


## Psychology training and remote teaching: Perception of learning in the "new normal"

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### ABSTRACT

The research sought to identify, analyze and compare the perception of learning in remote teaching of professors and students of the Psychology course at Estácio de Sá University, from a campus in the north zone, in the city of Rio de Janeiro. Using a qualitative and multimethodological approach, documentary research and narrative interview procedures were used, focusing on the (auto)biographical approach. 20 students and 13 professors participated, including doctors and masters. The main methodological tool to obtain the narratives of professors and students was the semi-structured (voice) interview, conducted mainly remotely via Microsoft Teams or Google Meets. Before the interview topics, information on socio-professional characteristics such as gender, age, and academic background were collected. The professors were asked about the teaching time, the subjects taught and the experience in other Institutions, while the students shared data about the academic period and previous training. For both, the perception of remote and face-to-face teaching was addressed. The analysis considered the collected narratives, documents referring to the training of the Psychologist in Brazil and the curricular matrix of the course. The results reveal the difficulty of the interviewees in differentiating remote and online teaching. In the answers there is consensus on positive points (elimination of displacement) and negative points (lack of interaction). Regarding professional training, both teachers and students express concerns. The preference for the face-to-face modality is almost unanimous among students, who also mention overcrowded remote teaching rooms. It is concluded that knowing the perception of these groups about remote learning can generate valuable reflections for educational practice.

**Keywords:** Remote teaching, Psychology, Learning, Teachers, Students.

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## INTRODUCTION

The SARS-Cov2 coronavirus pandemic has disrupted face-to-face activities for 91% of students worldwide (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2020). Higher education institutions needed to adapt to reduce pedagogical losses and risks to public health, ensuring the maintenance of quality and safe higher education.

In Brazil, about a month after the declaration of a public health emergency of national importance as a result of Covid-19 and the adoption of measures to address it (Ordinance No. 188, 2020), the Emergency Operating Committee of the Ministry of Education - COE-MEC was established (Ordinance No. 329, 2020). From this committee, Ordinance No. 343/2020 (amended by Ordinances No. 345/2020 and No. 395/2020) and a Provisional Measure (Provisional Measure No. 934, 2020) were published, which authorize the replacement of face-to-face classes with classes in digital media – which use information and communication media and technologies, except internships, laboratory practices and, for Medicine courses, boarding schools (Ordinance No. 329, 2020). The documents cited made it possible for Higher Education institutions to respond to the period of social isolation by suspending face-to-face activities or replacing them with classes "in digital media".

This is what happened with Estácio de Sá University, which, after a week of stoppage of its face-to-face classes, started classes in the Emergency Remote Education - ERE model (Hodges, Moore, Lockee, Trust, & Bond, 2020). Emergency Remote Teaching, although it has similarities with the distance education (DE) modality, presented itself as a new modality at the University, with synchronous activities and live classes. A virtualization of face-to-face classes was made and live classes continued to take place on the days and times when students could attend the University.

The surprise of the pandemic did not allow planning to be carried out intensively in this new model. Only with the advance of vaccination in the country and the return to face-to-face activities, reflections on the consequences and learning of this period begin, which, in some way, brought new ways of relating to each other and possibly, of learning and teaching.

In this context, the research that seeks to know the perceptions of professors and students of the Psychology course of a *University campus*, located in the north of the city of Rio de Janeiro, about learning and about gains and losses of Remote Emergency Teaching, is inserted. The data collected bring important information about this moment, enabling reflection on new strategies for higher education, especially in the Psychology course, where face-to-face has always been considered essential.

The research "Training in Psychology" thus aimed to identify, analyze and compare the perception of learning in remote teaching of professors and students of the Psychology course at Estácio de Sá University, from a *campus* in the north of the city of Rio de Janeiro. This is a



qualitative research, with a multimethodological approach, using documentary research procedures and narrative interviews, from the perspective of the (auto)biographical approach. From the analysis of the National Curriculum Guidelines for the Undergraduate Course in Psychology – DCN (Resolution No. 5, 2011) and the Curricular Structure of the Undergraduate Course in Psychology at Estácio de Sá University, the perceptions of professors and students about remote teaching in Psychology were investigated.

