

Chapter 52

Digital technologies and the teaching process

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ABSTRACT

This work is located in the context of the Covid-19 pandemic, during which time remote classes were

instituted in public and private schools. We seek, through a qualitative research, to understand how the teachers of the cities of Juiz de Fora/MG and Petrópolis/RJ prepared their classes, adapting their pedagogical activities to the needs of the students, with the use of digital technologies. For data collection, we used the Form Google forms, sent to teachers from four municipalities - Juiz de Fora/MG, Magé/RJ, Petrópolis/RJ and Rio de Janeiro/RJ. Our studies were based on Moran (2008), Nóvoa (1995) and Tardif (2002). The results showed the need for adaptation by professionals and institutions to practices that allow students to use digital resources in the construction of knowledge; however, investments in public policies are needed for a better didactic use of network environments and appropriate use of digital technologies in educational institutions.

Keywords: Remote teaching, Hybrid teaching, Pedagogical practice, Digital technologies.

1 INTRODUCTION

In March 2020, a pandemic arrived to modify habits, and behaviors of the population worldwide. Lockdown, isolation, gel alcohol have become everyday words of use. Despite the care, today we have reached more than half a million deaths in our country, regrettable.

Faced with an overwhelming crisis that affected lives, jobs, businesses, schools were also not excluded, since they were considered places of great daily agglomeration of people of various ages, leading to the suspension of face-to-face activities. Thus, the states and municipalities of our country organized themselves so that public and private schools could offer remote education to their students. We understand that it was not an easy time for everyone involved in this process, starting with inequalities in access to technology. While we have schools and students with all the technological devices, others don't even have a compatible cell phone for access; internet networks do not arrive in certain locations, nor for all schools or families of students. In addition to the difficulty of access, we also found teachers and students with difficulties to handle the digital media used. Thus, we are faced with various challenges faced by the educational community to adapt to remote classes.

In view of the above, we seek in this article to understand how teachers from four municipalities - Juiz de Fora/MG, Magé/RJ, Petrópolis/RJ and Rio de Janeiro/RJ - adapted their pedagogical activities to

organize remote classes. However, we only obtained the return of teachers from two municipalities: Juiz de Fora and Petrópolis. Through a qualitative research, we interviewed a total of eight teachers. The choice of these teachers was through an invitation sent to fifty teachers, via form (*Google forms*), from which everyone had the option to answer or not the request for the interview. We use open questions to free the interviewees to provide information they deem pertinent to their activities. We sought, through the knowledge of Tardif (2002), to understand what knowledge was necessary for these teachers to organize their plans in a way that they were not accustomed.

According to the author, it is in the exercise of the profession that *teachers create their habitus* that end up becoming a mode of teaching. The daily routine begins to trace your professional identity and becomes your teaching culture in action. According to Tardif (2002, p. 49), these identity traits "manifest themselves, then, through a personal and professional know-how and know-how validated by daily work". In the expressions "know-to-be" and "know-how" are implicit the plural and heterogeneous knowledge of teachers who constituted themselves in different historical, cultural and social times.

We present this work in three sections. In the first, we will place the reader on the pandemic context and its implications in the school environment. Next, we will treat digital technologies as strategies adopted by teachers and, finally, present the content of the interviews, as data on the practices performed by teachers in the municipalities surveyed.

2 METHODOLOGY

Through a qualitative research, we sought to collect reports from teachers from four municipalities - Juiz de Fora/MG, Magé/RJ, Petrópolis/RJ and Rio de Janeiro/RJ. For this, we used the interview as an instrument for data collection. We send the forms to fifty teachers of Elementary School I and II, High School and Higher Education, from public and private institutions. However, we only obtained the return of eight teachers from two municipalities: Juiz de Fora and Petrópolis. An invitation was sent via form (*Google forms*), from which everyone had the option to answer or not the request of the same.

