



## Post-remote teaching narratives: challenges and re-significations in High School

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### Abstract

The research investigated, based on teachers' narratives, the challenges that high school teachers have faced in the post-remote teaching period. The research problem was: what aspects are highlighted by high school teachers in their narratives about the resumption of classroom teaching, post-remote teaching? The general objective was to understand the teachers' narratives about the resumption of face-to-face classes after emergency remote teaching. The methodology used was qualitative in nature, inspired by the narrative research method. The narrative interview was the instrument used to generate data, which was analyzed using Textual Discourse Analysis (TDA). The theoretical framework was based on the studies of Delory-Momberger (2012), Freire (2001), Tardif (2020), Imbernón (2009), Josso (2007), Chizzoti (2003), Galiazzi and Moraes (2014). The study concluded that it is necessary to open spaces for teachers to talk about challenges and possibilities that are part of their work.

**Keywords:** Teacher narratives. Face-to-face return. Remote Learning

### Narrativas docentes pós ensino remoto: desafios e ressignificações no Ensino Médio

#### Resumo

A pesquisa investigou, a partir de narrativas docentes, os desafios que professoras (es) do Ensino Médio têm enfrentado no período pós ensino remoto. O problema de pesquisa que se arquitetou foi: quais aspectos são destacados por professores do Ensino Médio em suas narrativas sobre a retomada das aulas presenciais, no pós ensino remoto? O objetivo geral buscou compreender as narrativas docentes sobre a retomada das aulas presenciais após o ensino remoto emergencial. A metodologia utilizada foi de natureza qualitativa, inspirada no método da pesquisa narrativa. A entrevista narrativa constituiu o instrumento de geração de dados, analisados por meio da Análise Textual Discursiva (ATD). O referencial teórico fundamentou-se nos estudos de Delory-Momberger (2012), Freire (2001), Tardif (2020), Imbernón (2009), Josso (2007), Chizzoti (2003), Galiazzi e Moraes (2014). O estudo permitiu concluir que é necessário abrir



espaços para que professoras (es) falem sobre desafios e possibilidades que fazem parte do seu trabalho.

**Palavras-chave:** Narrativas docentes. Retorno presencial. Ensino Remoto.

## 1 Introduction

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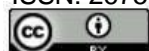
In early 2020, the world was surprised by a devastating pandemic, the Covid-19. In Brazil, in March of that same year, most activities were paralyzed, businesses considered non-essential closed their doors, as did schools and universities. We were enveloped by fear and insecurity, what was happening took bigger and bigger proportions, schools kept closing as the months went by, and this period lasted for almost 2 years (March 2020 to December 2021).

As education exists independently of the physical structures, technology was one of the ways found to help maintain school education, even if in a precarious way and without the proper preparation of teachers to deal with the technological innovations that were seen as possibilities in this context. Thus, little by little, classes were being resumed in an emergency remote way, in the midst of a scenario of uncertainties and profound inequalities that made education more and more dualized in our country.

To ensure the validation of remote teaching, the Ministry of Education (MEC) published the opinion CNE/CP no. 5/2020, approved on April 28th, 2020, which dealt with the reorganization of the School Calendar and the possibility of accepting non presential activities as compliance with the school days of the current year.

This is a very fertile ground for research investigating the difficulties of remote teaching, the accentuation of social inequalities linked to the emerging social model, the training of teachers to manage digital technologies, the increase in the teacher's work demands, among other urgent issues.

To contribute to the open field of discussion, our goal is to investigate the challenges listed by high school teachers in the resumption of face-to-face teaching after emergency remote teaching. Although still in a pandemic context, schools reopened to





the face-to-face classes. All subjects involved in this dynamic teaching and learning process have certainly gone through many situations that have resigned their experiences and this is our research object, the narratives of high school teachers about the new challenges arising from the pandemic period and what are their experiences of resignification of the challenges posed.

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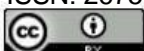
Our research question consists in answering the following question: what aspects are highlighted by high school teachers in their narratives about the resumption of face-to-face classes, post-remote education? Thus, the general objective of this study is to understand the teachers' narratives about resuming face-to-face classes after the emergency remote teaching. As specific objectives, we sought to understand the educational challenges left or accentuated by the pandemic, to understand the difficulties teachers face when facing this new reality, and to understand the experiences of resignification after the remote teaching.

The relevance of this study lies in providing a space to welcome the teachers' speeches, providing the sensitivity of listening. Thus, we present scenarios of resignification of practices, thoughts, subjectivities, and existentiality.

## 2 Methodology

Our study is qualitative in nature. This type of research favors the construction of reality, in a critical and emancipatory view, inviting researchers to have the sensitivity to perceive the investigated phenomenon through the senses. Chizzotti (2003, p. 221) explains what research with the qualitative approach consists of. For the author

The term qualitative implies a dense sharing with people, facts and places that constitute objects of research, in order to extract from this conviviality the visible and latent meanings that are only perceptible to a sensitive attention and, after this tirocinium, the author interprets and translates into a text, zealously written, with scientific acumen and competence, the patent or hidden meanings of his research object.