The collection of oral information, in the form of narrative interviews, recorded in electronic format, allowed the identification of meanings and meanings expressed by the interviewees about the proposed themes. The interviews were mostly conducted remotely, using the *Microsoft Teams* or *Google Meets* platforms. To characterize the sample of professors and students, before the interview questions itself, information was collected on gender, age, academic background, time in higher education teaching, subjects taught and experience in other educational institutions. For the sample of students, in addition to data on gender and age, information on the current academic period and previous training were requested.

For both groups, the difference in learning between remote and face-to-face teaching was questioned. However, the approach used for the two groups of interviewees was different. The professors were asked about their relationship with the students of Higher Education. The students narrated their experiences with the professors. The view of the impact of this modality on the training of future Psychology professionals was also questioned for both groups. The relevance of the theme is inserted in the context of the abrupt change in the teaching modality caused by the SARS-Cov2 coronavirus pandemic. Such adaptation occurred with 91% of the world's students (UNESCO, 2020). Thus, considering the experience at Estácio de Sá University, it can be seen that, after a week of stoppage of their face-to-face activities, classes began in the ERE model (Hodges et al., 2020). The ERE, although it has similarities with the Distance Education (DE) modality, presented itself as a new modality at the University, with synchronous activities and live classes, on the days and times already established, using the Microsoft Teams platform as a tool.

It can be said that, since March 2020, the teaching-learning process, both nationally and internationally, has had to make significant changes in its methodologies. Apparently, such changes have remained more or less expressive in various educational contexts. Thus, despite the end of the health emergency of the Covid-19 pandemic by the World Health Organization (WHO) since May 5, 2023, the remote modality persists as a practice in most educational institutions in Brazil and many institutions must adopt hybrid teaching, with face-to-face and remote classes (Infobase, 2022; World Health Organization [WHO], 2023). Taking into account this scenario, we sought to understand the perception of Psychology professors and students at the Estácio de Sá University, on the aforementioned *campus*, about learning and remote teaching.



The research was carried out within the Scientific Initiation Program of the Estácio de Sá University and submitted to the Ethics Committee of the same University. It was authorized by the management of the *campus* in question, and also by the coordination of the undergraduate course in Psychology. The research was conducted in accordance with the precepts of the Resolution of the National Health Council (Resolution No. 466, 2012), ensuring autonomy, non-maleficence, beneficence and justice, as well as the provisions of Resolution No. 510/2016 of the National Health Council.

## **PANDEMIC, TECHNOLOGY AND LEARNING**

In 2020, with the outbreak of the coronavirus pandemic, responsible for Severe Acute Respiratory Syndrome, called COVID-19, the world needed to review the ways of teaching. Therefore, in March of the same year, the Ministry of Education of Brazil published Ordinance No. 343/2020, which provides for the replacement of face-to-face classes with classes in digital media for the duration of the pandemic situation of the New Coronavirus – COVID-19 (Ordinance No. 343, 2020), thus seeking to reduce the potential damage caused to education. Subsequently, in May 2020, Ordinance No. 473 of 2020 extended the deadline. And since then, even though the definition is not clear to everyone (Behar, 2020), the terms in vogue in academia have become: online education, distance learning, and remote teaching. This is because, when the health emergency was established and all the practices and knowledge needed to be adapted, it was not yet clear to the professors and students what each of these terms was referring to.

It is worth remembering that, although the distance learning (DE) modality has gained visibility with the new Information and Communication Technologies (ICTs), including the internet, the records point to its presence in the academic sphere, when considering, for example, courses carried out through letters and other methodologies. Thus, the distance learning (DE) method was only expanded with the use of the internet (Fernandes, Henn, & Kist, 2020). The legal bases of Distance Education in Brazil were established by the Law of Guidelines and Bases of National Education (Law No. 9,394, 1996), by Decree No. 2,494, of February 10, 1998 (published in the Official Gazette of 04/28/98), Decree No. 2,561, of April 27, 1998 (published in the Official Gazette of 04/28/98) and by Ministerial Ordinance No. 301 of April 7, 1998 (published in the Official Gazette of 04/09/98). Article 80 of Law No. 9,394/96 states that "The Government shall encourage the development and dissemination of distance learning programs, at all levels and modalities of education, and continuing education" (Law No. 9,394, 1996). In order to understand what these three letters EaD encompass, Decree No. 9,057 (2017) is used, which, in its article 1, defines that:

(...) Distance education is considered to be the educational modality in which the didactic-pedagogical mediation in the teaching and learning processes occurs with the use of information and communication means and technologies, with qualified personnel, with



access policies, with compatible monitoring and evaluation, among others, and develops educational activities by students and education professionals who are in different places and times.

