, use of resources, and so many changes that this period brought to this profession. Although physically distant, these subjects managed to follow the teachers' routine and recognize their efforts during this process. However, at times they exposed a look as if they were external to the process, but it is understood that the ECS has space for this to break the barrier between being a student and being a teacher.

Therefore, the final idea is to rethink the tensions between those involved in the school process in times of a pandemic. In reality, full of sudden changes and hitherto unimaginable challenges, thinking about education collectively, without top-down impositions, in a horizontal management process, would be the only alternative to make education overcome the pandemic and take advantage of the learning left by this pandemic time.

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