

Perception of students and workers during remote activities, at the Federal Institute of Education, Science and Technology, Vitória da Conquista - BA Campus

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ABSTRACT

In 2020, during the COVID-19 pandemic, the Federal Institute of Bahia faced significant challenges with remote teaching and working. This qualitative study investigated how students, teachers and workers adapted to the new conditions, addressing aspects such as ergonomics, worker health and education.

Keywords: Remote learning, COVID-19 pandemic, Qualitative methodology.

INTRODUCTION

The present study reflects the situation that occurred in the second half of 2020, in which students and education workers faced to adapt to teaching activities and remote work. It was an unusual situation in which professors, students, administrative technicians, outsourced workers and interns experienced.

The basis of this study was to seek reference theorists in the area of knowledge of ergonomics, workers' health and education, as they are of significant importance for the understanding and description of the object of study. Therefore, these theorists provided the necessary support to approach and understand the reality of remote teaching and work, caused by the COVID 19 pandemic. In this sense, it was important to understand how students and workers at the Federal Institute of Education, Science and Technology of Bahia, IFBA-Campus Vitória da Conquista are facing remote teaching/activities, given their condition as students, teachers, workers and family members.

The methodology of a qualitative approach was used, of a descriptive nature and documentary research. The information was obtained through three online forms.

The reality faced by everyone from the difficulty with the tool and the internet, as well as the conditions of the inappropriate home environment for these activities.

OBJECTIVE

Understand how students and workers at the Federal Institute of Education, Science and Technology of Bahia, IFBA-Campus Vitória da Conquista are facing remote teaching/activities, given their condition as students, teachers, workers and family members.

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METHODOLOGY

The methodological proposal began with a literature review to support the problem, based on the theoretical framework existing in these times of the COVID 19 pandemic, in relation to remote teaching/activity. Books and official publications available online in a google database were used, such as books, periodicals, magazines.

Regarding the field research, the qualitative approach was adopted, subsidized by Minayo (2002), because the social sciences, at the present time, occupy a recognized position to study the phenomena that involve human beings in their various contexts.

The sample was composed of 72 participants, 47 students from undergraduate and technical and high school courses, 20 teachers from various areas of knowledge and 05 referring to the other workers, all over eighteen years of age, who were attending classes, teaching classes, working remotely. 03 (three) google form forms were prepared, composed of open and closed questions. The form for students was composed of 35 questions, for teachers 82 questions and other workers 26 questions. These questions were able to achieve the intended goal. Each group of respondents received the specific form, virtually, through the intraunit, emails from some classes, instagram, facebook and on the campus portal. In addition to being available during the period from November 2020 to February 2021. The content of the message sent explained the objective of the research, the guidelines on how to proceed, after reading the free and informed consent form (ICF).

The forms were divided into 4 (four) sections. The first section consisted of questions regarding sociodemographic data. The second refers to remote teaching, from the point of view of teaching-learning and aspects related to remote activities. The third section involved information related to the conditions of the domestic physical environment. In the fourth section, aspects of how the body, physical and mental, have manifested themselves were addressed. The time taken to fill it out was between 10 and 15 minutes.

It should be noted that the exclusion criterion established was that students and civil servants who had been away from activities for any reason, such as sick leave, vacations, leave to study, among other legal leaves, and also minors, will not be able to participate in the research.

To meet one of the items of the qualitative research, the technique used to collect information was the online questionnaire, also called google form, composed of semi-structured questions, which were sent to the participants individually and virtually. These questions achieved the intended objective, because, according to (MANZINI, 2003), the planning for the elaboration of the questions is important to obtain the necessary information to answer the study question.

To preserve the data and identity of the participants, no name or email was requested. The research was submitted to and approved by the Research Ethics Committee (CEP) of the IFBA, under number 39750920.1.0000.5031



DEVELOPMENT

At the current moment, the SARS-CoV-2 (Covid-19) coronavirus pandemic has arrived and changed the way many people see and live. It has affected the lives of all the inhabitants of the planet in general and globally, as it is a virus with a high power of transmission and contamination. The disease can present as a mild infection, or even be capable of triggering pneumonia, respiratory failure, and leading to death (D'ALESSANDRO, 2020). Due to this evidence, some institutions were forced to follow the guidelines and measures established by the health authorities.

