



# Chapter 64

## The COVID-19 pandemic and graduation in visual arts: collaborative experiences in remote teaching

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### ABSTRACT

Since the beginning of the COVID-19 pandemic in 2020, universities have suspended in-person activities, and, after a series of measures education has become remote. In this context, the Visual Arts Majors at FURG - Bachelor and Licentiate - in a joint action between the Coordination, Structuring Faculty Nucleus (NDE), professors, and students - prepared an Emergency Pedagogical Project (EPP), whose pedagogical proposals are structured in teaching-research-extension projects and interdisciplinary modules. We present this process, the challenges, and the solutions built, discussing the role of Public University and Visual Arts undergraduate courses in this moment of sanitary and political crisis.

**Keywords:** visual arts education, remote teaching, pandemic, college education, Brazil.

## 1 INTRODUCTION

### Contextualizing Higher Education in the Covid-19 Pandemic in Brazil

The pandemic caused by the new coronavirus is bringing significant changes to society, while there is no vaccine available for the entire population or treatment and cure for Covid-19, we must take a series of measures, such as isolation and social distancing, to minimize the world humanitarian catastrophe that presents itself.

The beginning of 2020 coincided with the worldwide spread of the disease, leading to the suspension of face-to-face activities in educational institutions in several countries and the adoption of new pedagogical strategies for the continuity of their teaching-learning processes from March 11, 2020, when the World Health Organization (WHO) officially announced that we were facing a pandemic.

From this perspective, remote teaching was presented as the "imposed alternative", ignoring the socioeconomic, physical, and psychological conditions of millions of students and teachers. In countries like Brazil, where social inequality and poverty rates are significant, educational inclusion through remote teaching is a difficult challenge to meet, given the difficulty of accessing the internet and the housing conditions of the populations poorest in the country.

However, even in the face of this scenario, both the Ministry of Education (MEC), as well as other bodies linked to education, published ordinances and resolutions in an attempt to respond to the emergency period remotely. When could it be suggested, on the part of the highest body of Education in the country, a targeted and integrated action between the different levels of education for a joint resumption, when possible, after the full restoration of the sanitary order, thus giving priority to care for the collective health of the population.

As a result of this situation, in Brazil, on March 20, 2020, the Presidency of the Republic issued Decree No. 06, recognizing the "state of public calamity according to the request of the President of the Republic sent through Message No. March 18, 2020, to the National Congress" (BRASIL, 2020). In this context, from March to May 2020, MEC issued Ordinances No. 343/2020, No. 345/2020, and No. 473/2020 (BRASIL/MEC 2020b, 2020c, 2020d), which provide for the replacement of classes face-to-face for classes in non-face-to-face digital means while the pandemic situation of the new coronavirus lasts. Finally, on June 16, 2020, through Ordinance No. 544 (BRASIL, 2020e), MEC extended, until 12/31/2020, the replacement of face-to-face classes with classes in digital media, revoking the others.

In this regard, the National Council of Education (CNE) also issued a statement and, on April 28, 2020, issued Opinion CNE/CP No. to comply with the minimum annual workload (BRASIL, 2020f). After that, in August 2020, LAW n° 14.040/20 is sanctioned, which establishes exceptional educational norms to be adopted during the state of public calamity recognized by Legislative Decree n° 6 of March 20, 2020; and amends Law No. 11,947, of June 16, 2009 (BRASIL, 2020).

It is important to point out that, because of the declaration of the pandemic by the WHO, on March 20, the Rectory of the Federal University of Rio Grande - FURG, through Ordinance No. 0533/2020, suspended "classes, events, and extracurricular academic activities to the Undergraduate and Postgraduate Courses in the face-to-face modality for a minimum period of 60 days from 03/16/2020" (FURG, 2020a). In the same act, it announced the elaboration of the Contingency Plan by the Academic Units, Pro-Rectories, Linked Bodies, and the Campi outside the headquarters, to preserve the health of the servers and collaborators, aiming at the maintenance of the essential activities of each sector. In May, by Ordinance No. 0723/2020, the suspension of activities was extended indefinitely (FURG, 2020b).