Thus, qualitative research has elements that enable the meaningful analysis of the data produced without disregarding aspects of subjectivity associated with human existentiality.

Linked to this type of research we were inspired by the biographical method inherent to narrative research, since our goal was to open a space for the collection of narratives, listening to the teachers talk about their experiences.

Narrative or biographical research comprises the interaction of the individual with the social. In fact, this type of research seeks "to perceive the unique relationship that the individual maintains, through his biographical activity, with the historical and social world and to study the constructed forms that he gives to his experience" (DELORY-MOMBERGER, 2012, p. 524). The author adds more value to this type of research by saying that

[...]biographical activity is no longer restricted only to discourse, to the oral or written forms of a realized verb. It refers, in the first place, to a mental and behavioral activity, to a way of understanding and structuring experience and action, exercising itself constantly in the relationship of man with his experience and with the world around him. (IDEM, p. 525)

As qualitative research requires an exploratory phase for the initial approach to the object to be studied, we used as an instrument for this approach the narrative interview for the mobilization of the re-significations of the work of the teacher partners of the research. The self-narratives that emerge bring subjectivity as the main point in the formative paths, giving importance to what is freely narrated by the interviewed individual.

Corroborating the above ideas, Delory-Momberger (2012, p. 526) adds that

What the biographical research interview seeks to apprehend and understand is precisely the singular configuration of facts, situations, relationships, meanings, interpretations that each person gives to his own existence and which underlies the feeling he has of himself as a singular being.

The interview we use is narrative based, in which, according to the research objectives, the questions preserve the naturalness and spontaneity of the narratives.

The collaborators of this study are teachers who work at EEEP Rita Matos Luna, in Jucás-CE. Participated in the interviews 02 teachers and 02 education teachers



Medium. They were invited by the criterion of teaching at the school for at least 4 years and by their willingness to participate in the study. The collection of the narratives took place in August 2022, in a room reserved for this moment, on the school premises where they work. Each interview lasted approximately 1 hour, and took place according to the availability of time of each collaborator. After signing the ICF and authorizing the interviewed teachers, their statements were recorded for later transcription and analysis.

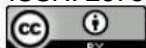
For the analysis and discussion of the data we used the Textual Discourse Analysis (TDA). The results went through the stages of unitarization and categorization, which generated the construction of the metatext, based on an interpretive and argumentative analysis, as guided by Galiazzi and Moraes (2014).

### 3 Results and Discussion

The research partners have the following profile: Teacher 1, with a degree in Social Sciences, attending a specialization in Psychopedagogy, teaches in 1st, 2nd and 3rd year classes the curricular component Sociology, his time in teaching is 5 years, all in the same educational institution. Teacher 2 has been teaching for 15 years, at EEEP Rita Matos Luna for 4 years, she teaches Philosophy in the 1st, 2nd, and 3rd years. Teacher 3 teaches Mathematics to 2nd and 3rd grade classes, has 6 years of professional experience, and is studying for a Master's degree in Computational Mathematics. Our fourth collaborator works in the 3rd grade classes on the curricular component Portuguese Language and has 17 years of teaching experience, 6 of these in the institution that served as locus for the research, she is a specialist in Portuguese Language and Literature.

In this study, we will call them by the pseudonyms they have chosen. Thus, Teacher 1 will be called John, Teacher 2 will assume the name Sunflower, Teacher 3 will appear as Luke, and Teacher 4 will be called Antonia.

The interview was composed of two main questions. The first consisted of recalling the main educational challenges existing in the school where they work, before





of the pandemic, and now that face-to-face classes are being resumed, what challenges persist after emergency remote teaching. The second question urged the teacher to reflect on the re-significations she had to consider in order to adapt to the challenges imposed by the new reality.

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After unitarizing the transcribed interviews or corpus, some important categories were identified. For the initial question the following emerged: teaching methodology, social inequality, learning difficulty and access, digital resources, motivation, need for equity, educational delays, emotional health. In relation to the question about teacher re-significations, the following categorical dimensions emerged: use of technologies, patience, understanding, overcoming, more attentive look.

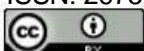
Regarding the categories glimpsed in question 1, we will list for each one some excerpts from the interview. The main excerpts from Professor João's speech are:

*What remains is the challenge of trying to get the students aligned in relation to the content. (Teaching methodology); I think this issue of financial condition, of parental support, of family structure, reflects a lot on student learning. (Social inequality and access); [...] The issue of technology use is going to be a very big challenge, because wanting it or not, it's here to stay. (Digital resources).*

Sunflower teacher on the challenges that existed in the school before the Covid-19 pandemic and the current problems:

*The challenges before were to seek different ways to bring the student so that he can learn and not just be here at school [...] and now facing the post-pandemic period our challenge is much greater [...] today we have to work with the gap of this pandemic period, that we know all the difficulties we had with our students [...]. What is new in this learning problem is knowing that the student has learning difficulties, but he also has anxiety problems, financial problems at home, and "n" situations that we face in our daily lives).*

We realize that, according to Professor João and Professor Girassol, the challenges are many, but that it is necessary to continue, even if it is necessary to rethink methodologies, teacher training, and social issues. Imbernón (2009), when writing about the permanent training of teachers, recorded that social changes should guide the way: "It is necessary to analyze what works, what we should abandon, the which we have to unlearn, what we need to build anew or rebuild on the old" (p. 18).