These changes were no different for students and education workers, because the work environment of educational institutions favors agglomeration of people, whether in the entry and exit of students, or in the classroom or during breaks. For these reasons, it was necessary to mandatorily follow the sanitary measures and protocols of the public health power, to prevent the spread of the coronavirus and, consequently, the contamination of people in this environment and in the family environment.

This emergency situation was accepted by many educational institutions to guarantee high school students, at first, assistance and completion of the semester. That is, avoiding interrupting the semester of 2020.1

At the Federal Institute of Education, Science and Technology of Bahia, non-face-to-face emergency classes (AENPE) were planned under minimum conditions for their implementation, which began in the second half of 2020.

It is important and necessary to bring understanding about the difference between remote teaching and distance education. According to Behar (2020), Emergency Remote Education (ERE) and Distance Education (DE) do not have the same meaning. In this sense, it is necessary to highlight and distinguish such concepts. Also, according to the author, the term "remote" refers to a geographical distance. From this perspective, teaching is considered remote because the school community, especially teachers and students, are prevented by decree from teaching-learning, in institutional and face-to-face physical space, to prevent the spread of the coronavirus. It is an emergency since, quickly, the pedagogical planning prepared for the 2020 school year had to be passed over.

Urgently, it was necessary to think, collectively, about pedagogical activities mediated by the use of digital tools, to resolve and minimize the impacts on learning, since face-to-face classes would be impossible. It is worth noting that the curriculum of most educational institutions, which offer face-to-face teaching, was not designed for the remote modality. (BEHAR, 2020).

In ERE, the class is taught/worked on in synchronous time, that is, in real time, in order to follow the principles of face-to-face teaching, such as video class, expository class by web conference system, and asynchronous activities are carried out in virtual learning environments (VLE) and google class, during the week. All this dynamic that replaces the face-to-face class for digital presence is called social



presence. Digital tools project presence, based on participation and discussions in online classes, feedback, and contributions within the virtual environment.

Distance education is based on the Law of Guidelines and Bases of National Education No. 9394/96). In its article 80, it defines distance education as a form of teaching that enables self-learning mediated by systematically, organized didactic resources. All of this is based on planning.

On the other hand, to face-to-face teaching, Distance Education, in the educational context, manifests itself as a possible modality, bringing different ways of seeing the world, teaching and learning. Distance education is considered flexible and meets the real needs of students, it also provided the opportunity for the democratization of education and is considered an instrument for the emancipation of the individual, in society, to the extent that individuals communicate, critically reflect aspects of social, political and economic life, makes them creative producers of knowledge (BEHAR, 2009; 2019; HACK, 2011; PRETI, 2000; NEDER, 2000).

Distance education eliminates geographical and temporal distances, that is, it gives students the conditions to organize themselves by managing their time and place of study. It favors those students who cannot study for some reason, within the expected age, in addition to other particularities, such as: they are adults in the labor market, live in other municipalities, do not get approval in face-to-face courses, nor time and dedication to studies (BEHAR, 2009; 2019; HACK, 2011; PRETI, 2000; NEDER, 2000).

Behar (2019) states that in distance education, the cognitive, affective, and social aspects of students and teachers must be taken into account so that the objectives of the teaching and learning processes are successful.

It is important to highlight that according to SIMPRO (2020) the work carried out at home, during the pandemic, has been part of the teaching and student routine. They have realized the energy expenditure necessary for remote classes to take place.

This current daily life, for the teacher, is no different when compared to face-to-face classes, because planning, readings, research, class preparation, activities and evaluation instruments are necessary.

Also, according to the union, it has been a few years since technology was incorporated into the teaching work, increasingly demanding that the diversity of activities, availability of each teachers, and use of personal financial resources, to purchase a computer and internet.

This current reality that students and servers are facing, during the quarantine and the necessary period of social isolation, has shown how difficult and complicated it is to get out of that established routine, for another imposed routine that surprised everyone.

The abrupt suspension or interruption of classes has emerged as an unprecedented element, even in the most structured schools. Suddenly, technological resources began to be used no longer as an activity



combined with face-to-face teaching, but to be used in synchronous classes, since face-to-face classes were not expected to return.