Given this situation, the Academic Committee was created within the scope of the FURG Contingency Plan due to the COVID-19 pandemic (Ordinance No. Graduation representatives from each of the institution's academic units. This Committee had the following duties:

- I – Elaboration of General Academic Guidelines for undergraduate teaching due to the COVID-19 pandemic;*
- II – Mapping of pedagogical actions based on the proposals prepared by the Coordination and Structuring Teaching Centers (NDEs) of the Undergraduate and*
- III – Advice for rescheduling academic activities and assistance in the educational design of these activities, considering the need for social distancing in the use of the university's physical spaces. (FURG, 2020c).*

In this sense, there was a consultation, through the application of a questionnaire prepared by the Academic Committee, addressed to FURG students and teachers. The objective of this mapping of information would be to subsidize the planning of actions and strategies to resume academic activities during the emergency period. Parallel to the mapping, the Committee prepared the General Academic Guidelines for undergraduate teaching during the emergency period, which after discussion in different instances of the university resulted in Deliberation n° 023/2020 (FURG, 2020d), approved by the Teaching, Research, Extension, and Administration (COEPEA).

Next, the emergency academic calendar was prepared, and approved by Deliberation n° 029/2020 (FURG, 2020e), on July 29, which determined the start of the emergency academic period 2020/1 to September 14, 2020. And, at the end of 2020, the Pedagogical GT of the Academic Committee publishes a document with guidelines for carrying out internships from the second semester of 2020. (PROGRAD, 2020).

On August 10, 2020, the Academic Center for Visual Arts – Ilha das Flores sent the Guidelines for Visual Arts Students – Degree and Bachelor's Degree at FURG to the Coordination of Visual Arts Courses, which provides on student demands to guide the political-pedagogical construction in Visual Arts courses at FURG. In that document, approved by the Student Assembly, the students demanded that "practical subjects, obligatory subjects of the common core and specific nuclei of the Visual Arts courses" not be offered, arguing that "priority should be given to the offer of projects, subjects, and pedagogical actions - of a complementary nature – based on the university tripod, which relates to the pandemic scenario we are experiencing and/or to the emerging debates inside and outside the academy" (CENTRO ACADÊMICO DAS ARTES VISUAIS, p. 3-4).

Based on this panorama, understanding that "educational institutions and teachers were forced to adopt distance learning practices, emergency remote teaching practices, very different from the practices of quality digital education in a network" (MOREIRA; HENRIQUES; BARROS , 2020, p. 351) and considering: (1) the results of the students' and professors' questionnaires; (2) the position contrary to the provision of compulsory disciplines and favorable to the carrying out of complementary activities, defended by the Academic Center of Visual Arts; (3) the professors' understanding of the sanitary, political and educational context and their pedagogical choices for this moment; and (4) the flexibility permitted by the General Academic Guidelines for undergraduate teaching during the emergency period, the Coordination, together with the Structuring Teachers Nucleus (NDE), the teachers and students of the Visual Arts Courses - Bachelor and Degree, after holding numerous discussion and planning meetings, created the Emergency Pedagogical Project for Visual Arts.

## **2 REMOTE LEARNING: MAYBE JUST OPEN THE WINDOW**

*And the zones of invisibility could multiply in many other regions of the world, and perhaps even here, very close to each one of us. Maybe just open the window. (SANTOS, 2020, p.8)*

Faced with the possibility imposed by the deliberations and ordinances of the MEC and FURG to carry out remote teaching, the Coordination of Visual Arts Courses - Bachelor and Degree, the NDE and the teachers of the Arts Area of the Institute of Letters and Arts (ILA) observed the impossibility, in a light and fictitious way, of migrating the routines, principles, and practices of face-to-face teaching to remote teaching, for the following reasons:

1. We are experiencing an extremely delicate moment in the face of the pandemic that has taken hold around the world. More than ever, we need time for reflection and engagement, directing our practice towards academic-professional training focused on the centrality of life, community and solidarity values, participation, and socio-environmental and cultural transformation, and not the offer of disciplines as we were used to do when there was something normal in our daily lives;

2. the understanding that the fact that there are good practices and pedagogical tools presented by Digital Information and Communication Technologies (TDIC) is not a guarantee of quality in the teaching and learning process, since it is essential that students and teachers are trained in literacy digital for its good academic use and that the use of TDIC for pedagogical purposes without proper preparation can, on the contrary, bring enormous damage to student training;

3. The need for an attentive and rigorous look at the Pedagogical Projects of Undergraduate Courses (PPCs), in the sense of reorganizing the curriculum, planning, and evaluation to adapt them to the time-space of distance learning;

4. the weaknesses pointed out by the analysis of the questionnaires applied to students and teachers, which need to be overcome to guarantee quality remote teaching;

5. knowledge about the reality of students marked by inequality in access to the ideal technology for remote study (laptop or desktop computer) and the difficulty of using digital technologies, which, if adopted without these conditions, would result in an anti-pedagogical process, undemocratic and exclusionary;

6. the lack of space and time for a more in-depth debate between management, professors, students, the union, and the external community to assess and consider political, economic, structural, pedagogical, and psychological problems, fundamental for the resumption of academic activities in the current conjuncture, in particular, the return of activities remotely;

7. The socio-economic profile of the students of the Visual Arts courses, whose results of the consultation carried out by the Academic Committee within the scope of the FURG Contingency Plan showed a reality already known and faced by the Visual Arts Courses.

