



## **DOSSIER: SCHOOL IN BRAZIL: TIME, SPACE AND PANDEMIC**

### ***DOSSIÊ: ESCOLA NO BRASIL: TEMPO, ESPAÇO E PANDEMIA***

### ***DOSSIER: ESCUELA EN BRASIL: TIEMPO, ESPACIO Y PANDEMIA***

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The reality imposed by the new Coronavirus pandemic forced the whole world to take precautions, especially in the form of social isolation, to contain the severe health crisis generated by this disease that has already affected millions of people. To make possible the social distancing necessary to contain the virus dissemination, governments and nations took measures such as closing the economic, cultural, and educational activities, in addition to imposed *lockdowns* that barred all social activities, except those considered necessary.

As a result, schools all over the world closed their doors and students were forced to return to their homes. Seeking to avoid even greater impacts, especially in the educational system, exceptional measures were taken in the form of remote education adoption in all countries; although distance education already exists, in theory and practice, for a long time, there was never before the need for a complete replacement of the face-to-face teaching system by the remote system. The emergency adoption of these measures would show the great existing problems, exposing to those who wanted to see the inequality in all its extension, making excluded those who did not have access to the world computer network, to the Internet and to the Information and Communication Technologies. But there are also aspects of this new reality of isolation that can be taken as lessons to improve existing systems, whether they are educational or not (COSTA CARVALHO, 2021).

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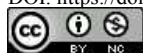




Starting with the problems, of the many ills blatantly exposed by the pandemic and the social isolation, inequality among people became even more evident, because in much of the country and the world, access to online media now became a necessity, the basis of education, the only way to be present in the educational environment that, in Brazil, should be the right of all, as advocated by the Constitution of 1988 (WENCZENOVICZ, 2020). Thus, the inequality that was already glaring in the country shows its face when the structure of internet access in the country becomes an impediment to develop the activities of remote education, for its precariousness. Moreover, distance learning shows that there is still a great unpreparedness of teachers to work in digital media (DANTAS; CASTRO, 2020), and this is a result of a State policy that not only did not encourage the continuous development of education professionals, as it was increasingly limiting this sector with funding cuts, ideological attacks, political intimidation measures (such as filming of teachers and accusations of indoctrination, School Without Party etc.). The pandemic revealed all the fragility to which the Brazilian education system was exposed.

Amid the Pandemic's rampage in Brazil, the situation of teacher preparation for the adoption of a digital education environment also takes the spotlight. Teachers all over the country find themselves increasingly overloaded during the pandemic, having to adapt, in an almost entirely autonomous way, to the use of Information and Communication Technologies (ICT), a theme that is not widely worked in teacher training courses and that now became the basis of teachers' performance (SILVA; HESSEL, 2021; SOUZA, 2021). Thus, overwhelmed with developing more activities without the temporal limitations and spatial possibilities of the physical environment of the school, teachers still found themselves forced to upgrade the use of technologies, to acquire resources for access and use of the Internet, all this permeated by a lack of formative preparation and, in many cases, a total ignorance of possible methodologies to create an efficient and engaging virtual teaching, being able not only to provide education, but also to attract the interests of students, now exposed to an environment where distractions are constant and the demand for autonomy and self-sufficiency are huge (ROCHA; LIMA, 2021; ROJAS; MARTÍNEZ; VIVAS, 2021).

In addition to the unpreparedness of teachers, both in Brazil and worldwide, the limitations of the digital teaching environment, even though the online tools have developed and improved exponentially fast throughout the pandemic, also create barriers to the work in the classroom. Subjects such as music, physical education, art in general become extremely challenging (AKBAROVA *et al.*, 2021); communication accessibility barriers make the concept of inclusivity, already very dear to educational debates, even more in evidence, raising



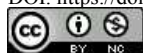


questions about: how to include students with disabilities in distance education? How to include in digital education the remote communities, peasants, indigenous, *quilombolas* etc. where access to the internet is precarious, when even it exists? (OLIVEIRA *et al.*, 2021; ODARICH; SOFRONOV; SHICHIYAKH, 2021).

