

From remote to in-person teaching: Between crossings and challenges



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Abstract

The objective was to discuss the challenges of teacher training in higher education, in the transition between remote teaching and the return to face-to-face teaching, through the responses of teachers and undergraduate students at a Federal Institute. Data was collected in two stages, the first during remote teaching and the second after returning to face-to-face activities, using a semi-structured online questionnaire on the Google Forms platform, with questions addressed to teachers and students on the degree courses. The analysis followed a descriptive and interpretative approach. It was found that the students experienced a process of becoming ill, not only individually, but also collectively, with difficulties in the processes of (re)adaptation, losses in learning and physical and mental fatigue. With regard to teachers, there was an increase in the bureaucratization of activities, mental and psychological illness, due to the process of intensification and extensification of work, which began in the context of the pandemic, bringing them closer to the logic of business management.

Keywords

higher education; teacher training; degree course.

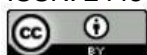
Do ensino remoto ao presencial: entre travessias e desafios

Resumo

Objetivou-se discutir os desafios da formação de professores na educação superior, na travessia entre o ensino remoto e o retorno ao presencial, por meio das respostas de docentes e acadêmicos das licenciaturas de um Instituto Federal. A produção de dados ocorreu em dois momentos, o primeiro durante o ensino remoto e o segundo após o retorno às atividades presenciais, utilizando questionário semiestruturado *on-line*, na plataforma Google Forms, com questões dirigidas aos docentes e estudantes dos cursos de licenciatura. As análises seguiram a perspectiva descritiva e interpretativa. Constatou-se que os estudantes viveram processo de adoecimento não apenas individual, mas também coletivo, com dificuldades nos processos de (re)adaptação, prejuízos na aprendizagem e cansaço físico e mental. Com relação aos docentes, houve aumento da burocratização das atividades, adoecimento mental e psíquico, decorrente do processo de intensificação e extensificação do trabalho, iniciado ainda no contexto da pandemia, aproximando-os da lógica da gestão empresarial.

Palavras-chave

educação superior; formação de professores; curso de licenciatura.



De la enseñanza remota a la presencial: entre cruces y desafíos

Resumen

Se objetivó discutir los desafíos de la formación de profesores, en la enseñanza superior en la transición entre la enseñanza a distancia y el retorno a la enseñanza presencial, a través de las respuestas de profesores y estudiantes de licenciatura en un Instituto Federal. Los datos fueron recolectados en dos etapas, la primera durante la enseñanza a distancia y la segunda después del retorno a las actividades presenciales, utilizando un cuestionario semiestructurado en línea en la plataforma Google Forms, con preguntas dirigidas a profesores y estudiantes de licenciatura. Los análisis fueron descriptivos e interpretativos. Se constató que los alumnos vivieron un proceso de enfermedad no sólo individual, sino también colectivo, con dificultades en los procesos de (re)adaptación, pérdidas en el aprendizaje y cansancio físico y mental. En cuanto a los profesores, hubo un aumento de la burocratización de las actividades, enfermedad mental y psicológica, debido al proceso de intensificación y extensificación del trabajo, que se inició en el contexto de la pandemia, acercándolos a la lógica de la gestión empresarial.

Palabras clave

enseñanza superior; formación del profesorado; cursos de grado.

1 Introduction

Based on the research conducted, we begin this text by reflecting on the journeys of teacher training that do not always occur seamlessly. Defined by Aulete (2012) as “the action or result of crossing”, we understand that this journey carries with it numerous challenges that manifest themselves according to the context experienced at a given moment. So, the result of this crossing can be calm, without major challenges, but this wasn't what happened to teachers and academics of undergraduate courses during and after the Covid-19 pandemic. Each one experienced the crossing facing their fears and afflictions, and many were unsuccessful in this process, as they got lost along the way.

Most of the time, those who managed to stay on the teacher training journey did not come out unscathed, especially in higher education, since they carried the weight of the reality they lived and felt. Based on this initial reflection on transitions and challenges, this text aims to discuss the challenges of teacher training in higher education, in the transition between remote teaching and the return to in-person teaching, through the responses of teachers and undergraduate students from an Instituto Federal (IF).