It is important to highlight that remote teaching and the Distance Education (EAD) modality are not synonymous, as the latter

*uses digital technologies to create a student learning experience similar to that of the face-to-face classroom (with some limits, such as practical classes in laboratories, for example). A multidisciplinary team of professionals plans and executes pedagogical actions that include live classes over the internet, study materials adapted to the student's needs, continuous assessment, and monitoring by trained tutors. Upon admission, the student receives training on how to study at a distance (RODRIGUES, 2020, p. 1).*

In this way, in remote teaching, when we transfer face-to-face teaching to digital platforms without due care and in a hurry, the quality of the teaching-learning process is highly impaired, since not only is the way of teaching different, and the teachers need specific training, as all other pedagogical actions must be adapted to the curriculum designed for this teaching modality and to the specificities of the area of knowledge to which it corresponds. This applies to the needs of students, who, like teachers, need digital literacy as the basis for their learning.

Added to this is the presence of tutors in EaD, professionals trained in the area of the course, who help the teaching team in monitoring the students and who, according to Mill; Abreu-e-Lima; Lima and Tancredi (2008), are key pieces to establish a quality interaction.

It should be noted that the transposition of face-to-face activities to remote teaching also leads to losses in the academic experience, in which the student-teacher and student-student interaction are compromised since the activities are mediated by the screen and the collective is diluted in poorly programmed pixels, compromising "the processes of abstraction, creation, formulation of proposals and solutions, whether conceptual and/or pragmatic, take place in the deep, continuous and systematized interaction of social, intellectual and experiential exchange, which the experience of direct coexistence provides" (FACED-UFC, 2020, p. 10).

Interaction is something so relevant that, even in EaD, according to Soares (2013), the "virtual educational community" has an identity in the courses, demonstrating that even in this modality the need for communication and connectivity is greater than access to the contents of the course. course to which they are linked.

When it comes to art courses or those whose training has a theoretical-practical and experiential character, the situation of remote teaching further weakens the pedagogical process. Specifically, in FURG's Visual Arts Courses, all disciplines were conceived with a theoretical-practical character, as stated in their PPCs.

According to the National Curriculum Guidelines for the Undergraduate Course in Visual Arts, baccalaureate and licentiate, "the curricular contents of the Visual Arts courses must consider the visual phenomenon from its establishment, transmission, and reception processes, combining praxis with critical reflection -conceptual" (BRASIL, 2007, p. 5).

How to combine praxis with critical-conceptual reflection in remote classes? How to guarantee practical production experience in the visual arts without face-to-face activities? How to make curricular

internships be viable when schools and other educational spaces face the same dilemmas as the university, which makes it impossible for the student to have a professional experience in the locus of basic education?

These and other questions lead us to the understanding that, as our courses are designed in face-to-face mode, it becomes impracticable to implement teaching activities remotely, specifically the offer of disciplines.

Ordinances nº 343/2020, nº 345/2020, nº 473/2020, nº 544 (BRASIL/MEC 2020b, 2020c, 2020d, 2020e), which regulate teaching during the pandemic period, do not mention the distance learning modality and, in the case of higher education, it is authorized “on an exceptional basis, the replacement of face-to-face subjects, in regularly authorized courses, by teaching activities that use digital educational resources, information and communication technologies or other conventional means, by a higher education institution that is part of the federal system of teaching” (BRASIL/MEC, 2020e).

Such implementation of remote teaching, without the due responsibility and commitment necessary to guarantee and maintain the quality of the teaching-learning process, does not consider prior planning and teacher training, digital inclusion, and the specificities of undergraduate courses, among others. relevant issues in this process, so that the transposition of face-to-face teaching passes to the remote mode artificially and lightly through the use of TDIC. As the teachers of the Faculty of Education of the University of Ceará state:

*This type of teaching, when compared to the bases of face-to-face teaching and distance learning, is characterized as a cold, ascetic, and impoverished ritual; it dehumanizes the teaching and learning processes, reducing memory to memorization, leading to distancing and the absence of identifications proper to social encounters; intensify the possibilities of legitimizing individualism, passivities, the artificiality of teaching, signaling the need to stimulate the existence of narcissistic, authoritarian identities that rectify inequality, as well as the logic of domination and oppressive practices (FACED-UFC, 2020, p. 12) .*

Based on the above, the Coordination of Visual Arts Courses - Bachelor and Degree, the NDE and the professors of the Art Area of the ILA, upon understanding the risks and losses arising from offering disciplines remotely, opted for collective planning, collaborative, inclusive and interdisciplinary, which resulted in the creation of the Emergency Pedagogical Project (PPE) (VISUAL ARTS, 2020; 2021), based on the principles of quality education, equal access among students and conditions of teaching work.

