

Passeios remotos: uma discussão sobre o impacto da Covid-19 na rotina de alunos em preparação para o Enem no Estado de Pernambuco

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Resumo

O presente artigo busca compreender o impacto provocado pelo isolamento social imposto pela propagação da COVID-19 na rotina dos estudantes em preparação para o Enem no Estado de Pernambuco. Trata-se de um estudo de caráter qualitativo, orientado pela “netnografia”, com base em um corpus analítico situado no canal EDUCA-PE e nos questionários aplicados com estudantes e professores da rede de ensino. O estudo indica que as medidas emergenciais tomadas não só alteraram a dinâmica e as práticas educativas, como colocaram em evidência barreiras estruturais que merecem ser consideradas. Assim, com base nos estudos realizados por Belloni (2008), Monteiro (2020) e Kozinets (2010) foi possível traçar um panorama reflexivo que pretende contribuir para análises futuras.

Palavras-chave: Ensino médio. Ensino remoto. Pandemia.

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Remote tours: a discussion about the impact of Covid-19 on the routine of teachers and students in preparation for Enem in Pernambuco

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Abstract

This article aims to understand the impact caused by social distances imposed by the COVID-19 pandemic in the routine of students in preparation for the Enem test in Pernambuco. This is a qualitative study guided by “netnography” based on an analytical corpus situated in the EDUCA-PE channel and in questionnaires answered by students and teachers of the public educational system. The study indicates that the emergencial measures taken not only modified the dynamics and the educational practices but also put in evidence structural barriers that must be considered. Thus, based on studies carried out by Belloni (2008), Monteiro (2020) and Kozinets (2010), it was possible to draw a reflective panorama that intends to contribute to future analyses.

Keywords: High school. Remote teaching. Pandemic.

Paseos a distancia: una discusión sobre el impacto de la Covid-19 en la rutina de profesores y alumnos en preparación para el Enem en el Estado de Pernambuco

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Resumen

Este texto busca comprender el impacto causado por el aislamiento social impuesto por la propagación de la COVID-19 en la rutina de los estudiantes en preparación para el Enem en el Estado de Pernambuco. Se trata de un estudio cualitativo, orientado por "netnografía", basado en un corpus analítico ubicado en el canal EDUCA-PE y en cuestionarios aplicados a estudiantes y docentes del sistema escolar. El estudio indica que las medidas de emergencia tomadas no solo cambiaron las dinámicas y prácticas educativas, sino que también destacaron barreras estructurales que merecen ser consideradas. Así, a partir de los estudios realizados por Belloni (2008), Monteiro (2020) y Kozinets (2010) fue posible trazar un panorama reflexivo que pretende contribuir a futuros análisis.

Palabras clave: Enseñanza a distancia. Escuela secundaria. Pandemia

1. Introduction

Recent studies (GOERGEN, 2005; SAVIANI, 2015; DIAS SOBRINHO, 2003; MACEDO, 2006; PIMENTA, 2009) on the types of learning promoted by formal education systems in Brazil and worldwide continue to seek answers to an old and necessary question: what is the best way to teach? Despite numerous and visible theoretical efforts, a fragmented view of processes persists, seeing school knowledge as a form of delivery, a product confined to the classroom environment. This misguided perspective contributes to the perception of schools as isolated entities from the community, complicating their relationship with a society deeply immersed in highly connected digital networks. With this in mind, it is necessary to raise an introductory discussion on how spaces and occupations within formal education are responding to the reality imposed by COVID-19, seeking to understand how virtual arrangements contribute to, hinder, or perpetuate practices related to knowledge construction. A central issue is to recognize that the pandemic has disrupted our worlds, introducing necessary changes, including the integration of virtual spaces into daily classroom practices (NASCIMENTO, 2020; MONTEIRO, 2020).

Margaret Wertheim (2001), in her work “The Pearly Gates of Cyberspace: A History of Space from Dante to the Internet,” presents an intriguing panorama of the architectural evolution of the world, drawing analogies between physical space (long understood as reality), fictional space especially narrative forms like theater and cinema and virtual space, with a focus on the emergence of the Internet. She notes that the monistic and physicalist view of space construction underwent a kind of revolution at the end of the 19th century. This was largely due to the introduction of the concept of coexistence across various fields of study, including education. According to Wertheim, virtual spaces, once seen as mere mental projections, need to be viewed today through the experiences and practices enabled by media. They are significantly different from reality (as they can distort it) and from fictional spaces, because despite being created through specific technologies, virtuality is not confined to the “purely physicalist conception of the real” (WERTHEIM, 2001, p. 167).