The preparation of teachers to develop synchronous classes was thought out and planned, but not enough to meet a diversified demand, given that the skills with digital resources and platforms depend on each teacher. The digital platform, for example, was not used in the daily lives of many of them.

The anguish begins when the teacher thinks about facing online meetings, including because many of them have years or even decades of career experience and move smoothly through the classrooms.

So, thoughts and questions arise because everything has to be controlled, the internet that needs to have a good signal and cannot fall, the dozens of images that jump on the screen, the students' audios, the parallel conversations, the time made available by the platform, the chats, the icons with the little hands raised. Is it possible to maintain serenity and the planned line of reasoning?

It should also be noted that preparing classes for digital media requires time availability beyond what is planned, as well as readings, research, preparation of slides and other support resources. All this new practice, imposed, is inhumane, it is different and exhausting. Even more, for those teachers who teach classes in the integrated, subsequent and higher modality.

Melo (2020) disagrees with the emergence of a new school, when he states that the school has been transformed, but the dominant values of the old school reside within it. He cites as an example the right to tests, expository class, predominating, the monologue of contents, routine presence of books and handouts, grades, averages, approval, failure, attendance, booklet and other situations considered as more rigid and traditional in pedagogical practices (SINPRO-PE, 2020)

It also states that, in this new work format, there is an extension of working hours, deregulation of work and reduction of earnings. This situation is perceived by most teachers who are stuck in the routine of remote teaching.

With regard to students, it is of fundamental importance to show that there is, for most of them, the distance between having access to technology and internet service with a good quality signal, so that they can participate in synchronous classes and follow the asynchronous activities posted by teachers (BEHAR, 2019).

This situation is an aggravating factor when it comes to remote teaching, because there was no time to manage these and other existing problems. In general, students, teachers and other workers go through the same situations and problems presented here.

Therefore, this reality must be verified, so that there is a commitment from the management, in order to serve the institutional community, offering technical, legal and pedagogical didactic support to mitigate social inequalities, which have become even more visible when the requirements of sanitary measures are required, to prevent the spread of the coronavirus.



Considering all this situation that occurred in most of the work sectors of society and in particular the effort to carry out synchronous and remote activities in education, it emerges as an object of research to understand how students, teachers and other workers, from the Federal Institute of Education, Science and Technology of Bahia, IFBA-Campus Vitória da Conquista are facing remote teaching/activities, in view of their condition as a student, teacher, worker and family member.

At that moment, the workers and teachers, even qualified, and the students found themselves responsible for a situation, caused by a pandemic, and had to be able to respond to the unforeseen, identify and solve problems of this new way of working remotely. It is as Gorz (2005) states, it is the subjective prescription of what can be done and accomplished in each of these groups.

When asked about training, the workers informed that the campus did not offer training to cope with remote work or did not know about the training, but only 01 reported having participated in this training, even so it was considered fast and it was necessary to have the tool and internet, although 02 already had experience with the digital platform previously used in meetings, lives and others.

Most of the students did not participate or participated partially, due to problems related to the internet, to the time at which the training was offered, as many of them work. For those who participated, the training partially met expectations. Half of the students had no experience with the digital platform and still do not feel safe. They sought help from colleagues and on the internet. Colleagues are always willing to help in any difficulty.

Almost all of the teachers participated and understood that this moment was important for them to learn how to deal with digital tools, in addition to answering questions with colleagues and tutorials.

Weber (1908) concluded that any "disassembly at work" or any change in the work process, with the introduction of work tools or instruments or changes in the workload and breaks, brings a psychophysical change to the workers, in a way that each one manifests individually. This is what you can see in the statements of the groups surveyed.

As for the residential environment of the workers, 02 or even 03 people live. These people sometimes collaborate with the worker, that the activities in the bedroom or living room, sitting in a chair and these environments have good ventilation and lighting. As for the chairs, 03 answered that they are comfortable and 02 answered that they are not comfortable, despite the fact that the 04 chairs have backrests that accommodate the back. And only one chair has armrests.

Everyone considers the home, family environment appropriate for work, because the environment is quiet, has infrastructure and a computer.