### **3 EMERGENCY PEDAGOGICAL PROJECT, A COLLABORATIVE EXPERIMENT**

*It is fundamental to reduce the distance between what is said and what is done, in such a way that, at a given moment, your speech becomes your practice. (FREIRE, 2003, p.61)*

The pedagogical proposals that make up the PPE are structured in teaching-research-extension projects and interdisciplinary, semester, and remote modules. Both projects and modules can be validated as mandatory and optional curricular credits, or even as additional hours.



In the first semester of the 2020 academic year (September to December 2020), 13 projects were offered to students, registered in the academic system as special topics, that is, they could be studied numerous times. At the end of the semester, Coordination, NDE and Area of Art met to evaluate the PPE and propose the offer for the second semester of 2020 (February to June 2021). Some professors expressed interest in offering PPC disciplines remotely, even those of a more practical nature, such as Tridimensionality, Painting, Drawing, and Internship II. In line with Deliberation n° 023/20 (FURG, 2020d), the Coordination and the NDE welcomed the proposals, diversifying the offer and understanding that such experiences would be a pilot if the university remained without face-to-face activities for longer – which happened.

From March 29 to April 9, 2021, the Coordination of Courses prepared a questionnaire for students and teachers regarding remote teaching during the emergency period of the 2020 school year. This evaluation aimed to understand and evaluate the teaching process -learning carried out through the proposals of the EPP 2020.

The results of these questionnaires reveal that the professors found that the adaptation to remote teaching was facilitated by the PPE, with good student participation; the possibility of sharing and affection in the pedagogical proposals. Teachers also observed a certain lack of engagement and anxiety on the part of students and difficulties with technical problems in organizing and carrying out activities. An important aspect highlighted by the teachers' speech is the precariousness of working conditions, the overload, and the physical and mental exhaustion of this period, accentuated by the need for individual assistance, especially in the case of disciplines. Another problem observed was having to reconcile with academic demands, domestic activities, and child care, a fact that made teaching work even more tiring and exhausting. Because of the above, most teachers stated that they preferred to continue remote teaching through specific pedagogical proposals/projects designed especially for this period.

Regarding the pedagogical proposals, the students reported that they provided knowledge and interaction, being overall very good experiences, productive projects consistent with the situation experienced, which provided a great deal of learning based on empathy, solidarity, and union in the understanding that students and teachers are experiencing the same difficulties.

As a result of this evaluation, for the 2021 academic period (June 2021 to February 2022) the pedagogical proposal was structured in the form of interdisciplinary modules, which articulate disciplines of the PPCs, taking into account essential curricular contents and coherent workload, in differentiated and flexible planning, which allows students to take advantage of studies and advance in the Course curriculum, as provided for in Article 3 of Law No. 14,040/2020 (BRASIL, 2020a).

Equally, the PPE 2021 contemplates the offer of teaching, research, extension, and culture projects, in the form of special topics, which address different themes and contents, such as reflections on education, art history, art teaching, artistic production, contemporary art, the public university and its commitment to socio-environmental and cultural transformation.

In this sense, the PPE aims to guarantee the interactivity and broad participation of the academic and external community, envisioning an emancipating and liberating education even in the face of this "pandemic crisis" (ANTUNES, 2020), contributing to academic-professional training focused on democratic social participation, the centrality of life and community and solidarity values. Based on the assumption that the lived context is pedagogical content, we understand that the training of artists, researchers, and teachers in the field of arts cannot do without the experiences we are experiencing.

Our educational and artistic praxis has been motivated by questions such as: what is the role of the arts in the current context? And what about the university? Whom do we serve as a public institution? Who pays our wages? What's up for grabs right now? What are we teaching young people studying at university? What happens in remote classes? How are students dealing with this? How are we teachers and teachers dealing with this?

The time is now! The PPE 2020/2021 portrays the claim of teachers and students of the visual arts, in front of the public university, for the right to seize the moment to promote the formation of solidary people and professionals, capable of thinking about themselves and the world in front of the project of society we live in - and which we want - and act for the common good, above all, in times of crisis.



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