Distance education in Brazil has had a long history since its inception through correspondence, with the expansion of the media reaching radio and television until acquiring a large proportion in the mid-1990s with the world wide web (Batista & Souza, 2015). Ordinance No. 2,117, of December 6, 2019, authorizes Higher Education Institutions (HEIs) to offer up to the limit of 40% of the course load in the distance learning modality (Ordinance No. 2,117, 2019). In this bias, the internet becomes the most important resource for distance education, since this technological tool aims to bring students and teachers closer together, providing the construction of collective knowledge.

Distance Learning, however, is a broad term that encompasses a diversity of ways of teaching and learning. It is then necessary to elucidate what the terms related to what is meant by distance learning mean. The "online" modality is the one that offers asynchronous classes, previously recorded, which offers students greater flexibility in offering schedules and organizing their personal routine. In turn, remote teaching provides synchronous classes, that is, at a time established by the Higher Education Institution, with students and professors geographically separated, but brought closer by the mediation of ICTs, such as the internet. Using electronic devices such as cell phones, computers, *tablets*, etc., it becomes possible to share, in real time (synchronously) knowledge, thoughts, projects, etc., in class format, for example, with the supposed advantage of the fact that this meeting can be recorded, that is, recorded in an electronic file, allowing, for example, access to those who may not have been able to watch it live (Matos & Menezes, 2021). Added to this is the construction of differentiated formats of teaching modality, such as the hybrid modality, which mixes online classes with remote classes, face-to-face classes with remote classes, offering synchronous classes and non-face-to-face activities with the use of digital resources.

That said, it is necessary to extend this discussion to what should have been contemplated when there was a determination to establish the continuity of teaching without disrespecting the guidance of social isolation, that is, how learning takes place in remote teaching, the preparation of teachers and students for the modality and access to technology. This determination required students and teachers to make use of tools that until then were not part of their routines and many did not even have the knowledge of how to use them. In addition, the use of technological tools demands, more than knowledge, financial conditions to adapt. It is worth mentioning that, according to the ICT module of the Continuous National Household Sample Survey of the Brazilian Institute of Geography and Statistics - IBGE, at the end of 2017 only 79.1% of the population used the world wide web, most of the time via cell phone, since the same survey shows that at the time the microcomputer was only used in 48.1% of these households, data that show the size of the difficulty



faced in establishing distance learning in general (Brazilian Institute of Geography and Statistics [IBGE], 2018).

Thus, considering the change imposed by the pandemic, which made face-to-face classes impossible, the short time and the need to return to academic activities even with social distancing, it was not possible to have a very large time gap, leading many professors and students not to obtain a tutorial or adequate help to understand how to use and access the technological tools necessary for remote teaching. It was not only the technological difficulty that created obstacles to remote teaching, but also the resistance, models, and individual teaching and learning preferences of each one. This set of factors and motives, by both parties (professors and students), made the initial adaptation occur with less fluidity and quality, since students were used to interacting with their peers and professors and using physical structures such as blackboards, chairs and other environments and tools typical of the traditional academic universe. Considering this scenario, teacher training based on more traditional pedagogical and didactic styles has contributed to the incorporation of technology as a teaching model not being fully accepted, a reason for tensions and uncertainties.

Considering the reference of Pimentel and Nicolau (2018), which alludes to children and adolescents in Public Schools, if the public does not have minimum access to these technologies, they should, in addition to the essential basic subjects, have pedagogical activities capable of preparing them for the construction of computational thinking, which consists of learning to use the computer as an instrument for the development of the cognitive capacity of human beings. But there was no time for this preparation. But after all, how does learning happen in remote teaching? Would it be the same way that happens when there is proximity between people who circulate in the same school environment, in physical classrooms, with blackboards, chairs and real interaction with their classmates and teachers?

The nature of human learning and the interest in understanding how man constructs knowledge was already the subject of study in Ancient Greece (Natel, Tarcia, & Sigulem, 2013). However, it is at the end of the nineteenth century, when Scientific Psychology was born, with the creation of the first experimental Psychology laboratory in Leipzig, in 1897, with Wilhelm Wundt (1832-1920), that the study of human learning becomes a specific field of study (Monteiro, 2023). Today there are many theories about learning, especially human learning. Such theories propose a systematic attempt to interpret, organize and predict how learning occurs. Theories do not converge to consensus, they are plural and even contradictory. Some emerged and developed in close times, but in different socio-historical contexts, based on different researches, and have different understandings of the learning phenomenon. Theories, like psychological knowledge, do not





constitute a harmonious whole, just as the societies within which they (and he) have been produced are not harmonious (Giusta, 2013).