We used open questions to leave the interviewees free to provide information that they deem pertinent to their activities from which everyone had the option to answer or not the interview request. We understand that the use of the interview as a data collection tool has its fundamental character when the objective is to map practices, beliefs and values, especially when conflicts and contradictions are not clearly explained.

2.1 THE PANDEMIC CONTEXT AND ITS IMPLICATIONS IN THE SCHOOL ENVIRONMENT

In March 2020, the World Health Organization (WHO) announced a serious public health emergency situation caused by the outbreak of a disease caused by the new coronavirus (SARS-CoV-2), which would modify the global routine. The entire population of the world, including the Brazilian

population, was impacted by the pandemic situation caused by a virus, whose disease was called COVID-19.

In view of the high contagion caused by the virus, which may even lead people to death, the Ministry of Health issued Ordinance No. 188/GM/MS that declared a Public Health Emergency of national importance due to human infection caused by the new coronavirus (BRASIL, 2020c).

As a way of preventing contagion caused by COVID-19, it was necessary to find different ways to prevent people from crowding. And in this context, it was essential to maintain the distancing and in some cases, social isolation, measures guided by the health authorities of the country and adopted with the objective of avoiding the spread of the disease.

Several sectors of society were affected and needed to restructure. The schools had to immediately suspend face-to-face classes. It was necessary to think and act quickly, but looking for interesting ways to maintain links with the entire school community, especially with students.

The remote classes stood out as the immediate pedagogical alternative adopted by schools, becoming a challenge for all. Education professionals, parents and students had to adapt to the new moment. Using remote teaching as a pedagogical practice has become indispensable, since completely different and challenging moments have been imposed by confinement.

The National Council of Education, in issuing opinion CNE/CP n.5/ 2020 (BRASIL, 2020a), recommended that the preservation of life and the reduction of inequalities be considered, with a view to the development of skills and abilities proposed in the National Common Curriculum Base (BNCC). And in this context, the provocative question is: how did teachers adapt their pedagogical work to the pandemic context that has been installed?

In June 2020 the Ministry of Education in partnership with the National Council of Education (CNE) expressed themselves, presenting new guidelines issuing Opinion 11/2020 (BRASIL, 2020b) for educational work developed in the various stages of education, also highlighting the difficulties and conditions of access that the population would have from the socioeconomic consequences caused by the impact of the pandemic, especially with regard to the conditions of access to the digital world.

[...] it is important to consider the weaknesses and structural inequalities of Brazilian society that aggravate the scenario resulting from the pandemic in our country, particularly in education, if we observe the differences in proficiency, literacy and net enrollment rate related to socioeconomic and ethnic-racial factors. Also, as part of this structural inequality, it is worth noting the differences in relation to the conditions of access to the digital world by students and their families. In addition, it is important to note the socioeconomic consequences that will result from the impacts of COVID-19 on the economy, such as an increase in the unemployment rate and a reduction in family income. All these aspects require a careful look at the proposals to guarantee the rights and objectives of learning at this time in order to minimize the impacts of the pandemic on education. [...] (BRASIL, 2020b, p.03).

Given all this dynamics of changes and adjustments experienced throughout the world, it was necessary that Brazilian families and schools adapt quickly. The big problem lies in the structural inequality

of society, since a significant part of the students of the Brazilian public school system have little or no access to digital technologies.

The INEP survey¹ shows that 99.3% of Brazilian schools suspended face-to-face activities due to the pandemic. To this end, part of them adjusted the date of the end of the 2020 school year, aiming to face the pedagogical issues resulting from this suspension. Just over 53% of public schools adjusted the schedule. On the other hand, about 70% of private schools followed the schedule.

The percentage of Brazilian schools that did not return to face-to-face activities in the 2020 school year was 90.1%, and in the federal network, this percentage was 98.4%, followed by municipal (97.5%), state (85.9%) and private (70.9%). In this context, more than 98% of the schools in the country adopted non-face-to-face teaching strategies.