Based on this premise, it is understood that contemporary virtual environments provided by media, despite mechanisms for regulation, control, and oversight, allow for freer experiences, as communication processes perceived in these environments are generally ubiquitous. Thus, as Mafessolli (2003) points out, technologies also act as facilitators of mental scenarios built upon new processes of trust and belonging. This phenomenon, which impacts social life as a whole, affects

formal educational spaces even more, as they are highly dependent on interpersonal relationships despite their many hierarchical levels.

In the attempt to adapt the curriculum and continue processes, the changes imposed by the new social organization model in response to a public health crisis quickly proved to be extremely challenging. The lack of physical infrastructure and adequate materials, both from institutions and families, is undoubtedly among the most aggravating factors. This abrupt change highlighted one of the major problems of the Brazilian educational system: inequality. Private schools in affluent neighborhoods, due to their (almost always) greater capacity and flexibility for fundraising, were able to coordinate actions more swiftly due to their higher-income audience. Public schools in more peripheral areas, faced with significant challenges in providing resources, had to confront policymakers to find more viable alternatives.

In the state of Pernambuco, for example, as soon as the first cases of COVID-19 began to be tracked and confirmed, a decree was issued on March 14, 2020, indicating the suspension of in-person classes starting from March 18 of the same month. Teachers, students, and administrators had only two days to bid farewell, not only to each other but also to the space they were accustomed to visiting weekly. The decision, aimed at containing the spread of the virus, came before the academic year had completed two months. Despite the speculations from experts and the media, no political agent was truly prepared to handle the new context. It is a fact that alerts about a possible wave of contamination had been circulating since December, but effective reorganization measures only began in March.

Two months after public and private managers implemented this emergency plan, the debate around the application of the National High School Exam (Enem) gained greater media attention. Students pressured public officials to reconsider the exam dates, arguing that the context up to that point was unfavorable for maintaining the schedule. The Ministry of Education responded to this request by publishing a promotional video on all its social media and television channels on May 2, explicitly defending the adherence to the schedule by suggesting that all students in the country could, with effort and “from anywhere,” continue the work that had been previously conducted in person. This advertisement was largely perceived by students as a provocation. The official post with the video, published on Instagram by INEP (National Institute for Educational Studies and Research Anísio Teixeira), received approximately 146,000 views and 5,300 likes.

In this contested field where narratives are constantly disputed, it can be said that currently, on one side, are managers and teachers of the in-person model, undergoing a forced adaptation to the use

Remote tours: a discussion about the impact of Covid-19 on the routine of teachers and students in preparation for Enem in Pernambuco of media platforms; on the other side, students from diverse life contexts seeking the necessary tools to continue their studies. Overseeing them, in educational policy coordination, is a management that, in an authoritarian manner, does not seek to engage in dialogue with the student community to understand particularities. At the same time, this management has facilitated the entry of private sector entrepreneurs into the education system, as evidenced by the "opportune" temporary flexibilization of distance learning proposed by the Emergency Operations Committee (COE) of the Ministry of Education (MEC)³.

Given the complex and underexplored circumstances due to the unpredictability of events, this article aims to construct a reflective and critical overview of the impact of Covid-19 on the experiences of teachers and students in Pernambuco as they prepare for the Enem. It seeks to understand, through semi-structured questionnaires, the perceptions of those directly involved in teaching and learning practices regarding the changes. Additionally, the article aims to provide a quantitative and critical analysis based on the premise that it is necessary to strengthen a dialogue that ensures rights for the vast contingent of students who will take the exam and are currently immersed in remote activities.

2. Methodology

The proposed methodological approach is divided into two stages. The first stage involved a "netnographic" study conducted on the Educa-PE channel⁴. Here, netnography is understood as an adaptation of ethnographic research that considers the characteristics of digital environments and interactions mediated by computers or mobile devices. It is important to note that this type of research, according to Kozinets (2010), does not view communications in the digital environment as exclusive content but also focuses on social interactions, meaningful expressions, and cultural artifacts that permeate the virtual digital space. The immersion in the field took place between March 12 and September 14. Through this contact, the aim was to understand the dynamics implemented by the Government of Pernambuco in response to the pandemic. Subsequently, a quantitative survey was conducted to examine how classes were offered and sequenced. The systematization of this data allowed for the juxtaposition of different realities.