Even with all these issues and challenges to be overcome, distance education has proven to be a way to maintain the teaching and learning process and, even if far from ideal, it raises questions, discussions, and debates about the possibilities of this type of education, about the uses that this type of education could have even after overcoming the pandemic and the return of face-to-face classes. The thought about what we can take from learning in remote education to a scenario of post-pandemic also brings hope that new didactics can be developed, the concept of hybrid teaching gains prominence, the use of tools and ICT to facilitate and increase the teacher's work and also improve the absorption of content by students, all this poses in the future as a light at the end of the tunnel (FORTUNATO, 2021; MALGANOVA; DOKHKILGOVA; SARALINOVA, 2021).

If remote education will become a real educational possibility and supplementary/complementary to classroom work in the future; if after the access disparities are made public by the pandemic they will be addressed by governments; if it will be possible a specialization, a digital literacy for teachers and students in the future so that the use of ICT becomes increasingly natural (HEISEN; PAVÃO; PAVÃO, 2021); if the concern with humanizing and inclusive teaching methods will continue to be the focus of the development of debates in the field of education; and many other questions that continue to exist, some of which will be addressed in this dossier, which brings works of several national and foreign authors on the impacts of the pandemic and the adoption of remote education in the various education systems presented.

The first article of this issue, entitled **Perspectives of the impacts and reflections of social isolation and the pandemic in higher education**, discusses how the scenario imposed by the Covid-19 pandemic exposes the structural problems of Brazilian reality and further deepens the already great social exclusion and inequality existing in the country. Starting from an analysis of education and the new demands that are forced on an urgent basis both to institutions and to teachers and students, the article explores how, in addition to economic and social barriers, students and teachers are faced with a situation that, even without being prepared, they must face, trying, as best as possible, to overcome the various obstacles of accessibility, mental stress and unfavorable conditions for maintaining a quality education. Teachers are forced to assume new roles, increasing even more their working hours, to generate





extra motivation in students who are in precarious mental situations and poor access to communication technologies, even when they are also facing the problems and personal, social, professional crises etc., generated by the pandemic.

By forcing the displacement of teaching from face-to-face classes in schools and other institutions, the Covid-19 pandemic has created scenarios of working with education that need to be explored and worked on by educators and students so that there is a maintenance not only of quality teaching, but also of the welfare of students, who are forcibly separated from social interaction in the school environment and forced to study from their homes. Among the situations generated by isolation is the availability of free time, which is not yet properly included in the educational process, but could, through appropriate teaching strategies, become a useful time in the teaching-learning process and a factor of well-being for students. The study **Didactic strategies in the use of students' free time in the Covid-19 pandemic (teachers of the Talca Basic School, Maule Region, Chile)** addresses, through the view of interviewed teachers, how they are dealing with this issue and what didactic strategies can be developed for a better use of free time that exists outside the virtual classroom hours.

Around the globe, the daily lives of everyone have been greatly affected by the measures imposed to contain the Covid-19 pandemic: although everyone has been affected, the most vulnerable people are those who are, and were even before the isolation, in precarious socioeconomic conditions, a precariousness that has only been aggravated by the global health crisis, causing, in addition to financial and social problems, greater difficulty in creating future prospects and life planning for an improvement in the conditions of existence. This theme is explored with a focus on Chilean students belonging to families who depend on seasonal agricultural work in the article **Technological education and entrepreneurship from the perspective of students regarding pandemic times in Chile**, seeking to verify through their views how the teaching of technological education can contribute to an increase in self-esteem and to create a more entrepreneurial vision, which allows these students to seek living conditions different from those in which their families live.

The next article in this issue, **Manager's motivation in the teacher's educational praxis in times of Covid-19 pandemic (Santiago Amengual Sports School, Antofagasta Chile)**, addresses the issue of how managers of educational units have an important role to play, especially in the face of the challenges imposed by the current situation of social isolation, as they are able to promote the construction of a more inclusive teaching environment for both teachers and the entire educational community, which allows teaching to go beyond the barriers of the classroom, contemplating the students, who will be formed new citizens, so that they



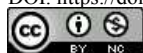


have a better quality education. The study is based on a questionnaire instrument with Likert scale and technical validation of experts to evaluate it after being applied to educators of the educational institution in question.