In all, 28.1% of public schools planned curriculum complementation, with the expansion of school hours in the 2021 school year. The United Nations Educational, Science and Culture Organization (UNESCO) and the United Nations Children's Fund (UNICEF), for example, have edited documents with guidelines for mitigating the effects of the pandemic in education.

Therefore, in order to fulfill new strategies for non-face-to-face teaching, digital tools must be available to the entire school community. However, IBGE's survey on students' access to the Internet, when the pandemic began, shows that it did not address this need. According to the survey, although 78.3% of the population and 82.7% of Brazilian households had access to the Internet at the end of 2019, coverage varied widely between regions, income ranges and type of school attended. The following graph shows why students from the public network do not use the internet.



It is necessary to emphasize the importance of ensuring the rights and objectives of learning for all students, even those who do not have access to digital technologies. We highlight in this context the confrontation of the various challenges in which teachers are, since they were forced by the pandemic situation to be incorporated into the digital world in the fulfillment of various bureaucratic and pedagogical forms; in addition to the dilemmas that are encountered by not being able to reach all students.

¹INEP - National Institute of Educational Studies and Research Anísio Teixeira <<https://www.gov.br/inep/pt-br/assuntos/noticias/institucional/estatisticas-revelam-os-impactos-da-pandemia-na-educacao>> on June 28, 2022.

2.1.1 Contextualizing the actions of municipalities in the face of the pandemic

Since the declaration of a pandemic caused by the new coronavirus, made by the World Health Organization (WHO), several strategies to combat the unbridled spread of this virus have been adopted worldwide. Thus, the context of a pandemic experienced directly had repercussions on the way of being and living of society. New relationships with everyday life needed to be established among people and, consequently, they had to look for alternatives to do different, to reinvent themselves. The new social context experienced directly affected the educational system, which also had to enter isolation and, thus, mobilize to discover new formats of education and interaction.

The municipality of Petrópolis, as well as several Brazilian cities and regions, was also organized through decrees, opinions and deliberations to meet federal legislation on educational care in times of pandemic. There was the performance and monitoring of COMED - Municipal Council of Education, throughout the process of organizing the pedagogical activities offered in the platforms and the evaluation system in schools.

We quote below the decrees, opinions and deliberations that regularized the functioning of schools in the municipality in times of pandemic: Decree 1088 of 13/03/2020 and Comed Resolution 003/2020, of 09/09/2020 (Students of the Petrópolis Municipal Network were approved in accordance with the provisions of comed resolution no. 003/2020); COMED Resolution 001/2020 - 23/06/2020; Comed Resolution 002/2020 - from 11/08/2020 (both on the hours given by the Platform); RESOLUTION No. 05 of February 3, 2021: Non-face-to-face activities (D.O. 28/04/2021); CNE/CP OPINION No. 6/2021, of 07/06/2021: guidelines for the return and regularization of the school calendar; DECREE No. 188 of July 28, 2021: return of classes in teaching units (D.O. 28/07/2021); RESOLUTION No. 014 of 13 July 2021: changes in the school calendar (D.O. 29/07/2021); RESOLUTION No. 015 of July 13, 2021: establishes guidelines for school records of Youth and Adult Education (D.O. 07/29/2021); RESOLUTION No. 016 of July 13, 2021: establishes the standards for offering face-to-face education and non-face-to-face activities based on the determination of gradual face-to-face return (D.O. 29/07/2021).

In February 2022 it was planned the beginning of face-to-face classes, still under the recommendations of the Ministry of Health and the Health Department of the Municipality of Petrópolis, However the beginning of classes was postponed due to two tragedies that plagued the city on February 15 and March 20. Heavy rains destroyed part of the city, many families were hit, in addition to more than two hundred deaths.

Only after the slow recovery of economic and social activities in the city, schools reopened to receive their students and teachers. We highlight that, in addition to the long period of social leave, students from the public and private schools suffered considerable trauma. Principals and teachers had to reorganize their plans for the adequacy of new pedagogical practices and for carrying out a diagnostic evaluation.