³ Reported on: <http://portal.mec.gov.br/component/content/article?id=86441>

⁴ YouTube channel used by the Government of Pernambuco for publishing lessons during the pandemic: <https://www.youtube.com/user/EADPernambuco>

In the second stage, semi-structured questionnaires with both open and closed questions were used to gather feedback from students and teachers from both public and private schools in Pernambuco. Due to isolation measures, the surveys were conducted virtually using the "Google Forms" platform. The questionnaires were administered from June 14 to June 30, with a total of 120 participants, consisting of 60 students and 60 teachers. Invitations were posted in Facebook and WhatsApp communities, accompanied by announcements about the research and a link directing interested parties to a private chat. In this interactive environment, the objectives of the research were explained, and the electronic form was provided. Additional participants were referred through recommendations by other participants. The questionnaire for students contained 20 questions, 4 of which were for identification purposes, while the one for teachers had 23 questions, 10 of which were for identification. A significant portion of the data collected from these forms is presented in new graphs and tables, structured based on the responses provided. With the data collection completed, it was possible to analyze the decisions made by institutions considering the perspectives of the directly involved agents.

Finally, it is important to note that this methodological approach, despite its descriptive nature, also emphasized the development of a critical and reflective line of thought. The idea defended here is that data and interpretations are inherent properties of research, meaning that both act as guides in the analytical process and deserve equal respect. As Minayo (1998) points out, it is necessary to dissolve extreme dichotomies that isolate quantitative and qualitative methods into nearly opposing fields, as they are actually methods capable of coexistence.

Enem, isolamento social e novos arranjos de ensino-aprendizagem no estado de Pernambuco.

First and foremost, it is worth emphasizing that the ENEM (The National High School Exam), despite being understood both as an evaluation that provides significant insights into the quality of secondary education and as a mechanism that either enables or hinders further studies, as Luckesi (2008, p. 165) points out, has faced criticism. It is not only criticized for serving as a sort of "thermometer" that, with some margin of error, attempts to rank domains ranging from success to failure, but also for becoming a force that redirects focus, making it the central element of educational practices. This dominant aspect, which positions high performance on an exam as the sole objective of the final stage of basic education, gained further visibility when the Brazilian government, under

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Michel Temer's administration, enacted Provisional Measure No. 748/2016⁵. This measure, enacted without broad consultation with society, proposed a reform in secondary education that reinforced this competitive and professionalization-oriented character.

As mentioned, in response to the isolation caused by COVID-19, the Government of Pernambuco decided to use a set of platforms, called Educa-PE, to deliver remote lessons. These broadcasts were made available on television, utilizing TV Pernambuco, TV Alepe, TV Nova Nordeste, and YouTube. On May 29, it was announced that Facebook would also be used as a broadcasting platform. Educa-PE, which is defined as a digital support environment for non-presential education, began operating specifically on YouTube in 2011 and currently has 193,000 subscribers and over 4,000 videos published. On Facebook, the page has 23,312 likes, while Instagram, used only as an informational channel, has approximately 28,000 followers⁶. Prior to the pandemic, the platforms focused on providing content related to technical education⁷.

The first classes were broadcast live on April 2, precisely fifteen days after the closure of schools. Following this, alternating between live streams and pre-recorded lessons, all subjects began to be featured on the platform. Specifically for high school, there are 823 classes available⁸. Each video has an average duration of 45 minutes. The teachers were filmed in a room with a whiteboard and a television in the background. All classes include sign language (Libras) translation.

This new teaching and learning space has easily recognizable characteristics: from the pointer held by the teacher's hand to the slides displayed alternately in the foreground. The teacher, while occupying a predetermined central role, as Fleig (1999) specifically refers to educational spaces, performs his role through lenses. Despite the simulated effort, the implemented model recreates the channels that allow interaction during the execution of lessons. Whereas in the past face-to-face communication allowed the teacher to recognize what was being accepted or rejected by students through their reactions and body language, today this contact occurs through chat features.

⁵ In February 2017, the measure was validated by Congress, and the changes began to be implemented gradually, with full implementation expected by 2022.

⁶ Data from the State Department indicates that the state has 580.000 students enrolled in both Elementary School II and High School.

⁷ Before the suspension, the channel had 246 videos published.

⁸ Considering the videos published between April 2 and September 19 of the same year.

Despite the numerous comments posted on YouTube during the lessons ⁹, the establishment of a communicative channel between teachers and students does not seem productive. Unlike in physical classrooms, where processes demand attention to each other's speech, the chats end up functioning more as a distant noise from the teacher, turning the teaching practice into a sort of monologue. This means that, even though it promotes immersion, the screen redistributes connections whether of proximity or distance so that they lose their concrete and focused nature.

In this challenging context and in an attempt to bridge interactional gaps, an AVA (Virtual Learning Environment) was created. According to Belloni (2008), this environment is the main mediating tool in an EAD (Distance Education) system that

combines unprecedented possibilities for mediated interaction (teacher/student and student/student) and interactivity with high-quality and diverse materials, using various tools such as emails, discussion lists and groups, conferences, websites, and blogs, where texts, hypertexts, videos, sounds, and images are present, merging the flexibility of human interaction with independence in time and space (BELLONI, 2008, p. 59)

In this space, students can access redirect links and materials that allow, through virtual classrooms, the submission and receipt of assignments, facilitating the flow of information between teachers and students. Although it is defined as Distance Education (DE), it is important to emphasize that the isolation imposed did not allow any form of in-person meetings, as typically occurs in this modality. This is particularly important because teaching-learning objects available in an AVA can lose their value entirely if not applied within a pedagogical context where systematic monitoring is present.