Some theories focus more on the observable aspect of behavior, others on cognitive aspects and/or innate tendencies, others on social and historical-cultural aspects. They have different understandings of the learning phenomenon. In any case, they have influenced and continue to be present in the discourses and practices of teachers, even though they do not always know their foundations. In general, they indicate the need for teacher training that develops reflections on concepts, instead of just presenting them in a light way, in their more simplistic, more obvious versions of common sense.

## ANALYSIS OF DOCUMENTS

According to Resolution No. 597/2018, the National Curriculum Guidelines for undergraduate courses in Psychology establish and define, at the national level, the principles, foundations, conditions of offer and procedures for the training of psychologists, and should guide the preparation of pedagogical projects for undergraduate courses in Psychology offered by higher education institutions in the country (Resolution No. 597, 2018). In the period of development of this research, the training of psychologists in Brazil was governed by the National Curriculum Guidelines (DCN) dating from 2011. This set of Guidelines for the Psychology course was approved in 2004 (Opinion No. 0062, 2004) and revised in 2011 (Resolution No. 5, 2011), making higher education institutions have to implement them, with all the adjustments and modifications that this model requires of the curricula and course structures in force until then and centered on the Minimum Curriculum. The Estácio de Sá University was based on these DCNS and its Pedagogical Project refers to it, including respect for the number of hours of the course, the existence of the School Service and the presentation of the Curricular Emphases (a delimited and articulated set of competencies and skills that configure opportunities for concentration of studies and internships in some domain of Psychology). namely, Psychology and clinical processes and Psychology and processes of prevention and health promotion. The curricular structure of the Psychology Course is based on Resolution CNE/CES No. 2, of 06.18.20, which defines the minimum workload and procedures related to the completion and duration of undergraduate courses, bachelor's degrees, in the face-to-face modality, and on Resolution CNE/CES No. 5, of 3.15.2011, published in the Official Gazette of 3.16.2011, which establishes the DCNs for undergraduate courses in Psychology, and other pertinent legislation (Resolution No. 2, 2007; Resolution No. 5, 2011).

In their curricula in progress at the time of the development of the research, called 118 and 220 (Universidade Estácio de Sá [UNESA], 2018, 2020), there is a quantity of up to 20% of the workload of online courses. In none of them is there mention of remote classes. Both were prepared



on dates prior to the pandemic. On the other hand, the DCNs of 2011 do not explain the need for face-to-face training in the training of psychologists, perhaps due to the inexistence (or scarcity), at that time, of activities offered in a different way from face-to-face. During the preparation of this article (precisely on 10/11/23), however, CNE/CES Opinion No. 1,071, of December 4, 2019, was approved, which deals with the National Curriculum Guidelines (DCNs) for undergraduate courses in Psychology and establishes standards for the Complementary Pedagogical Project (PPC) for the Training of Psychology Teachers (Ministry of Education, 2023; Opinion No. 1,071, 2019). This approval defines the new DCNs for the training of Psychology professionals in Brazil and informs, about the organization of Psychology courses, that the courses will be offered in the face-to-face modality and, in compliance with the legal precepts for graduation, must lead the student to know and properly use the current technological resources. It also emphasizes, in article 14, which deals with internships, that the activity of supervised mandatory internship must have face-to-face guidance, conducted by psychologist teachers, teachers of the training institution. But what is face-to-face after the WHO declaration on the end of the Public Health Emergency of International Concern related to COVID-19 on May 5, 2023? Remote teaching emerged as an alternative for maintaining teaching in institutions in the face of the health crisis. And, with synchronous classes, it was considered face-to-face, even though there was no contiguity between the subjects. Or as Arruda (2020) says: "classes are transmitted in instant time by web conferencing systems, the so-called lives, which allow teachers and students to be able to interact and organize their learning times in a way that is closer to face-to-face education". In addition, it is important to highlight that, in order to adapt the way the disciplines are presented, adaptations can and should be made. But in general, what was planned for face-to-face teaching is followed.