Collaborating with the research, Professor Lucas expresses his concern about student learning:

*[...]the challenges we have are precisely the difference in the level of students in the classes [...] we receive a clientele from different schools, from different regions, and this issue of student levels has always been a concern, because some come with more advanced knowledge, others come with some gaps. (Inequality and learning difficulty); there is also another problem in the profile of the 1st grade boys, because we have students who studied two years of elementary school that we didn't go with us, so we know that they are two years in the final years of elementary school and we have to verify and identify that first problem, which is the difference in levels [...]. (Educational delays)*

The contribution of this narrative, as of the others recorded, allows us to reflect on the appreciation of teaching, because these elements "allow the teacher data on which to reflect and analyze to promote student learning" (IMBERNÓN, 2009, p. 28).

Teacher Antonia reinforces what was put by the other contributors about social and learning inequality, the use of technologies, educational backwardness, and contributes to the category of emotional health

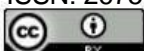
*In relation to new challenges, a big one is dealing with the issue of anxiety that has increased a lot not only in the students, but also in us as professionals.*

The work of reflection that is structured in the narrative of self-training "allows us to establish the measure of social and cultural changes in individual lives and relate them to the evolution of the contexts of professional and social life" (JOSSO, 2007, p. 114). Thus, we understand the marks of the perceptions of teachers, of identities, expressed in the existentiality of each partner of this research.

Continuing with the analyses, we will turn our attention to the re-significations that enabled the teachers to develop their work despite the challenges they face on a daily basis. On the use of technologies, they narrated:

*I had to break several taboos that I had in relation to the use of technology, to see it as a tool that can be used in the boys' learning, because these students already arrive... they were born in a connected world [...]. (John)*

*[...]in relation to technological material, which we already used before, but had difficulties and with the pandemic period these difficulties increased, because we*





*had to learn to use things we had never seen before, like websites, platforms that were created so that we could continue our work [...] (Antonia)*

*[...]I think that all teachers had to reinvent themselves, for me I can say that I was not very used to using digital resources in my classes [...]was a resignification because nowadays I use more.” (Lucas).*

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About the re-significations already listed, we base ourselves on Tardif (2020) when he says that the knowledge of the teacher (s) are not defined once and for all and are not restricted to a set of cognitive content. This knowledge is in process, under construction throughout the entire professional teaching career. Thus, we understand that redefining routes is part of the pedagogical work. In the process of redefining routes, the resignifications focused on attitudes such as patience, understanding, overcoming, and a more attentive look appeared in the reports below:

*So, I think that this understanding is happening both at school and among teachers, not to accelerate because to recover is a long-term process. [...] (Sunflower);*

*[...]I also needed to re-signify myself in the question of having a little more understanding, because we saw that the students learn in different ways [...]and, thus, we realize that we need to attend them also in a different way. (Lucas).*

In view of the above, we know that the educational gaps increased in the period after the remote classes and the students returned to the classrooms unmotivated, with learning gaps, with emotional problems, as well as difficulties in other areas. Thus, the teaching staff had to reorganize themselves to meet these urgent demands, while at the same time trying to adapt to the new and challenging reality.

Regarding these different paths, the need to relearn and rethink practices, Freire (1997, p. 27) contributes with the idea that

The teacher's learning by teaching takes place to the extent that the teacher, humble and open, finds himself permanently available to rethink what he has thought, to review his positions; in which he seeks to engage with the curiosity of the students and the different paths and routes that he takes them on.

Linked to the quote above, a line from teacher Lucas says, "I think no one came out of the pandemic period the same way they went in.







According to the report, this period marked by so many uncertainties and challenges served, among many things, to show that we are capable of re-signifying ourselves, of facing the new and empowering ourselves in the most unusual situations.

## 4 Final considerations

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Based on the problem raised, the objectives of this research and the results found, we conclude that it is necessary to open a space for teachers to talk about the challenges and possibilities that are part of their work.

The moment of the interviews was translated as an important opportunity that our collaborators had to reflect on issues inherent to their work.

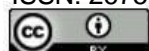
We conclude, therefore, that although the educational scenario set by our partners is surrounded by many challenges, many of them arising from or aggravated by the pandemic period and remote teaching, there is a significant work being carried out and we can notice it through the reports about the re-significations that express the teachers' resilience in facing difficulties and coming out stronger from them, with learning and renewed knowledge that start to subsidize their conceptions and ways of being a teacher.

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