The classes were taught by a group of hired teachers, each specialized in a specific area of knowledge. For planning, the "Base Nacional Comum Curricular (BNCC) do Ensino Médio"¹⁰ developed by the State Department of Pernambuco was used, which outlines the content flow for each level of elementary and secondary education. The Portuguese subject, for example, with the first class for the 3rd year of High School published on April 16, covered the theme of "Pré-Modernismo," one of the topics scheduled chronologically for the first semester. Table 1 (below) presents general data about High School to provide an overview of the number of classes per subject.

⁹ The platform allows users to insert comments in a sidebar located on the right, specifically for this purpose. These comments may or may not be available after the end of the broadcast, and it is up to the profile administrator to decide.

¹⁰ A public consultation is open for the reformulation of the curriculum in Pernambuco. The plan was to finalize and put it to a vote by the first semester, but due to the pandemic, the deadlines have been extended.

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Table 1 - Number of classes per subject published on YouTube for the 3rd year of High School

| Subject | Number of Classes |
|--------------------|-------------------|
| Portuguese | 20 |
| Mathematics | 32 |
| Physics | 12 |
| Chemistry | 10 |
| Biology | 13 |
| Geography | 12 |
| History | 12 |
| Sociology | 4 |
| Philosophy | 5 |
| Physical Education | 7 |
| Art | 4 |
| English | 9 |
| Life Project | 11 |
| Essay | 2 |

Source: Author's own

The Regulation of the Secretariat of Education and Sports of Pernambuco states that schools operating on a semi-integral schedule must have 35 weekly class hours, while those with an integral schedule adopt 45 weekly hours. The State of Pernambuco's Teaching Statute defines a class hour as 50 minutes for morning and afternoon shifts and 40 minutes for the night shift. Regarding possible discrepancies between the class hours offered before and during the pandemic, the Secretary of Education of the state of Pernambuco, Fred Amâncio, said in an interview with the G1 portal¹¹:

We understand that this is something new and needs to be evaluated. Upon resuming, we will conduct a diagnostic assessment, which has nothing to do with grades, to see how the learning of all students has been. Based on this assessment, we will determine what can be counted as instructional hours (AMÂNCIO, 2020).

¹¹ Access:: <https://g1.globo.com/pe/pernambuco/noticia/2020/05/29/aulas-da-rede-estadual-sao-retomadas-com-mudancas-nos-horarios-e-canais-de-transmissao.ghtml>

After four months of remote classes, students at this level had only six writing classes, an area that represents half of the final ENEM score. Even subjects such as Philosophy, Sociology, and Arts, which typically have a lower average time of 1 hour per week, had a total duration below what is indicated by official documents. It is important to emphasize that this analysis does not seek to establish a “quantity of classes” versus “quality of teaching” relationship. However, within a system based on content flow, such gaps certainly represent a disadvantage.

Despite the comprehensive nature of the ENEM, it is essential to view it as “a rational and well-founded assessment” (ZABALA, 1998, p. 14). While its advancements, particularly in adopting a more contextualized and student-centered approach, are significant, they do not negate the fact that students' prior knowledge must be integrated with the conceptual and reflective knowledge conveyed in the classroom¹². Therefore, when drastic changes are implemented in this environment such as when schools undergo a reformulation that alters sequential flows, causes disruptions, and introduces new interaction arrangements it is expected that the ENEM, administered under previous conditions, will not accurately reflect students' performance.

3. Perceptions in Analysis

Firstly, the process of categorization was initiated to outline the profiles of those who contributed to providing the data¹³. The information regarding this process is contained in Tables 2 and 3 below.

Table 2 - Profile of Students from the Education Networks

| Location | (%) | Education Network | (%) |
|-------------------------|------|-------------------|------|
| Jaboatão dos Guararapes | 12.4 | Public | 47.5 |
| Olinda | 11.4 | Private | 52.5 |
| Paulista | 9.5 | | |
| Recife | 34.2 | | |

¹² In an effort to provide content tailored for students registered for the Enem, Educa-PE launched specific classes for this audience. By September 14, a total of 64 classes were offered, divided into the knowledge areas suggested by INEP: Language, Mathematics, Human Sciences, and Natural Sciences.