Considering the recent homologation, it will not be possible, at this time, to analyze the adequacy that the University may institute in its training course in Psychology. Considering the 2011 DCNs, it is understood that the University, until the declaration of the pandemic, had been respecting all its precepts, and offering disciplines within the guidelines of the National Health Council.

## **ANALYSIS OF THE INTERVIEWS**

20 students from the 8th, 9th and 10th periods, between 22 and 54 years of age, and 13 teachers, 8 men and 5 women, and aged between 35 and 68 years, were interviewed. Following the proposal of Jovchelovitch and Bauer (2015) for the analysis of the interviews, the indexed elements (concrete references within the narrative: who did what, when, where and why) and the non-indexed elements (which express values, judgments and a whole generalized form of "life wisdom") are presented first, thus identifying the "trajectories" (indexed elements) and the "analysis of knowledge" (non-indexed elements). In the trajectories of the professors, analyzing the order of events for each





individual, the following were organized: academic training, their professional experience and time at the University. In the trajectories of the students, analyzing the order of events for each individual, the following were organized: their academic period at the University and their previous education, if any.

Next, the "analysis of knowledge" is considered: opinions, general theories and the reflections of the interviewee, which represent his understanding of the events he has lived and is experiencing. This space presents the interviewees' conception of learning and the factors involved with it, the difference between remote teaching and distance learning, the relationship between teachers and students, gains and losses in remote teaching and the impacts on the training of psychologists in the remote or hybrid modality. Throughout the presentation of the interviews, the trajectories of the two groups were compared, with the elaboration of categories used in the participants' discourses and the confrontation between them, with the objective of highlighting constitutive elements of the individuals' experiences. Which leads to the last step, where trajectories are placed within context and similarities are established. This process allows the identification of collective trajectories. Then the trajectory of the two groups.

## RESULTS

Regarding the professors: there are 12 psychologists and 01 professor graduated in Biological Sciences. All of them work in the Psychology course, have a master's or doctoral degree and are between 35 and 68 years old. Three professors have 3 to 4 years of experience in higher education; The others have between 10 and 25 years of experience. All interviews were recorded, with the authorization of the interviewees, as recommended by the Resolution of the National Health Council (Resolution No. 510, 2016). These teachers will be referred to in the text as P1, P2, P3, P4, (...) and P13.

Teachers speak of *learning* as a process. A process of change, of transformation that necessarily implies a dialogical relationship with the other, as P11 (teacher/62y) says:

Learning I think is a dialogical process of organizing knowledge, be it of any order, so it can be learning... Scientific knowledge, you know, basically what we're reporting on, and any other way of learning anything, behavioral patterns, from an affective perspective, we learn affection too, so learning is this, this, this dialogue, you know (...).

The teachers also refer, in many answers, to the need for the exchange of affection in this process, as teacher P5 (teacher/65y) says: "it is essential that this interaction is crossed by an affective relationship". Regarding the *difference between remote teaching and distance learning (DE)*, teachers are not very clear in their answers and some even confuse the two, such as teacher P2 (teacher/35y) who says: "I don't know if I see a difference." Or teacher P6 (teacher/40y), who talks



about the students: "But in practice I would say that for most students... students haven't made that distinction much in the last two years."

Regarding *the relationship with the student*, a fundamental point when they answer about what learning is, the teachers report that the relationship in the remote modality leaves something to be desired, because they do not know after all who is in the virtual classroom and have no way to get *feedback* from the students, as teacher P6 (teacher/40y) says: "You never know who is actually participating in the class. So some always participate, some even open the camera (...). But I feel that it is very difficult to make bonds." As teacher P13 (teacher/53y) says, it turns out to be a more "cognitive" relationship, without affectivity, a factor already said to be fundamental for learning: "So the relationship with the student mediated by the machine becomes more cognitive". Teacher P1 (teacher/48y) says: "I say that it's as if we were in a classroom, and we were only in the front row. And the rest of the students were in the dark." Contact with students, with the class is highlighted by teachers as being the main loss in remote teaching, as teacher P2 (teacher/35y) says "(...) I believe the losses go in the direction of this human interaction, this quality of contact in the interactions". Another P11 teacher (teacher/62y) pointed out: "The losses were the ones I talked about, right, of feeling powerless, of not being able to manage some conflicts, of not being able to perceive the dynamics of the class in fact, right".