The government of the state of Minas Gerais, through Decree No. 47,886 of March 15, 2020, instituted the Steering Committee of the Health Prevention and Contingency Plan of COVID-19, expanding the actions

to prevent and combat Coronavirus in organs and entities of the state administration, in addition to suspending classes from the state network for three days. However, due to the exceptional situation that was set, it was resolved by the indefinite suspension of face-to-face classes in the state and other measures (Minas Gerais, 2020).

In Juiz de Fora, this reality was no different. MUNICIPAL DECREE No. 13,893/2020, of March 16, 2020, had several measures to confront COVID-19 for the context of the city, including the suspension of face-to-face classes for the public and private network; in May/2020, the Department of Education of the municipal network presented its project "Cadinho de Prosa", which presented its position "in the face of the need to promote welcoming and strengthening bonds involving babies, children, students and students, as well as their families" (Juiz de Fora, 2020b).

During this course, the Ministry of Education (MEC) approved, with amendments, the guidelines proposed by the National Council of Education (CNE), of April 28, 2020. These guidelines presented relevant guidelines, including the use of remote activities such as students' hours, including their recommendation since Early Childhood Education (Brazil, 2020b).

A survey conducted by the Carlos Chagas Foundation from April 30 to May 10, 2020, brought an analysis of school education in times of pandemic, including public and private schools in the country. Different aspects were addressed in this research, including the *educational strategies used by teachers in the first weeks of social isolation*; according to data presented, 60% in Early Childhood Education and 65% in Elementary School used social networks to send activities to students (FUNDAÇÃO CARLOS CHAGAS, 2020).

Thus, throughout Brazil, governors and mayors articulated themselves in their Secretariats mobilizing on the different fronts to combat the dissemination of COVID-19.

Since mid-March/2020, students and students from various Brazilian locations have had their classes interrupted due to the COVID pandemic¹⁹. After the first impact of fright and fear and to highlight the suspension of classes for a prolonged period of time, the competent agencies, in their federal, state and municipal instances, adopted strategies and alternatives in order to minimize distance and restore the link of students with their schools.

The adoption of non-face-to-face activities, supported by OPINION No. 05/2020 (BRASIL, 2020b) was one of the main measures to reach students and their families more directly in a safer way and, thus, to try to minimize the impact of social leave with school institutions. However, many criticisms were made in the Brazilian educational scenario due to the adoption of these remote activities sent to students, with the concern of increasing inequalities, since access to internet networks becomes limited due to locality and financial resources issues, both of students and teachers.

BNCC (BRASIL, 2018) brings as one of its pillars the digital culture and how it should be inserted in the student's learning process, in order to guarantee its use in a critical and responsible way. That said, it is easy to realize that for this guarantee to happen, the teacher needs to develop these skills in themselves.

BNCC (BRASIL, 2018) advocates that the student be the protagonist of his own learning, recognizing himself as being active in the historical-cultural context, being creative, proactive, collaborative, critical, among other competencies he needs to develop to interact in society today.

Despite all the technological advances and the document highlighting the digital culture, he did not foresee its use so effectively in the school universe. Until then, BNCC proposed contextualizing the use of technology to applied content, however, with the pandemic this technology became the main instrument of multi-media and multimodal interactions.

This is justified by the need for integrated work by teachers in the planning of the actions proposed to the students, recognizing that this integration disposes the disciplines in a relational perspective, allowing an approximation of the identity and experiences of the students and the knowledge of the school (BERNSTEIN, 1996).

2.2 DIGITAL TECHNOLOGIES AS SUPPORT IN DIDACTIC ACTIVITIES

In this context, the discussion about unequal access to technology and a good internet connection emerged, which is fundamental to the remote study. We sought to minimize the effects of the lack of social activities and primordial human interactions for the learning and development process in this period.

In addition, teachers faced the urgency to reinvent themselves and use the TDIC (Digital Interaction and Communication Technologies) in a complete and safe way, which promoted not only learning, but interaction with all involved. Thus, we observed that teachers were faced with this complexity of reorganizing the logic of the teaching/learning process through a technological interaction.