It is important to emphasize that, especially in the Brazilian context, after the World Health Organization (WHO) declared the pandemic on March 11, 2020, we

experienced chaos due to the neglect and delay of legal provisions that should have been quickly enacted by the federal government, especially because the country was under an extreme right-wing government. The denial of science (and rationality) and the disregard for the chaotic situation were the triggers for what became known worldwide as the outrageous "so what!" of the unspeakable. On April 28, 2020, upon learning that Brazil had reached a somber record of deaths from Covid-19, the president's response at the time was this, which was confirmed by what was to come, with statements such as: "I am not a gravedigger." The situation was devastating, and the effects of the disregard were even more disastrous causing negative effects in all areas of society, especially health and education.

Following national and state recommendations, the response was swift in the institutional scope of the IF studied with the establishment of a crisis committee and a working group that recommended the transition from in-person to distance education within a period of approximately 15 days. However, this journey was complex in every way, both for teachers accustomed to developing their classes and pedagogical practices in person and for academics and their families who began to share training spaces in their homes. One of the challenges imposed on the teachers was the lack of knowledge and experience to work in distance education, which led them to try to transfer the in-person model to the distance model, which was incompatible with the reality/necessity.

In this process, it was observed that the teaching workload intensified, resulting in an overload that led to teachers getting ill. For students, the situation was no different; the excessive demands imposed on them caused the feeling of exhaustion. The reports from educators and students about the difficult conditions for learning and teaching were extended to the family environment, where all activities were conducted concurrently, such as, for example, caring for children and animals in the same space as the synchronous class, in front of the computer or phone, in the context of training. Moreover, the reports show that the emotional and psychological well-being of educators and learners was significantly impaired for a similar reason: the convergence of work and other aspects of life within a single, shared space, commonly referred to as "home" (Martins et al., 2021).

After this first difficult period, another journey had to be made, this time back to in-person learning. The first journey was a transition into the unknown, as was the second,

since returning to in-person learning was not simply a matter of going the other way, but of relearning the teaching-learning processes in higher education, based on new ways of acting and relating. The feeling of (dis)adjustment permeated this process, imposing an even greater challenge for the complex moment we are experiencing.

Educational institutions began to move towards a return to in-person learning in mid-2022. The IF investigated did the same, as vaccination for Covid-19 started, and the population returned to their daily lives of in-person relationships. However, the return proved to be complex, as the students had lost their study rhythm, they had distanced themselves from their colleagues, and did not interact with each other and the teachers needed to reorganize their plans, summarizing much of the content that had been problematized and developed during the period of remote teaching.

In line with the objective, this text will present the methodological aspects and discuss the results of the two stages of the research. These results are based on the responses of the professors and the undergraduate students.

2 Methodology

We developed scientific and educational research to understand the reality experienced in teacher training courses at an IF from a qualitative approach with an interpretative and analytical perspective (Stake, 2011). The initial problematization that gave rise to the research was based on the formative and educational processes that took place during the social isolation caused by Covid-19, but not only that because upon returning to in-person classes, we experienced peculiar moments in teacher training and teaching. The institution in question has a multi-campus structure, with 15 campuses distributed across several regions of Santa Catarina, offering undergraduate and postgraduate courses, both lato and stricto sensu.

The participants were professors and academics from the undergraduate courses of Pedagogy, Rural Pedagogy, Chemistry, Physics, Mathematics, Agricultural Sciences, and Academic Master's in Education. They participated in the research in two stages: the first stage during social isolation and the second after returning to in-person activities. In both stages, we used the semi-structured online questionnaire on the Google Forms platform to produce the data. In the first stage, which took place during social isolation,

the form contained 55 questions addressed to professors and students of undergraduate courses, with 75 teachers and 177 academics participating.

In the second stage of data gathering, 26 teachers and 52 academics responded to a survey between November 2022 and June 2023. The form had 35 questions for professors and 30 for academics. In both stages of the study, the questionnaires were emailed to the participants. In both stages of the research, the analysis of the reports, which were recorded by the participants and transcribed in this text, underwent textual concordance adjustments. This process allowed us to identify the students, who were given codenames E1, E2, and E3, until all were thus characterized. The professors were identified using the codes P1, P2, P3, and so forth until all the research participants were included. The research was approved by the Ethics Committee under Opinion No. CAAE 35784820.3.0000.8049.

We conducted an interpretative analysis of the data produced in the context of the investigation (Stake, 2011). To this end, we discussed the responses of the academics and professors involved in the study through the theoretical bases and research related to the topic, as well as developing the author's inferences and interpretations in the research process.