But there are also *gains in remote teaching*, highlighted by the professors. Almost everyone begins to mention at this point the issue of commuting around the city not being necessary when they are in remote learning. Others highlight the possibility of permanent access to the internet, during classes when they are connected, the possibility of recording classes and also the focus of students during classes, as they are all at home or work separately and there is no interaction and face-to-face conversations in the group. As the teachers say: "And there are also the gains of accessing some things over the internet that you can do while you are in class, and this is very interesting" (P4, teacher/45y); "It is easy for you to be able to record the class, you know, the class can be recorded, and the student can suddenly watch it at another time, you know" (P5, teacher/65y); "He's different, that's all. It is not lost... I don't lose focus on the content" (P9, teacher/66y).

Regarding *losses* and problems, another issue highlighted by all teachers and that deserves special attention is the issue of evaluation in remote teaching. It is flawed, difficult, a challenge in remote teaching: "yes, it was another challenge, right, the deconstruction of that crystallized assessment, right, that monobloc, that traditional assessment, right" (P3, teacher/52y); "I think that the evaluations are very flawed" (P1, teacher/48y); "I think that the test in remote teaching, they end up accessing each other's test, exchanging information via whatsapp, other groups, other social networks" (P4, teacher/55y); "yes, I also understand that it's a... complex, not to say flawed aspect (...)" (P9, teacher/66y); "It's a challenge. (...) the same technological resources are used to take the



test, the student (...) has to be very mature when reviewing this process and finally understand that (...) must follow the same ethical criteria" (P2, teacher/35y); "I think that the evaluation, it needs to adjust to the remote model" (P3, teacher/52y); "I think that the issue of remote teaching in terms of evaluation, it is problematic, right" (P13, teacher/53y).

The *impacts on the training of psychologists in the remote or hybrid modality*, such as the one presented at the time of the construction of this article, that is, remote classes, distance learning and face-to-face, teachers are sure of the impacts, but doubt whether they will be positive or negative and only time will have this answer. But they already pose some questions that are fundamental for analysis, such as the issue of reviewing the evaluation in the remote modality, the presentation of specific disciplines only in the face-to-face modality; the number of students, which should be reduced and the number of subjects that the student can take in each semester, as the professors say:

(...) so, for example, disciplines that are, knowledge that should be exclusive to the psychologist, the teaching of assessment instruments, tests, etc., that cannot be done, cannot be done remotely, I mean they cannot, they simply cannot (P11, teacher/62y).  
In the pandemic and in remote teaching, she told me that she was doing it to be able to graduate soon, if I'm not mistaken, 14 subjects. It is impossible for this student to have a satisfactory performance, it is impossible for this student to be learning something by taking 14 subjects in the semester (...) (P6, teacher/40y).  
As I said, the problem is not remote teaching, it's what they do with remote teaching. So, in this sense, it is clear that there are many losses in remote teaching. But not for remote teaching, but what they do with remote teaching (P7(teacher/68y).  
I think if you ask, are we training current bad students? Yes. But it's not because it's remote. I mean, it's not just because it's remote, we've been training badly because of a lot of things, because of unavailability, because of the lack of availability, because when I'm talking about bad training, it's not Estácio, it's Estácio, UFRJ, UERJ, [...], it's training badly, that is, we just have to look at ENADE and we'll see how badly we're training (P11, teacher/62y).

What the professors mention are issues to be discussed, worked on, modified so that remote teaching or hybrid teaching is established. Because as teacher P8 (teacher/39y) says: "It is no use having resistance to the processes, but it is important that we have the sensitivity to understand and discuss these processes, and how we can use these processes to our advantage."

Regarding the *students*: there were 20 interviewees, 17 women and 03 men, in the age group between 22 and 54 years. They are distributed as follows: 04 in the 8th period, 05 in the 10th period and 11 in the 9th period (at first it was not the intention to interview someone from the 8th period, but the students in question have disciplines between the 8th and 9th period and their experience with remote and face-to-face teaching was considered). Among these 20 students, 10 are in their first training, 08 in the second or more training and 02 not informed. These students will be referred to in the text as students A1, A2, A3, A4, (...) and A20.

When asked about *learning*, students have different statements that are related to the capture of information and/or knowledge, transformation and use of knowledge for practice. Only one student places learning unlinked to the University: "Learning is something that we acquire not only



at the university, but anywhere, with anyone" (A1, student/26y). The others talk about learning related to the University and/or the Psychology course. As for the factors involved with it, the students especially mention the motivation and interest factor, but also, repeatedly, the relationship with the teacher, as student A12 (student/29y) says:

Learning is much more than taking the notebook and going to class, it is built on the relationships between us and the teacher, between us and our colleagues, I think this is all part of learning, it all contributes, right?