The word **Educating in pandemic times: is it something possible?** brings a perspective of the challenges that teachers and the education system needed to face with the arrival of Covid-19 and the changes from face-to-face to isolation and remote as a result. In addition to demonstrating how this process of coping and adaptation challenged teachers, students and institutions as a whole, highlighted the terrifying discrepancies existing between social classes, it also makes notes towards a more hopeful future, drawing lessons and learnings from the period of pandemic isolation, especially those that showed that in a scenario of forced isolation, personal, face-to-face contact is still very necessary, for the development not only of the learner and educator, but the person as a whole. Despite the lessons learned, many times in confrontation with discourses focused on the economic factor in an almost blind defense of remote education, the article also points out that the challenges of the pandemic will be succeeded by post-pandemic challenges, of a resumption of face-to-face teaching and of human contact as an essential activity for the formation of the person, of the citizen.

Although remote education already exists, both as practice and as theory for many decades, its implementation in a comprehensive way was never actually planned or even expected: the scenario created by the coronavirus pandemic forced this teaching method to be implemented in a comprehensive and urgent way, without any preparation in fact; institutions, students, teachers, the entire school community was caught by surprise and had to adapt to this new reality, which although temporary, has lasted long enough. This affects especially the basic education, an area of education that had not been in fact so worked, even in theory, for the application of remote learning. The burden of this unpreparedness and urgency of application, in most cases, falls directly on the teacher and students, who must organize and adapt to new routines and features without a drop in the quantity and quality of education. Glimpsing the challenges and unrealistic expectations placed on the education systems and teachers, in particular, the article **Distance learning: e-learning in pandemic times** problematizes the way this system is built and, also, projects the way this will deconstruct and how many new challenges and charges will be, once again, deposited on top of teachers and students, so that the 'lost' time is compensated in record time, so that the leftovers of a forced and unprepared application of a new teaching methodology are not visible.

When dealing with the virtual reality imposed by social distancing, within education, the question of how digital technologies are and can be used becomes of great relevance. In a





context of children and adolescents' literacy, the digital support may prove to be a great ally in the development of these students. The paper *Reading practices and digital literacy of children and teenagers in the Covid-19 pandemic* discusses the implications of this moment in the development of digital literacy activities and practices. The authors analyze the ways that this manifests itself, especially in games, online classes, and social networks, and point to the little relevance given to digital books by students, as well as the little presence of subtitled movies in the family environment. Through a questionnaire applied to students from 7 to 17 years old and their families, the authors point out how the practices of use of digital technologies of information and communication have become more extensive and, in addition to serving as a support for the development of reading and literacy, they have also become one of the main forms of transmission of culture nowadays.

Among the various adaptations that needed to be made for an adaptation to the pandemic context, the use of virtual communication tools as intermediaries of the teaching process stands out; among the tools that were used in this process, the article **Remote classes in pandemic: WhatsApp as a teaching tool in Davinópolis/MA** analyzes the use of the messaging application WhatsApp. Although the study is restricted to one location only, it is revealed that there is a difficulty in adapting teaching practices, accompanied by an even greater overload of the teacher in this scenario, all this accompanied by a need for the student to become more autonomous and protagonist of their study, along with the need for the family to also take part in this process, which can generate difficulties in teaching, such as gaps in reading and writing developed by these students. In addition to these points, the paper also shows the need for the development of public policies that help the development of teaching activities in this period, so that there is not such an overload in the teaching work and to maintain the quality of education.

The paper **Basic education in rural schools in the pandemic context: remote teaching for whom?** sheds light on an important debate within the context of remote education, something aggravated by the condition of inequality experienced by Brazil, where there are still rural schools that do not have access to the internet and that serve peasant students who are also excluded in the issue of access to digital technologies. Amid the already many challenges imposed by the pandemic, among them the attempt to keep education working by the remote method, which even within urban settings already evidenced the existence of major obstacles and difficulties, when analyzing the field environment, these obstacles, due to a lack of planning of municipal administrations, the closing of schools and the lack of access to the internet network, become practically insurmountable, creating giant barriers for the inclusion of the



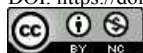


rural population in the emergency process of remote education, which only increases even more the existing educational inequalities in the rural environment.