Regarding the desk, where the computer is located contributes to a comfortable posture, although 02 answered that it does not contribute. The digital tools did not present problems, the 04 have a tool and 01 reported being borrowed. Only 03 workers share the tool with more people. As for the internet, only 01



reported that there was a problem related to the signal drop. Everyone has been participating in courses, meetings, children's activities and work demands.

Teachers and students use the following tools to attend and teach classes: note book, computer, cell phone/smartphone. They reported that these tools had problems and had to call the computer technician and others acquired new tools or borrowed them from IFBA and friends. These tools, in some cases, are shared with family members.

As for the internet, it has presented and has been presenting problems. For the students, the solution was to use third-party internet, turn the router off and on or do nothing. And when that happens, he stops attending classes

All professors carry out other IFBA activities in addition to teaching such as TCC orientation, internship, projects, commissions, meetings, seminars, lives, participation in events, participating in courses, lecturer, study group. This involvement is due to the commitment to the institution and professional growth. In addition to classes, students have various lives related or not to the course to acquire knowledge.

When the students were asked about the family environment, they stated that on average 4 people live in the same house with them and sometimes collaborate by remaining silent. And to avoid noise, they use headphones, lock the door to the room, or explain that they need to attend the class and that it is important. Others, as they cannot solve it, are forced to live together.

The most used room in the house is the bedroom, as it has been the best place to attend classes. Only 03 answered that the lighting, room temperature are good and the ventilation is natural and 01 answered that the ventilation is not good. They usually attend class standing, sitting on the bed, in the chair or on the sofa. The chair is not comfortable, but others answered that they are comfortable, but none have armrests and the backrest does not make the back comfortable. The family environment is not appropriate for synchronous classes, because there is noise, children, interference from a family member.

As for the teachers, most live with 3 or 4 family members. These people collaborate at the time the teacher is working, but other teachers stated that the residents do not always collaborate. Classes are predominantly taught in the bedroom, but take place in the living room and office. These environments have good lighting, pleasant temperature, natural ventilation, however some have declared that the environment is hot and the lighting is not good.

All of them work sitting in the chair and 09 stated that they are not comfortable, 08 said that there is no support for their arms. 06 declared that the backrest does not accommodate the back. 11 do not consider their environment appropriate for remote work. Because *"I don't have home-based infrastructure for remote work"*



"Because we end up confusing schedules, feeling that we no longer have a home and a work environment" "A family environment is not a place to work. The name itself says: FAMILY environment, that is, living with the family without external concern"

"Because I don't have ergonomic furniture."

"There is an excess of work that mischaracterizes the home environment.... rest, etc." " I disturb my family members in the simple activities of the house. They can't turn on the TV in the living room or avoid going through the room."

"I use a chair that hurts my back. I'm all the time trying to find a good position. It's not ideal, it breaks the branch."

" Because while I can minimize noise and interference in my own home, I have no way to control noise and outside interference. For example: noise from renovation in the neighbor's house; intercom ringing, etc. I usually use the board a lot in class, I bought a small board, but I don't have a board with a satisfactory size at home. Also, filming and switching between the frame and the notebook is not so trivial."

"I bought a new chair 2 weeks ago because I was finished with the chair I used the previous semester. FINISHED."

"The use of private Internet, electricity and water services is used by the IFBA without any assistance. It is worth noting that for the context of the disciplines I teach (essentially focused on teaching practices) the remote format is not appropriate, regardless of the environment."

All these statements about the family environment must be heard by the management, because these statements are not just any speeches, they are loaded with meanings of a real work verified and experienced by them. It is an experience portrayed by workers and students who highlight situations through speech, words and knowledge. That is why these subjects are important for the transformation of work where there are painful situations that cause suffering.

With regard to health aspects, the groups surveyed converge in their answers, they reported that the body has been experiencing pain, as a result of remote classes and work, such as headache, eye, lumbar, cervical, arms, hands, knees, legs, chest pain, tachycardia, shortness of breath, in addition to stress, anxiety, nervousness, discouragement, trembling hands throughout the day, stomach pain.