¹³ In both forms, a section was included for those who wanted to register their own name. Among the students, 57 provided this information, while among the teachers, 24 did so.

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| | | | |
|-------------------------|-----|--|-----|
| Mirandiba | 4 | | |
| Caruaru | 5.2 | | |
| Camaragibe | 8.5 | | |
| Serra Talhada | 6.3 | | |
| Vitória | 3.3 | | |
| Garanhuns | 2.8 | | |
| Cabo de Santo Agostinho | 2.4 | | |
| Total | 100 | | 100 |

Source: Author's own

Table 3 - Profile of Teachers

| Location | (%) | Age Range | (%) | Gender | (%) | Role | |
|-------------------------|-----|-----------|------|-------------------|------|--|------|
| Jaboatão dos Guararapes | 6 | 18-26 | 19 | Cisgender Man | 48,6 | Public School Teacher | 44,4 |
| Olinda | 7 | 27-35 | 31,7 | Cisgender Woman | 46,6 | Private School Teacher | 39,7 |
| Paulista | 9 | 36-43 | 27 | Transgender Man | 0 | Teacher at Both Public and Private Schools | 15,7 |
| Recife | 29 | 44-51 | 12,7 | Transgender Woman | 0 | | |
| Caruaru | 6 | 52-59 | 4,8 | Non-Binary | 3,2 | | |
| Camaragibe | 4 | 60-67 | 3,2 | Gender Fluid | 1,6 | | |
| Serra Talhada | 3 | 68-75 | 1,6 | | | | |

| | | | | | | | |
|-------------------------------|-----|-------------|-----|--|-----|--|-----|
| Vitória | 3 | Above 75 | 0 | | | | |
| Garanhuns | 3 | | | | | | |
| Cabo de Santo Agostinho | 5 | | | | | | |
| Igarassu | 3 | | | | | | |
| Moreno | 1 | | | | | | |
| Carpina | 3 | | | | | | |
| São Lourenço da Mata | 3 | | | | | | |
| Surubim | 2 | | | | | | |
| Gravatá | 3 | | | | | | |
| Limoeiro | 2 | | | | | | |
| Nazaré da Mata | 2 | | | | | | |
| Salgueiro | 1 | | | | | | |
| Belo Jardim | 1 | | | | | | |
| Petrolina | 4 | | | | | | |
| Total | 100 | | 100 | | 100 | | 100 |

Source: Author's own

To better interpret the information above, it is necessary to consider the limitations present in a methodology mediated by digital virtual channels. Despite the ease of interaction and the high number of people present in the groups, it is evident that some established categories, especially those related to geographic locations, reflect the level of accessibility these individuals have to such environments and the conditions permitted by the isolation context.

With these considerations in mind, here are some observations about the profiles within the sample. Among the students, 76% are currently linked to schools in the metropolitan area. Regarding the teachers, 66% were within this territory. The difficulty in expanding the reach to students, even using media, was due to the low number of online profiles on the platforms, particularly those living

Remote tours: a discussion about the impact of Covid-19 on the routine of teachers and students in preparation for Enem in Pernambuco in more rural areas. There is also a balance regarding the type of educational network to which both students and teachers belong, with more than 15% of teachers reporting working in both public and private schools. This accumulation of positions, as Gatti and Barretto (2009) state, is directly related to the salary floor offered to the category. Data published by the NGO “Todos pela Educação,” which conducts studies on the education system in Brazil, revealed in 2018 that almost 30% of basic education teachers have more than one function or institutional link to supplement their income. Among the reasons cited by teachers were low remuneration, instability, and lack of career prospects.

Regarding the profile of teachers, there is a predominance of cisgender men and women, aged between 27 and 51 years. Only 4.8% identified as non-binary or fluid, a relevant figure as it indicates a, albeit slow, change in the identity profiles present in this field.

In terms of education, 28.6% of teachers reported currently pursuing a professional master’s degree; 20.6% have only completed undergraduate studies; 12.7% have finished their doctoral degrees, and 9.5% have received a master’s title. Additionally, 6.3% have a specialist certificate and 1.2% completed technical education. Only 1.6% pursued a bachelor's degree, and all others claimed to have a teaching degree as their primary qualification. Information about the subjects they teach is presented in Table 4 below.

TABLE 4

Regarding the Continuation of Activities

Regarding the changes in routine brought about by isolation, 58.8% of students reported that activities continued after the announcement of isolation, 29.4% said it was possible to maintain some of the activities, and 11.8% claimed a total interruption of processes. Among the reasons cited for the suspension, 57.1% of them, as shown in the graph below, were unable to provide specific reasons.

Graph 1 - Reasons for Institutions Not Maintaining Activities According to Students.



Source: Author's own.