3 Results and discussion

Before the arrival of the Covid-19 pandemic, the prevailing school model had remained largely unchanged since the 19th century, with its core features firmly established: “[...] a building with its own characteristics, consisting, above all, of classrooms of similar dimensions, in which a teacher teaches groups of students of similar ages” (Nóvoa; Alvim, 2021, p. 8). There, a peculiar way of schooling was organized, fulfilling a specific teaching plan. Until then, before the abrupt transition to the house, we had not thought very seriously about another place to develop specific teaching and learning activities, but the home, a private place, took the place of the school.

The home is typically the private space where we retreat after a demanding workday. It is a place of privacy and intimacy, where we often spend time with our families. In contrast, the school is a public domain, a shared space where we educate

ourselves together with others. In short, “[...] inclusion happens when we learn from differences and not from equalities” (Freire, 2003, p. 108). For Freire (2014, p. 19), “[...] one must be able to know oneself in the world, being in it”, thus, moving away from the dimension of affection, from coexistence with others, means moving away from the main characteristic of the school, which produces education as humanized and humanizing socialization. In this line of thinking, it is necessary to “[...] immerse oneself in reality, from which one cannot leave, nor ‘distance oneself’ to admire it and, thus, transform it” (Freire, 2014, p. 19).

The expanded space for socialization beyond family relationships is one of the main factors that differentiates the school institution from the home. However, when the school encroached upon the private sphere, it became imperative to implement modifications in environments that had not been designed to accommodate formal education. This underscores the pivotal and undeniable role of the school as an institution that orchestrates individuals' lives (Nóvoa; Alvim, 2021), as exemplified by instances where children attend school while their parents work.

However, all the elements were incorporated into the interior of the house, including the work and study areas, which were integrated with the existing domestic routines. For both teachers and students, this transition was challenging and turbulent. It should also be added that, for professors and academics, the public learning space, with a defined time for academic discussions, was also strongly impacted in the context of remote teaching.

The students' reports demonstrate a significant impact on this reality, as they reported a lack of privacy during the educational process and inadequate places for developing academic activities and educating their children. Some students highlighted the overlap between work and study spaces, particularly regarding having to share equipment used in classes and the carrying out of pedagogical processes. This problem can be seen in the perceptions of academics: “My young daughter always comes to see what I’m doing and my husband works from home with his laptop. We sit side by side in the kitchen, where we all talk” (E25); “I don’t have an appropriate space for studying and classes, and I always run the risk of family interference” (E5).

In the book *O tempo das paixões tristes*, Dubet (2020b) raises questions about the growing inequalities that are affecting different groups of people in various ways.

These include those facing exclusion, and the issues they encounter in the world of work, as well as those related to gender, sexuality, ethnicity, poverty, and the diverse ways in which people live and interact in society. In an interview with the Instituto Humanitas Unisinos, conducted shortly after the onset of the pandemic, Dubet (2020a) reiterated the necessity for collective sacrifice, acknowledging the varying degrees of exposure to hardship. Dubet (2020a) states that:

[...] the lesson we should learn from this crisis concerns the 'small' social inequalities that take on enormous importance when we face critical situations. Covid-19 has no morals; it has not created new inequalities. It only reveals those that already existed.

The conditions of female academics were also unequal as most respondents were women. Pires (2021, p. 94) highlights that "The spaces in students' homes for studying and classes are also unequal, as is the fact that students have to help with household chores or not [...]. In short, these differences have profound consequences [...]" in the daily activities of academics, and "[...] the idea that everyone is connected and has adequate equipment and services for remote classes proved to be extremely unequal during the pandemic".

Rosa, Santos, and Gonçalves (2021, p. 9-10) share the same perspective discussing that inequalities were exacerbated when:

[...] 50% of Brazilian women had to start caring for someone during the pandemic, which could be their children, other people's children, the elderly, or people with disabilities. And, for 61.5% of women, the overlapping responsibilities of paid work, domestic work, and care work make paid work difficult, and another 4% believe that this routine makes this work completely unfeasible.

Thus, inequalities have been widened. If previously there were inequalities connected to class, we are now experiencing an intensification that is configured in multiple and heterogeneous inequalities because we are unequal in our conditions as workers, women, young people, the elderly, those with higher education, and minorities who live on the margins of inclusive social processes. In this sense, Dubet (2020a) highlights that "The list is endless and each person experiences inequalities as a unique experience and as a form of neglect".