The use of ergonomics, especially physical ergonomics, in environments, although important, is rarely observed. Musculoskeletal pain comes from a variety of disorders or affections (tendon, nerve, muscle, ligament, bone, joint, intervertebral disc, among other structures) that are due to mechanical overloads. That is, they are caused by incorrect posture during classes and when developing the activities in which they are performed, sitting in chairs and tables outside the ergonomic standard and in bed, which is inappropriate furniture. Also typing without pause and other work that causes overload on the upper



limbs. You cannot ignore that the legs, lower limbs, remain still, without movements. All this causes pain in the upper and lower spine and in the lumbar and cervical spine. It should be noted even though the social, economic, and cultural conditions are intrinsically linked to the genesis of chronic pain, especially in the upper limbs (BRASIL, 2012; REIS, 2001).

They attribute these manifestations to overwork, excessive contact with computer and cell phone screens, tiredness and nervousness due to the drop in the internet signal, uncertainty, the brightness of the computer screen, the number of hours in front of the computer, work routine, incorrect posture when watching, inadequate table and chairs.

According to Oliveira (2001), spending a lot of time in front of the bright screen of the computer, tablet or cell phone and the LED lamp can bring harmful consequences, which can be irreversible, to health, among them, irritability, headache, cervical pain, shoulder pain, reduced attention, as well as to the health of the eyes, leaving them tired, dry, irritated, itching, eye tension, Aging of the eyes causing degeneration of the macula, myopia, photophobia. It is known that exposure to and approach to blue and violet light emitted by electronic devices can cause computer vision syndrome (CVS). This light also affects circadian rhythms by suppressing the natural release of melatonin, the hormone responsible for the sleep-wake cycle (VANDEWALLE, 2007).

To solve, improve or alleviate health problems, most use self-medication, walk and exercise, sought conventional health professionals, used teas, sought healthy food. As for psychological support, most do not know if the campus offers this type of support for mental health.

It is important to emphasize that even taking care of their health, people continue to be exposed to risk situations that cause or contribute to the appearance of these signs and symptoms listed above.

When all participants make it clear that physical and/or mental health has been affected, it is important to bring up that contemporary capitalism has revealed changes and with the pandemic these economic, political and social changes have brought mental health problems in workers as they claim (GORZ, 2005; LAZZARATO; NEGRI, 2001). In this sense, it can be said that with remote activities, changes came quickly and the impacts fell on the work and subjectivity of workers and revealing problems in the physical and mental health of education workers and students, because in a way this situation was imposed and new physical, psychic and social suffering came to light.

According to Dejours (2015), his position corroborates by stating that work permeates incidents contrary to the control that the worker expects when developing his activities. The organization of work exerts a specific action on the worker that has consequences for the psychic apparatus. Under certain conditions, it shows a suffering caused between an individual history, with perspectives and achievements of projects, hopes and desires, and an organization of work.



Most also answered that in addition to remote activities linked to the IFBA, they do domestic activities and or take care of their children and their school activities. They feel overloaded and that has affected their physical and/or mental health, because:

"Because the campus calendar, with a semester in just 2 months, makes the activities overlap, generating an absurd overload for both professors and students. In addition, the lack of experience with this format makes the tasks demand more time than normal."

"Because in times of pandemic, it is not possible to keep other people for domestic work, but the family."

"Many assignments".

"There is a high demand, and we don't have a support network or even moments of recognition of the work"

"Remote activities end up requiring more time than face-to-face activities (we are online all the time)"

"The time elapsed between the decision to start the AENPE and the actual start of activities was not enough to prepare all the material, causing an overload."

For ergology, the work environment is a space for transformation, "something livable" SCHWARTZ, Y.; DURRIVE (2010). These manifestations are placed by workers and students who live in the current context of remote teaching, they are consequences of the relationships established by them. So, the family environment, in the current conditions, cannot be considered a work environment.

Even if this situation is temporary, it brings anxiety and triggers other diseases due to the forms of work organization that have been established and that must be fulfilled, however it does not meet the expectations of the students, nor of the servers/workers. Hence the internal conflict arises as a result of the pressure and in the fulfillment of demands. One of the statements stands out: *"I work in three shifts in remote education"*.