Given these data, it is important to highlight the significant number of students who requested the suspension of activities, as well as the 14.3% who justified their request with "not promoting inequalities." Teachers show similar figures, with 59% stating that operations were maintained; 26.2% indicating partial continuation; and 14.8% reporting total suspension of activities. However, the group cited lack of infrastructure as the main cause for the discontinuation of activities. This was followed by "request from the teaching staff" (12.4%) and "promotion of inequality" (5%). Only 1% of the group reported not receiving any justification from the institution.

It is interesting to see how each group interprets the measures adopted based on their roles within the system. When examining how these justifications were established based on the distinction between public and private schools, it was found that most students who reported "continuity of activities" were from private schools (94%, precisely). Among those who experienced disruptions, the most common justification given by students was that they "did not know how to inform." In contrast, 71% of public school students reported that classes continued, referring to the EAD platform launched by the government as an alternative. This group also had the most notable expression of the "not promoting inequality" justification.

Another factor to consider, based on the responses provided by teachers, is related to the request for discontinuation. It was observed that the number of teachers from public schools who requested suspension was four times greater than those from private schools. This number is certainly related to the usual impositions and requirements imposed by this type of market.

In this scenario, we saw that the market-driven perspective, moving contrary to the sense of unproductiveness and the need for isolation brought by the pandemic, forced a significant part of

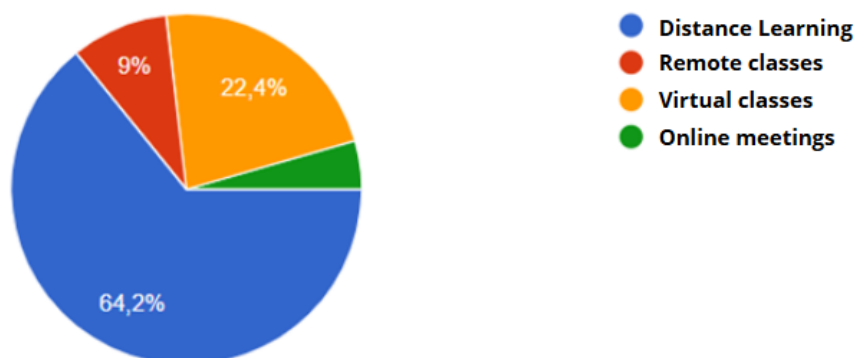
Remote tours: a discussion about the impact of Covid-19 on the routine of teachers and students in preparation for Enem in Pernambuco society to seek alternatives to avoid losses, particularly economic ones. However, the pandemic, for the first time in our history, put the economy at the service of protecting people's lives. This led to controversies, causing various sectors to seek ways to avoid unproductivity (NASCIMENTO, 2020; FIOCRUZ, 2020). Although we might think that quality education for all is not synonymous with productivity, social pressure, in particular, led us to seek alternatives sometimes unviable for continuing the education process for our students, generating more social inequalities.

Finally, approximately three months after the start of remote activities, students were asked whether they were in favor or against the continuation of the processes, based on their experiences up to that point. Regarding students from private schools, 72% stated that they agreed with maintaining the processes as they were being executed, 20% preferred the classes to be available (but not count as mandatory hours), and only 8% preferred a total suspension. On the other hand, 65% of public school students preferred a total interruption of activities, 29% preferred that the mandatory hours be optional, and 6% agreed with the current plan. Concerning potential improvements, 78% from both sectors indicated that the classes were not as interactive as they could be. Among these, 56% attributed the problem to the lack of skills among teachers, and 44% cited a lack of resources that promote more interactive practices.

A Terminological Issue

With the rapid decision-making, the processes adopted by the institutions needed to be named. With this in mind, students were asked which term was used by the schools to characterize the service being offered. The graph below shows the data related to this topic:

Graph 2 - Terms Used to Name the Teaching Model Adopted During the Pandemic.



Source: Author's own.

As seen, the term EAD (Educação a Distância, or Distance Education) was the most commonly used. Before the pandemic, the Brazilian Association for Distance Education (ABED) reported in mid-2019 that Brazil had nearly 10 million students enrolled in this mode of education. The Inep Census conducted in 2018 revealed, for the first time in the historical series, that the country had more distance education slots available (7.1 million) than in-person courses (6.3 million). On March 18, the Ministry of Education, in response to the COVID-19 outbreak, issued Ordinance No. 343, which authorized the "exceptional" replacement of in-person classes with distance education (EAD) classes.