Or student A7 (student/23y): "I think there are several (the factors involved in learning), the relationship you have with the teacher, your willingness to learn, your motivation to learn certain content". Or student A8 (student/28y):

Learning is when the teacher exposes to us a form of knowledge and a didactic that we can understand, from his knowledge we internalize, learning everything that has happened in class, learning is an exchange of knowledge.

Despite this connection between learning and teachers, almost half of the students (8) consider that the most efficient resources for learning are videos, readings, writings and TV series, and few (3) mentioned teachers as an efficient learning resource. In this context, *the relationship with the teachers* was the subject of reflection, since several report the damage in the relationship with the teachers, as student A14 (student/25y) says:

The face-to-face is much better, I think the relationship we create with the teachers, with the experiences they go through, right? For us it's much better than that in remote learning, because sometimes in remote teaching we end up in the rush of home, we end up not being able to take the microphone, exchange so much with the teacher, but in the face-to-face as we are there with the teacher, it is easier for us to have this exchange also with colleagues, talk about experiences and so on. So I believe that in the face-to-face there is much more exchange.

It was observed that more than half of the students could not explain *the difference between remote teaching and online teaching*. Some even report that they only thought about it at the time they were asked in the interview. As student A2 (student/50y) says: "Now I can't tell you the difference like this... there are some that are recorded, there are others that happened at the same time... who would be who there, I don't know...". Or student A4 (student/23y) who says:

No, wait, now that I now that I paid attention, sorry. The online one I think would be more like not having a teacher, the remote one in this case we have a teacher there helping online, we are on our own, we have to learn from what is being taught.

Almost all students interviewed believe that the training of professionals in Psychology in remote teaching will have some negative impact on future professionals. As student A17 (student/22y) says:



I think so, and negatively, because we need practice, we need to be exchanging knowledge with people. Our profession is very much that, we need to be aware of what the other is doing, learn from their mistakes, from their successes and I think that through the remote we can't see that.

As the teachers said, they talk about the impact on training and mention that some subjects can be remote, others not. As student A4 (student/23y) says: "I think it depends a lot on the subject, because there are subjects that cannot be online, they have to be face-to-face. Even like the internship we were having, we were having online". And this same student:

It was very good, we also learned, but for the psychologist the best would be the face-to-face that he will be dealing with there in the face-to-face with people face to face, face to face. Apart from that, online, there is always that problem in listening because of the internet, sometimes the internet does not work well and you cannot hear the other, the other cannot hear you. So, I think it would not be so good for psychologists (A4, student/230y).

Regarding the *positive and negative points of the remote teaching modality*, in the same way as the professors, the students also point out as positive the issue of the absence of locomotion: being able to attend classes from wherever they are, whenever they want and being able to review the classes; the convenience of taking subjects even on campuses without commuting and that if they had not adhered to remote teaching during the pandemic they would be behind in training. As the students say: "Gain is the facilities, at the same time that we lose by being at home, we also win. Now in higher education it was possible to take more disciplines, on other campuses, which would not be possible in face-to-face, remote teaching made it easier" (A3, student/23y); "The gain is that the class can be recorded, we don't have a problem with locomotion either" (A1, student/26y); "The gain is that this modality allowed me to take subjects, which perhaps was not possible at that time, for example: subjects in the morning shift I can only do if it is online" (A9, student/41a). As can be seen in the statements, some students do not seem to mind doing other activities during remote classes: "we can be doing other things while attending class" (A17, student/22y). The recording of the class is also mentioned as a facilitator of the process.

As negative points they point out: the dependence on the quality of the internet; lack of skill with virtual environments; the impossibility of opening the microphone and asking questions with a colleague; the inhibition factor when answering a question via microphone; the ease of dispersion being greater; interference from the family at home. The exchange between students and professors is highly emphasized as negative, as the students say: "I think this is a loss. This contact is also face-to-face, this exchange, enrichment of the debate" (A13, student/48y); "The losses are the face-to-face contact with the teacher, with a greater exchange of materials" (A7, student/23y); "There are losses, because face-to-face contact facilitates learning, this even helps the teacher" (A9, student/41y).