When discussing the income of Brazilian students, Rosa, Santos, and Gonçalves (2021, p. 4) highlight that the most affected:

[...] in this context, those who, in addition to having to live with the effects of the pandemic itself, have to deal with the lack of resources and appropriate equipment for studying, and also face difficulties arising from the economic crisis in the country, which compromises the basic conditions for maintaining life (food, housing, health, employment and others). Therefore, it is assumed that the pandemic ended up worsening a situation of educational exclusion that is historical in the country.

In the context of the inequalities present in the reports of the participants in this investigation, there are recurring statements related to the harm caused by the impossibility of accessing basic resources, such as the internet, and notebooks, among other pedagogical and technological equipment for the formation of socially referenced quality. In this sense, the lack of pedagogical infrastructure and materials suitable for learning exposed unequal opportunities, since each academic and teacher suffered isolation in different ways.

On the contrary, based on Serres' (2015) problematization in *Thumbelina: The Culture and Technology of Millennials*, it is argued that, by having access to a cell phone, through the Internet, she gains the world and knowledge, navigating between the keys and fingers, managing to discover herself and be active in the context of her own life, that is, she can actively direct her knowledge process, but, to achieve such knowledge, the first necessary conditions are to have a cell phone and access to quality Internet. However, in the pandemic context, for a large portion of the world's population, this was not a reality. In the specific case of the context investigated, teachers also reported that academics did not have the same opportunity as "Thumbelina", as we will see below: "[...] some students still have some difficulties (using technological tools, family context, sharing of equipment, Wi-Fi, etc.)" (P6); "Students don't know how to use technology; they do not have the equipment and compatible Internet to develop the proposed activities" (P8).

When discussing interactive platforms and digital exclusion processes, Cavalcanti and Guerra (2022) highlight that there is a contradiction in this process that, on the one hand, can bring cultures and people together, but can be a challenging environment, permeated by resistance and contrasts that have increased digital and technological exclusion, since approximately 77% of university students at federal universities were deprived of access to technological tools. Paradoxically, at the same time, those

technologies created possibilities for interaction through the most diverse interactive digital platforms, such as WhatsApp, Skype, Zoom, Hangouts, Meet, among others.

The educational process dislocated to homes and the direct monitoring of oneself (in the case of adults in higher education) and family members (in the case of children in basic education) exposes the “[...] inequality of opportunities” (Dubet, 2008), which include material/economic inequalities, but also inequalities in skills to deal with this process, that is, with the conditions for the construction of mobility possibilities. The new situation required new ways of relating to knowledge. Social reality is in motion and change is continuous and imperative, and this is no different for educational institutions, since they are embedded in specific social contexts that reproduce them. To this end, the categories of events, scenarios, actors, power relations and the articulation (relationship) between structure and situation must be analyzed in an articulated way, but considering their relative autonomy, since they constitute “[...] elements of the representation of life” (Souza, 2014, p. 9).

In addition to the inequalities already discussed in this text, the transition to distance learning, from the perspective of the professors who answered, deepened the losses in students' learning. The negative effects identified in the teachers' reports that stood out were the irregularity in the delivery of the activities requested, a situation that caused stress and overload, with extracurricular concerns. Accordingly, it was necessary to develop a new schedule for the requested pedagogical activities, which often culminated at the end of the school semester. In this regard, the teachers demonstrated this concern through their reports: “[...] many lose the activities or hand them in late” (P2); “[...] everyone student at one time or another does not deliver activities on the proposed date [...]. The students are exhausted [...].” (P8).

Among the adjustments made by the professors, following institutional recommendations, synchronous and asynchronous classes were planned for students, in a remote format, and this measure was adopted by numerous universities, as highlighted by Palmeira, Silva, and Ribeiro (2020). These authors argued that synchronous and asynchronous activities were strategies used in an attempt to generate academic engagement, covering the affective, cognitive, and behavioral dimensions.

Even considering that teachers made efforts to change the dynamics of classes, low student engagement was recurrent in the various curricular components. Dialogue

was hampered, both by the low quality of the internet connection and equipment and possibly by shyness in expressing the ideas discussed in the formative context. Furthermore, turning on the camera could mean embarrassment regarding one's image and loss of privacy, as the following report demonstrates: “[...] interaction is restricted. Students keep their cameras off and do not usually participate actively in classes, especially those who we already know have difficulties.” (P27).