Despite its well-established presence in the country and political terminology, conceptual issues have been identified, particularly concerning the theory versus practice of distance education. Public school students, precisely 96% of them, reported that classes were conducted live and then made available later, as previously noted. Interaction with teachers, according to them, has occurred in the Virtual Learning Environment (AVA). In private schools, the context showed greater diversity: 61.8% of students stated that their classes were conducted live by teachers and later posted on portals, while others reported that classes were recorded and uploaded to the institution's website on specific days. Although these practices are almost always equivalent, they have some differences. In this context, it's worth highlighting that constant remote transmission is not a characteristic of traditional EAD. It was likely adopted in an attempt to minimize the distance between students and the institution, represented by the teachers in this case. Another difference is that distance education has its own systematic approach to content flow, monitoring, and evaluation, often requiring scheduled in-person meetings to consolidate what has been worked on. These steps were not implemented in the given context.

Social practices needed to be redefined during the pandemic. In the school context, this redefinition manifested in the search for other formats for EAD, attempting to fill a gap created by the abrupt changes due to the need for social isolation. In this perspective, the COVID-19 pandemic transformed us and forced us to adapt:

opening a new awareness that dislodges us from the world in this pandemic experience, allowing these new insights into our understanding of the world we live in to shape our minds (NASCIMENTO, 2020, pp. 129-130).

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Nascimento (2020) further argues that these new formats lead us to emergency education. It is the art of the possible. For him, this constitutes a perverse model, as social conditions are diverse. In summary, the pandemic has turned digital media and virtual education into a form of digital slavery.

Materialities

Considering the principal symbol of embodiment within teaching and learning contexts, it was necessary to ask how many students in the sample continued studying in the EAD/Remote modality with the same teachers from in-person education. All public school students stated that they did not work with their former teachers. Of this group, only 12% confirmed maintaining some type of relationship or contact with them for clarifying doubts or making corrections. In contrast, in private schools, 76% reported continuing with the same teaching staff, and another 22% continued with professionals from the institution, though some name changes occurred. Only 2% indicated a complete change in this aspect. During the pandemic, we argue that the most important thing in these abruptly cut relationships would be to create other ways of being present, to welcome, and to care, as highlighted by Monteiro (2020). Perhaps this is not happening in most schools, and this raises a reflection on the role of education in times of crisis.

In terms of access to technology, 32% of students reported being able to attend classes using a desktop computer or laptop, 65% could only access classes via mobile phone, and 3% attended only through television. When comparing public and private school students, it is noted that only 14% of students from the public sector have devices at home, with 86% relying specifically on mobile phones; in contrast, 92% of private school students access via desktop computers or tablets, and only 8% rely solely on mobile phones.

Regarding tools provided to teachers, specifically in the private sector, 28.5% stated that the school provided computers or tablets for transmitting or recording lessons, 59% had to use their own resources to produce their lessons, while 12.5% used both personal materials and those provided by the institution. Additionally, 56.3% of teachers reported receiving training for recording and planning processes, while 43.8% claimed not to have received any guidance. Regarding teaching materials, 17.6% of students in this sector reported using PDF worksheets, 25% continued using workbooks, while 57.4% relied on textbooks as their main support resource. As for content flow, 43.1% of teachers managed to continue with the same planning agreed upon before the pandemic, 23.5%

needed to adjust the sequence of contents, and 21.6% noted that it was necessary to make changes to prioritize more "adaptable" content to the distancing context.

In public schools, only 5% of students reported that the content flow was maintained. This indicates that the complete shift to the EAD modality caused profound changes in the planning that teachers had been executing. Although the curriculum is directly related to the core activities developed by schools, as noted by Saviani (2016), it is common to see teachers altering content sequences due to student understanding or structural issues. Therefore, it is usual to observe various curricula happening simultaneously, even within a single institution. When the real curriculum, i.e., the one closest to reality, is suspended in favor of a different operational order, the entire flow system is destabilized, and once again, public school students are the most affected.

The Enem

As for the application of the Enem, when viewed separately, 92% of the students from the private network were among those who defended the marking of the tests as established by INEP, while in the public network only 8% approved of the continuity. These positions certainly reflect the place occupied by each of these groups. The differences highlighted here create very different contextual fields of perception. As stated by March and Simon (1981), each social group makes decisions based on what circumscribes its conditions.

As observed, the challenges faced by public school students are also greater in terms of structural issues and present systemic fissures with unique characteristics. While practical-methodological problems, such as content sequence and virtual mediation, can be perceived with some similarity in both contexts, it is crucial to emphasize that pedagogical practice is not detached from issues of accessibility and physical presence. The inability to maintain contact with their own teachers, combined with accessibility problems and lack of follow-up, creates an environment of insecurities that hinders support for any type of assessment, especially when it represents the primary gateway to higher education, as Weber (2011) points out. Regarding whether their students are prepared to take the Enem, 67.8% of teachers working at this educational level stated they are not, while 30.5% said maybe, and 1.7% said yes. Of the total number of teachers, 85% also supported the cancellation of the exam until a fairer plan was implemented.