Even before the pandemic, the issue of inclusion was already becoming the stage for major debates, especially within the field of education. With the isolation measures and the cancellation of face-to-face classes in favor of a remote education system that respected the health measures without allowing education to stop as a whole, new debates emerged, or new fields for existing debates, such as the inclusion of students with ASD in the education system. Bringing a case study that occurred in Cascavel-PR, the article **Report of teaching experience in remote education during the pandemic with a subject with Autism Spectrum Disorder (ASD)** shows, through a qualitative approach, how it is possible that the inclusion in an educational praxis in isolation context can occur positively. In addition, the authors also point out the need to think about an inclusive education, even during the pandemic, which favors humanizing experiences for subjects with disabilities.

The school environment goes beyond the classroom itself, allowing the socialization and coexistence of students of all ages in an active social environment, which can be very stimulating for the satisfactory development of children and adolescents for life in society. In line with this thought, in the article **Children and adolescents and the challenges of educating during the pandemic**, a discussion is made about the impacts that the lack of social experience and a school routine can have on students of all ages, pointing out the challenges imposed by the pandemic and how overcoming most of these challenges, in the form of remote education, is not able to meet many students, largely due to economic inequalities of the population, which culminate in inequalities of access to education. Recalling that the reality of Brazilian education and the size of the extra challenges encountered during pandemic times are dictated by political decisions, the authors point out that even with all the mishaps present in this reality there is a great deal of knowledge that can be acquired in this period and used to minimize the effects that the closing of schools, for containment of the health crisis, can bring about.

The article **Covid-19: educational, digital, and social exclusion** shows how the virtual world is increasingly present in all human spheres, whether mediating social, financial, cultural, friendly, informative relationships etc., which ensures this virtual existence a great relevance in a general context and in the academic context. All this headed by the Internet, which shows a facade of integration and global proximity, but even so it becomes a factor of strong exclusion, which invisibilizes and excludes a large part of society from this virtual world. Due to this level of relevance occupied by the Internet and by digital communication and information technologies, in times of pandemic, this virtual medium acquires even more relevance and





becomes not only an optional instrument of experience and cultural and social access, but also a tool for the execution of public policies, such as education. Facing this new pandemic reality that demands a virtual coexistence while respecting the imposed social distancing, the inequalities and exclusions made by the access to these media become blatant, and it becomes evident the exclusion of a large part of the population of this world and the unpreparedness of governments to deal with this new reality, to ensure an equal access to online media for all. The article points to the urgent need to develop public policies that seek to remedy this digital exclusion and disparities in access to this virtual world, which is an increasingly large part of the real world.

The last article of this issue, entitled **Interfaces between education and cyberculture: human relations and the digital connection transversality**, puts into question how human relations are constituted in the face of the ever-increasing expansion of digital connectivity, especially in the context of education. In approaching this theme, the authors focus on the concept of cyberculture and its educational interfaces, how this connection could be analyzed in a principle of construction of a subjectivity able to understand the digital connections in the human processes of teaching and learning, generating demands for us to become more capable, more literate in this digital media, making us, thus, more able to deal and interpret the flows of information and knowledge of all kinds that are provided to us in an ever increasing and more continuous way. Thus, the authors seek to show how there are great possibilities of democratization of knowledge, which can be a great ally of education, but this requires that, increasingly, human beings adapt and improve to deal with this new way of building their subjectivity.

Thus, we present several faces of how society is forced to fight with and against a new digital reality imposed by the pandemic, a reality that presents great possibilities for innovation, adaptation, realization of ideas previously left in the background, but all permeated by obstacles, challenges, inequalities, and exclusions. In a country as different as ours in relation to the rest of the world, these problems can take on Herculean proportions and yet, many times, supported by thoughts of hope: focusing on what can be learned during times of difficulty, one looks to the possibility of overcoming in the future, both the pandemic and the discrepancies and unpreparedness for living in a digital world.

The experiences lived in recent years of facing a health crisis of unprecedented proportions in modernity made many doubts arise, and the choice of an interpretation that the phenomenon would be transient or that the best strategy would be to recover the probable losses made 2020 and are making 2021 an immense laboratory that moves to answer the question:







“Can an unequal country, with historically constructed problems, subject to the ills of structural misgovernment, have an Education that helps to free itself from the past and build a new future?”.

The editorial team wishes everyone a nice reading.

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