Cameras off and little interaction resulted in greater distance in the teacher/student relationship. This fact was also observed by Vasconcelos, Coelho, and Alves (2020), stating that, despite numerous attempts to diversify activities on online platforms, such as Microsoft Teams, Zoom, and Google Meet, among others, trying to mobilize students, there was the perception of speaking to “avatars” who could be attentive and silent, but, on the other hand, could have only accessed the platform. Despite the presence of inquiries and concerns, a pervasive sense of monotony emerged, largely due to the limited opportunities for interaction during synchronous classes.

Regarding constraints, a large number of participating professors reported several atypical situations and interruptions, whether caused by the presence of children, both teachers' and students', as well as animal sounds, inappropriate clothing or the lack of it, invasion by unauthorized people, family members talking or interrupting to report some unexpected domestic situation. In this regard, teachers reported that: “In some classes, there were hackers who invaded the room and caused a disturbance” (P47); “Students eating with the cameras on or doing other activities and people talking or passing by in the area captured by the camera” (P66).

In addition to the aforementioned challenges, it is crucial to acknowledge the necessity for educators and scholars to rapidly integrate the advent of technology into their academic and professional routines. This transition entailed the utilisation of digital platforms to facilitate the continuity of training activities. The fact is that many, including teachers and academics, were unfamiliar with this new demand, which certainly caused wear and tear and overload to make the necessary adjustments in the short term. Palmeira, Silva, and Ribeiro (2020) highlight that, although companies such as Microsoft and Google provide packages of digital tools and learning environments, for many, the lack of knowledge on how to use information and communication technologies was yet

another challenge to overcome. The following teacher's report expresses this difficulty: "Since the course proposals were in person, there was no prior preparation or even a proposal for an institutional tool for this" (P15).

Corroborating Palmeira, Silva, and Ribeiro (2020), Vasconcelos, Coelho, and Alves (2020, p. 9) argue that "[...] it is coherent to state that the low abilities using ICTs caused teachers to struggle between the tasks of teaching classes and use tools for teaching on online platforms [...] among other activities, in a sudden/emergency manner [...]". In the teachers' responses, physical, social, family, professional and emotional exhaustion were recurrent. The words "exhausted", "drained", "emotionally worn out", "tired", "anxious" and "unmotivated" were present in many reports, as can be seen in the following narrative: "Tired, unmotivated, depressed, and distressed, affecting my relationships, my physical and mental health [...], since I have to meet the demands of my work and try to find ways to concentrate while teaching" (P24); "Emotionally exhausted and with physical and health problems due to the onset of reflux" (P2).

The reports include both physical and mental health problems, in addition to the strain caused by the period of isolation. Such symptoms were also reported by the teachers who participated in the research by Santos, Caldas and Silva (2022, p. 7), when they showed that "the incidence of illness may be related to the teaching work that requires the teacher to develop skills and practice effective teaching for student learning [...]". Jorge et al. (2021, p. 191) corroborate the above by stating that "[...] the tense subject feels anger, frustration, fear, insecurity and, because of this, tension, fatigue and apprehension".

These feelings triggered by the pressure of isolation were intensified by both professors and academics. Even before the pandemic, Han (2017), in the book *The Burnout Society*, already problematized the performance society, which, in the commodity universe, continually holds the subject responsible for excellence, leading to exploitation, fatigue, and mental illness, which, in general, affects everyone.

In light of the above, it was decided that the time had come to resume in-person activities. This was to be a positive moment of meetings and reunions. However, the return to in-person activities was also accompanied by a number of challenges, including fear, fatigue, distress, anxiety, and concerns about recontamination. In addition, there were physical and emotional readaptation issues. The feedback from the participating

teachers and academics indicates that they returned with varying degrees of social isolation, as a result of the traumatic experience they had undergone. Some academics reported difficulties returning to in-person activities:

At first, it was tiring to get back to our routine, to work, and to the balance between home and school. Everyone was still present in fear due to the Covid-19 pandemic. There were moments of despair, panic, worry, fear, and discouragement (E15).

As can be seen, there was a double movement that implied suffering, both in terms of physical health and emotional exhaustion, significantly reverberating in the ability to concentrate and motivation to participate in classes due to tiredness and exhaustion. “The fatigue of the performance society is a solitary fatigue, which acts by individualizing and isolating. [...]” (Han, 2017, p. 17), a fact that can be seen in the report of (E25): “I want to do everything, but I see that I have become slower than normal and, in addition, I am very mentally and physically tired too”.