Students are also concerned about *the impacts on psychologist training in the remote or hybrid modality*, but, unlike teachers, they are more incisive and definitive in the negative impacts.



And they specifically mention the issue of the evaluation of the disciplines, which is precarious, as student A15 (student/45y) says: "I believe it will negatively affect the quality of the professional. The student leaves college developing very little reading and writing skills, due to precarious evaluations". Or the students:

Unfortunately, yes. We are students, and many tests were carried out in groups, because some students were not interested in taking the test so I took advantage of it, there are also those who entered the class just for their presence and not interested in the content, so it will have an impact because there are people who simply took the diploma, but this is also a matter of character (A8, student/28y).  
The remote, at the same time that it makes it easier, it makes it difficult to exercise the ability to reason, because in the remote everything is at hand, if you have to do a work, a test, you will not make as much effort as in the face-to-face, because you know the possibility of opening a window and researching during the test, that is, you do not dedicate yourself 100% to what you are studying, soon you end up getting lazy, in addition to the issue of attention that you are not as focused on the remote as on the face-to-face, no matter how much you are in a reserved environment, the fact that you are not in the classroom makes you distracted by other factors (street noise, family members, etc.), at home the attention is divided with other things (A10, student/28y).

Throughout the analysis of the narratives of teachers and students, several common points are observed, specific concerns, such as about evaluations as well as the benefit of not moving people around the city, in the case of remote teaching. The impacts are also mentioned and this seems to be a necessary agenda in current education, considering that the proposal of remote teaching, it is believed, is here to stay.

## FINAL CONSIDERATIONS

The coronavirus pandemic has affected the world. The transformations caused several changes, affecting all areas of society, including the educational area. There were and continue to be multiple questions about viable alternatives for student learning, doubts about the use of remote activities, anxieties about the return to normality and the possibility of a "new normal". In publications made during and after the pandemic, the "new normal" is spoken of as a concept that seeks to encompass the conditions that guarantee our survival during and after the pandemic (Nakagawa, 2020; Raic, 2021). In the educational area and especially in higher education and in Psychology training, the idea of the "new" normal, which presupposes, of course, an old one, draws attention. What was the "old" normal in Psychology training? How did the professors of the Psychology course understand learning before the pandemic? Is this known? The very concept of learning for Psychology is not unanimous and the various theories of learning created throughout the twentieth century do not seem to be sufficient for understanding the process.

The research indicates that the issue of learning in remote teaching in Psychology worries teachers and students and everyone has doubts about what will be the effect of this process, still in progress, on the training of Psychology professionals. In particular, the interviewees are concerned





about the personal interaction between teachers and students in remote teaching, which is different from the interaction in face-to-face, physical teaching in the classroom. Teachers and students include this factor as essential in learning. The assessment of learning is also a concern of both groups of interviewees and should be rethought. Perhaps, as one teacher interviewed said, some disciplines can be thought and planned to be remote and this is not harmful to learning.

The field study allowed to highlight the concerns of teachers and students regarding the quality of the training of professional psychologists, considering technical and human determinants involved in the planning and development of academic activities under the label of a "new normal". Shortly before the completion of this article, the National Institute for Educational Studies and Research Anísio Teixeira (INEP) made public the partial result of the National Student Performance Exam (ENADE), carried out in November 2022, by students in the area of Human Sciences, including Psychology (National Institute for Educational Studies and Research Anísio Teixeira [INEP], 2023). ENADE is a component part of the National Higher Education Evaluation System (SINAES) and according to the report:

(...) It is an important reference for understanding the quality of Brazilian higher education, considering that its results can contribute to promote improvements, as well as to define strategies and institutional actions, with the purpose of strengthening the development of higher education courses. (INEP, 2023, p. 8)

It is not possible, at this time, to examine all the indicators presented in the Report released by INEP. However, in view of the theme of this research, it is worth emphasizing the importance of also using this framework for the analysis of training in Psychology. As the report says, it is relevant that the results of the perceptions of students and coordinators about the ENADE test gain weight as an additional element in the analysis of the offer of courses in the face-to-face and distance modalities, at the national level. Also added here are the teachers who are involved with the training of new psychologists. It is expected, therefore, that, in a formative view of evaluation, the knowledge and analysis of the results of this research, as well as the analysis of ENADE, can contribute to the construction of pedagogical alternatives for quality training in Psychology.

But, to learn more about this, there is still a lot to research about what happened and about the changes going forward.



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