Given the presented data, it is important to emphasize that, although there is recognition of the stratifications arising from the education system in Brazil, more visibility needs to be given to issues

Remote tours: a discussion about the impact of Covid-19 on the routine of teachers and students in preparation for Enem in Pernambuco directly related to the structural and pedagogical conditions offered, especially when analyzed based on the public and private categorization. This distinction, while broad, when conducted using data provided by the very agents involved in teaching-learning practices and grounded in a factual historical perspective, allows us to identify points of similarity and difference that directly impact the promotion of inequality.

4. Final considerations

The inevitable and necessary intersections between the theoretical reflection proposed here and the analyses constructed through direct contact with students and teachers from the Pernambuco education network lead us to reflect on three main issues concerning the government's action plan during the pandemic. The first issue is directly related to temporality. The introduction of a new tool within a constantly evolving system, when carried out hastily and without prior diagnosis, may, contrary to expectations, cause more problems than solutions in both the short and long term. The arrival of these technologies in Brazil in the mid-1990s and their subsequent uneven distribution allowed some schools to more quickly integrate their students into teaching practices where the media field contributes as both a tool and a research instrument, thereby broadening these individuals' perspectives on reality. Meanwhile, other institutions, even today, despite advances in educational technology, face difficulties working within a digitally inclusive perspective, whether due to historical-geographical factors or financial investment issues. Fidalgo and Machado (2000), for example, when discussing the role of the State in such situations, state that public

policies result from structural determinations that regulate the social process and are expressed through educational measures [...]. They can also be implemented to address conjunctural situations, assuming a provisional and emergency character. The State is the fundamental instance of implementation and regulation of public policies, assuming the role of mediator between the various actors present in the historical-social process (FIDALGO; MACHADO, 2000, p.253).

It is evident, based on the data and proposed analysis, that there are still profound gaps concerning the availability of media technologies in people's daily lives and in learning spaces. In this context, it is important to emphasize that access to the internet or the presence of computers in schools are not inherently guarantees of better learning outcomes. Rather, they enable the introduction of new types of knowledge relationships and energize teaching processes.

In the lives of high school students, the impact is even greater, as digital social networks had already been occupying a place of extreme importance even before Covid-19. They played a crucial role in both content availability and the creation of interactive communities that foster new connections and a sense of belonging, and were formally included in the Enem candidates' manuals. However, for these technologies to effectively contribute to knowledge construction, certain conditions must be met. They need to be integrated into well-developed methodologies, practices, and objectives. As former Minister of Education Aloizio Mercadante stated in a 2012 speech when he took office at the MEC:

Information technology is not an end in itself, but massive digital inclusion in public schools, with active pedagogical participation from teachers, should significantly contribute to providing the quality leap so necessary for the Brazilian educational system. (MERCADANTE, 2012, p.27)

These displaced conditions, while justifiable to some extent, undoubtedly lead to significant changes in how content is handled. The previously solid and recognized communication channels now offer noise. Contacts are established through different channels, and new proximities and distances are perceived, even though the roles assumed by agents remain largely unchanged. Given that educational policy is the responsibility of the states, which are subject to federal decisions, it is crucial to put both roles into perspective, especially concerning the Enem.

At the state level, no concrete initiatives have been observed that could alter the ongoing practices in light of the current situation. Students, although relatively organized in the media field, often exert pressure that is disregarded by policymakers. When they are finally invited to contribute to decision-making processes, they often receive indifferent responses. This context is illustrated by the poll launched by Inep in June to gather students' opinions on the best date for the Enem. Only 19.3% of registrants were able to vote, as many candidates reported difficulties accessing the platform. Approximately 50% of candidates preferred May 2021 as the most suitable date among the options provided by the government. However, a week after the results were announced, the government decided to reschedule the exams for January 2021, contrary to the preference of the majority of voters.

In advocating for a connection between structural-functional aspects and other socio-economic factors, such as inequality, our goal is also to hold accountable the agents responsible for implementing public policies and to document a situational snapshot that may contribute to future

Remote tours: a discussion about the impact of Covid-19 on the routine of teachers and students in preparation for Enem in Pernambuco analyses in the field of educational technology. This documentation aims to overcome barriers that still impede the development of a more inclusive, transparent, and participatory education system.

Given the recent decisions, it is unlikely that the exclusionary framework will be minimized. The impacts of what has been popularly termed the "new normal" are already proving to be devastating, especially when sensitive issues like teaching and learning methods are at stake. It seems obvious, but it still needs to be acknowledged that serious social problems previously considered extracurricular directly affect student performance, particularly for those from low-income families.

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