The negative effects of social isolation presented so far by undergraduate students and professors have also been identified in studies developed by researchers from other areas of knowledge, such as Arar et al. (2023, p. 6), who, when evaluating the quality of life and health of medical students during the pandemic, found that “[...] 66.9% of students presented CMD [common mental disorder], and mental exhaustion, inability to concentrate and dissatisfaction with normal activities [...] negatively impacting the mental health of students”. The study also revealed that students with a family income below R\$5,000 reported a more pronounced perception of quality of life in terms of its impact on health. Female respondents reported a more negative perception of mental health than their male counterparts. These findings align with those of other studies that have assessed the mental health of medical students during the pandemic (Arar *et al.*, 2023, p. 6).

However, considering the different gradients of perceptions, for other academics, the return to in-person classes was experienced with relief due to the possibility of interacting with peers and teachers, as expressed:

Despite having all the comfort and ease of studying at home (fortunately I have quality equipment and Internet), returning to in-person classes made everything seem more effective and of higher quality. I was very excited and happy to be able to be in direct contact with teachers and classmates, as well as to enjoy the

campus facilities, since being in a school environment did me a lot of good and inspired me (E27).

The shift back to in-person learning has presented academics and educators with the opportunity to rethink the role of dialogue and mediation in education and formative processes. To be an active subject of learning, one must engage with others in the pursuit of an emancipatory and liberating education. This entails becoming a producer of culture, continuously constructing and reconstructing knowledge (Freire, 2003). The dialogue between teacher and academic does not happen in a vacuum, in solitude, on the contrary, it happens in the sharing of knowledge and in dialogue (Neves, 2014). Regarding this reconstruction process, when referring to the challenges of returning to in-person learning, Gatti, Shaw and Pereira (2021, p. 516) warned that, “[...] without sensitivity to understand the differences that will be in front of us, there will be many losses. In the in-person classroom, upon returning, it will be of no use if I want to live my life the same way as before”.

Corroborating the discussion, Nóvoa and Alvim (2021, p. 4) recall that the pandemic also showed us some illusions that are now evident, among them:

[...] that education is everywhere and at all times, and that it happens ‘naturally’ in a set of environments, especially family and virtual ones; that school, as a physical environment, is over and, from now on, education will take place mainly ‘at a distance’, with the use of different ‘guides’ or ‘facilitators’ of learning; pedagogy, as specialized knowledge of teachers, will be replaced by technologies, ‘doped by artificial intelligence’.

Contrary to the authors' warnings, specifically in the Brazilian reality, we continue to follow the appeals and romanticization of homeschooling, as if teachers and schools, as formal institutions of socialization and learning processes, were unnecessary or replaceable. Reality has shown what we already knew as teachers, nothing replaces in-person learning, in addition to the fact that we (re)discovered that not all academics and their families have the material and cultural conditions to support such learning conditions.

The lack of in-person instruction, overworked and ill students and teachers, and the disruption to the established schedules and rhythms of learning and socialization during the period of isolation contributed to the numerous challenges faced by students and educators alike, leaving a legacy of difficulties in these processes. Regarding the impacts of this condition on academic performance, reports were obtained such as that of

E4, when he said: “I failed the subjects because I didn't know how to deal with the online platforms offered at that time”. In the same direction, E23 said: “I realize that I have more difficulty keeping up with other people's pace (teachers and colleagues), and this causes some difficulty in relationships, because I found a time and a rhythm during the pandemic and during the period of remote classes”. The classroom environment calls for a distinct organizational structure to facilitate engagement in the learning process, including direct interaction with teachers and colleagues. It is evident from reports on the difficulties of transitioning to the classroom environment that keeping up with the pace of others is a complex task, which can result in feelings of estrangement. As for the teachers, there was constant needs to review content, plans, and strategies in an attempt to minimize the damage caused to students' learning processes since we only educate and build knowledge in humans from humans (Freire, 2003).

Physical and mental illness was present and persistent when returning to in-person classes, for both students and teachers. As a result of this illness, extreme attitudes were experienced, as reported by E37, who said that she attempted suicide due to the pressures that life circumstances imposed on her at that time: “I had Covid-19, when anxiety and depression came galloping and, in desperation, I tried to commit suicide four times”. As Santos, Caldas, and Silva (2022, p. 15) observe, prior research indicates that working from home with the use of Information and Communication Technologies (ICTs) can engender feelings of tension, anxiety, exhaustion, and diminished job satisfaction.