Remote work, even though it is developed in the family environment and enables creativity, it brings with it all the dynamics that involve work relationships and what is prescribed, so it does not depend on the place where education takes place, this is sustained by a non-neutrality, even because there is a difference between being a classroom teacher and a manager who dictates norms and rules, and has all the control of the situation.

Regarding the meetings in this period of remote activities, 02 responding workers would like more meetings to answer questions and information about sectors of the Rectory. Some students claim that there was no meeting with the coordination, others did not participate in the meeting for some reasons such as: they did not know, they could not, they did not have time, the work schedule. Those who participated wanted to know the information, guidelines and resolve doubts.



Most consider it important and necessary for the campus to provide a team to provide support in relation to information, guidance and other day-to-day demands, to solve problems.

They stated that they contact some sector of the campus by email, phone, whatsapp, but the answers were sent or answered much longer than expected and in some they did not get answers.

Regarding the question related to work tools and financial aid for all, it was evident that the IFBA only made G-suite (google products) available to workers, students and teachers. Some students are having support from the student assistance management. As the budget is limited and there is a high number of students with high vulnerability, it is necessary to select or, in fact, exclude a group, so that some are contemplated.

Regarding the availability above, most would have liked to have been contemplated with some tool and financial aid due to the increase in electricity; not all people have access to the necessary tools to develop activities; they are high-cost, for those who do not have resources.

It should be noted that 01 (one) worker does not agree and states that "the fact of receiving full benefits with isolation generates savings".

In another question about the investment made by the participants, although many have made some investment such as: purchase of chair, headphones, increase of the internet, tablets, there were others who did not invest because they consider that:

"It is not the role of the teacher to remove from his salary, which is already scarce, support tools for his pedagogical work. It's not fair. The Institution is able to equip its professional for the free teaching."

"Because I don't have help from the Institution, and because I believe that this remote process is not perennial and does not dialogue with my conception of the IFBA's mission and especially of public education."

According to Marx (1985), in capitalism, labor relations occur with the exchange of labor power for a remuneration obtained to maintain its subsistence. The worker does not own the instruments and means of production.

From this perspective, it is understood that education workers are salaried workers, who sell their labor power, in the exercise of the division of labor, that is, the knowledge of their area of activity, to a certain educational institution, which can be private or public and which, for the most part, survives from this work. Nor can students not and should not have financial expenses to obtain the means to attend classes and/or to carry out activities. If they do, it must be consciously.

Even with all these unexpected situations, all workers stated that remote work brought quality of life. Probably due to the proximity and greater family life, which is not possible during face-to-face work. Also in other speeches one can perceive the desire for his permanence *"Although I do not consider the*



situation ideal, remote work and non-face-to-face classes enable interaction between people and some level of learning". "Remote work should not be the only way, but it needs to be incorporated into the Institution's daily life."

According to the students, during classes few do not open the camera because of shyness, so as not to expose the house and residents, fatigue and not wearing appropriate clothes. The virtual class does not start on time due to their delays, caused by problems with the internet signal, the distance from work to home.

During synchronous classes, most do not leave the class, a few others leave and return, that is, they leave the room and return. As for the most used tool, it is the cell phone, and 06 students share it with another person. 02 students attend classes with the tools borrowed by the campus.

It is important to highlight that these young people come from a certain social vulnerability and deserve attention and support, so that they do not interrupt their studies, as the lack of interest and lack of motivation have caused school dropout. This is what a study released by Unicef in January 2021 shows, which estimates approximately 4.1 million children and adolescents aged 6 to 17 were having difficulty accessing education and that 1.3 million had dropped out of school in 2020. The data are from the Pnad Covid-19 of October 2020 (UNICEF BRAZIL, 2021).

Another survey conducted by Datafolha and published in January shows that about 4 million Brazilian students aged 6 to 34 dropped out of school in 2020, which represents an 8.4% dropout rate (FOLHA S. PAULO, 2021).

As for the remote class, some are in favor and others against. 06 said they had family friction, 24 said they did not and 17 said they preferred not to give an opinion. As for the investment in tools, 12 have done it, the others need it but have not done it.