For teachers, in addition to the physical and mental illness processes experienced and perceived in students, there was also a concern with the reorganization of pedagogical practice. In this regard, P13 highlighted:

One of the biggest challenges was adapting back to the in-person reality. The pandemic also made several processes more flexible ([...] assessment, class schedules, etc.) and, upon returning to in-person classes, students had difficulty adapting back to the processes established during the in-person period.

P17 pointed out the following: “Lack of rapport between students who had just met, which reduced participation in the debates proposed in class”. Especially regarding the challenges and emergencies of the evaluation processes during the pandemic period and upon returning to in-person classes, the bibliographic study carried out by Bortolin

and Nauroski (2022) also found that the evaluation process was challenging in different educational contexts, both with children and adults. There was a need for adaptations that significantly changed the ways of evaluating.

While the remote teaching strategy was undoubtedly a necessary and urgent measure, it is also evident that it had the unintended consequence of further marginalizing students from disadvantaged backgrounds and exacerbating existing inequalities within the education system. The extent to which students and teachers were able to remain engaged in the course they were attending was contingent upon many personal, social, and familial factors. These factors contributed to varying degrees of deprivation, which manifested in two key ways: firstly, due to a lack of necessary equipment and internet access, and secondly, due to a lack of appropriate physical spaces in which to learn (Barros *et al.*, 2021).

The precariousness resulted from the flexibilities introduced during remote teaching, including evaluation processes. Teachers have been dealing with precarious work and flexible schedules since the 1990s. Now, they're facing demands for productivity, effectiveness, efficiency, and excellence. Some governments even accuse them of not doing their jobs during the pandemic.

The task-based teaching practice, with the extension of working hours and activities that are not completed during the stipulated formal workload, according to Codo and Vasquez-Menezes (1999), transforms work in education into work like any other, with people who divide tasks, individualize results and compete with each other in the search for better success rates. Thus, teachers increasingly extend their work to the weekends, contributing to the increasing precariousness of workers subsumed by social relations of work and capitalist exploitation (Alves, 2012).

5 Final considerations

The transition from remote to in-person teaching in the context of teacher training has posed significant challenges for educators. The increased workload has led to a sense of overload, which in turn has contributed to the emergence of physical and mental health issues. Similarly, students were directly impacted by the overwhelming demands,

which also resulted in illness, feelings of exhaustion, anxiety, depression, and even extreme attitudes, such as attempted suicide.

This (ex)tensification was compatible with facing situations of insecurity in relation to the Covid-19 virus and grieving processes. The reports from teachers and academics indicate that they were subjected to precarious conditions for learning and teaching, particularly given the fact that they shared work and study with the family environment, engaging in such activities alongside the care of children and animals. Additionally, they encountered difficulties in accessing the internet, a lack of ability to use technological tools, and an inadequate environment to work and/or study.

The conditions imposed led to further harm to students' learning, resulting in irregularities in the delivery of requested activities, difficulty in following up on activities, and problems related to interpersonal and/or academic-scientific socialization. In this context, the inequalities that already existed in different sociocultural groups and educational settings were exacerbated, that is, class inequalities were extended and configured into multiple and heterogeneous inequalities.

The adverse consequences of these exploitative practices, along with intensification, extensification, precariousness, and illness, prompt educators to make decisions that frequently prioritize instructional activities, with a greater focus on individualized assistance to address students' questions, both those arising during in-person classes and those brought from the remote period. As a result of these experiences and precarious bodies (Arroyo, 2012), research activities as a formative principle (Demo, 2015) were extremely weakened in the formative process of future teachers in the context of the Federal Institute.

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Responsible editor: Lia Machado Fiuza Fialho

Ad hoc experts: Débia Suênia da Silva Sousa and José Airton de Freitas Pontes Junior

Translator: Marina Pompeu

How to cite this article (ABNT):

HOEPERS, Idorlene da Silva; VANZUITA, Alexandre; MARTINS, Francini Scheid. Do ensino remoto ao presencial: entre travessias e desafios. *Educação & Formação*, Fortaleza, v. 9, e13729, 2024. Available at:

<https://revistas.uece.br/index.php/redufor/article/view/e13279>



Received on July 11, 2024.

Accepted on September 13, 2024.

Published on December 4, 2024.