As for the number of students per class, it was between 10 and 30 students, and at the end of the semester up to 03 students gave up studying, making the enrollment lock official. Regarding the behavior of students in the virtual class, most reported that:

"There is little participation". "They are mute, but higher education students participation is even more critical." "Few follow, they don't participate". "They are polite, they know how to wait for the moment to make interventions, they are respectful in the chat. However, their participation is small when compared to face-to-face classes. The delivery of activities has been posted late."

As for turning on the camera, 13 teachers reported that their students do not call, for various reasons such as *"Many just say that they prefer not to call. Others justify it by informing that they are not tidy."*

"I don't know, but I suppose it's a matter of getting more comfortable, or because they're doing other activities." "They don't understand the class as a formal environment."



"If everyone turns on the camera, the environment becomes heavy and starts to freeze. In addition, some are embarrassed to show up or do not have their own environment for study and turning on the camera ends up taking away the privacy of family members. Some access the meet and go to do another activity. Once, for example, I called for a specific student, to find out if he was present. He said yes, but that he couldn't turn on the camera because he was in the shower."

Most teachers are not bothered by this situation of the students who did not turn on the camera, because they respect such a decision and it can be embarrassing for some to have to call.

"I respect their will, because I understand that I "cannot" invade the student's privacy. It would be better to be able to see their faces, to become familiar with them. It has been very strange to look at the screen and see only letters or the profile photos of the students. But at the moment, these emergency classes are what we have, in order to preserve the health and life of teachers, students, technicians and society in general, since many students and workers use public transport, which would increase the flow of passengers on buses, thus increasing agglomeration."

On the other hand, those teachers who are uncomfortable say that they do not know if it is really the student who is there or someone else, if they are paying attention, *"Because it hinders the teacher-student interaction that is so important for the teaching-learning process";*

It is believed that for these teachers, teaching is not just the execution of a task. It is much more, it is interacting, it is seeing and observing each one who is there and participating in the class. It is to make sure that the teachings and discussions are happening for the students and not for people outside the institute. It is knowing that your programmed and planned work is real, seen through the reactions of each one. What can be confirmed by Clot (2007) when he says that work is an individual conduct, directed by someone and mediated by the professional.

"Because I can't perceive their reaction, since our communication is not only verbal, but also through body language to a large extent. In person, we can see that they are attentive or even if they have understood what is being taught."

According to the students, during classes few do not open the camera because of shyness, so as not to expose the house and residents, fatigue and not wearing appropriate clothes. The virtual class does not start on time due to their delays, caused by problems with the internet signal, the distance from work to home.

Most teachers stated that students do not enter at the start of class, for various reasons alleged by them and one of the reasons would be because they work and cannot arrive on time.

As for the class lasting 50 minutes, most teachers and students said it was insufficient to work on the syllabus, but it is of fundamental importance to understand the negative effects involved in the use of digital tools for longer periods.



Two more speeches that deserve to be highlighted, when space was left for an opinion.

"Excessive pressure and pressure from some colleagues who bring with them hate speech, often against the teachers' own class, followed by overload of assignments and even for a short delivery deadline",

"In relation to the IFBA, discontent with the actions of the campus in relation to the AEMPE and the lack of transparency and democratization of decisions that directly impact the training of students, in the multiple teaching activities."

"Too much time connected".

FINAL CONSIDERATIONS

It is clear that remote activities or AENPES have invaded the family environment in a way. This scenario that challenges all sectors, also challenges education, because managers, students, teachers and other workers did not foresee this "modality" of work, therefore, they were not prepared for it.

The difficulties and problems in daily life appeared to all participants, which led to the search for some strategies to solve or minimize these unforeseen and challenging situations, in order to develop the programmed activities.

But for students, these situations are more aggravated and enhanced as a result of the family's financial condition that reflects in the physical space, in the acquisition of tools and the internet and, above all, by social injustices.

Therefore, it is necessary to rethink and plan the AENPES so that social injustices do not become accentuated and force students to be discouraged, abandon and even suspend the semester. Also think about workers in general because the situations in the family environment are not appropriate for these activities.

The management must understand that the IFBA is a committed institution, whose purpose is to train citizens, whether they are workers or students, and not a factory to produce symptoms, diseases or institutional suffering.



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