Mediating the construction of knowledge is one of the most relevant skills of the teacher, which involves research, knowledge of his students and the possibilities offered by each school, in addition to the organization of content and didactic knowledge. In the adverse context we experienced in the months of the pandemic, we included in these competencies: the production of digital content and the management of technologies for the dissemination of classes. That is, it is also expected that this teacher will take responsibility as an expert in technological tools, media, learning objects, and even pedagogical use of social networks.

When dealing with the experience about pedagogical practices with the use of DicT, it is worth discussing in this article about the importance of reflection on the professional paths of these teachers, that is, on how they were evolving throughout this process of reformulation of the methodology of the classes, so that, gradually, they could reconstruct their identities through these experiences. About this, Nóvoa (1995, p. 25) comments

Training is not built by accumulation (of courses, knowledge or techniques) but through a work of critical reflexivity on practices and (permanent re)construction of a personal identity. That is why it is so important to invest the person and give status to the knowledge of the experience.

Therefore, in order for the school to follow this transformation, it must adapt to the new technological realities and it is necessary to prepare teachers so that they can incorporate them with discernment into their teaching practices. We agree with Moran (2008, p. 170) when he says that:

Technologies are bridges that open the classroom to the world. They are different forms of representation of reality, in a more abstract or concrete way, more static or dynamic, more linear or parallel, but all of them, combined, integrated, allow a better apprehension of reality and the development of all the potentialities of the student, of the different types of intelligence, skills and attitudes.

For this, it is necessary that the school and its professionals adapt to practices that allow the student to know how to use the various sources of information with the intention of promoting the construction of knowledge. However, in the process of inserting TIC in school, teachers face new challenges to their teaching practice and are considered fundamental elements in this new teaching scenario.

3 RESULTS AND DISCUSSION

After the period of pandemic peak, the state and municipal secretariats began their actions to return face-to-face studies, following the current legal provisions, including the approval of the Ministry of Education under Opinion 06/2021 of the National Council of Education.

Among the guidelines focused on the health protocol, the curricular replanning and the reorganization of the school calendar are also present in this document, making the two hundred school days more flexible and measures to implement a hybrid return, among others.

SEE-MG, through Resolution 4506/2021 brought the authorization for teaching in hybrid format, considering as instruments the continuity in sending printed or pdf material, and also by the use of the different tools made available at the beginning of the school year 2021, for teachers and students, such as Google Classroom, Google Meet and Google Agenda (VIEIRA and ARAÚJO, 2021, p. 9).

The General Guiding Document (JUIZ DE FORA, 2021, p. 29), of the Department of Education of Juiz de Fora, brought several guidelines with the objective of guiding the organization of the hybrid format in schools, considering the "delivery of physical material, use of digital platforms, prioritizing Google Classroom".

This is observed once again a new challenging point for teaching work, which, as highlighted in Opinion 06/2021 of the National Council of Education, it is necessary to continuously train the teacher for this new context.

The research presented here was carried out in 2021 in the municipalities of Juiz de Fora and Petrópolis, having as subjects teachers who work in Basic Education and Higher Education. Through interviews, we sought to analyze the teacher's perception of the use of TIC TDIC in schools and in their practice during remote teaching and their expectations for the return of classroom classes.

Five teachers were interviewed in the city of Petrópolis, four of which work in Basic Education and one in Higher Education. All interviewees have a degree in Pedagogy, specialization in the area of Education and, to which she works in Higher Education, has a Doctorate in Education. They have experience as teachers in the levels of education in which they work. They will be named Janaína, Teresa, Juliana, Tamara and Yasmim.

When asked about their pedagogical practice in the face-to-face model, the four teachers reported that they seek to present the activities so that the teaching is significant for the students. The teachers who work in Basic Education highlighted the use of work projects for the dynamics of the classroom. According to Professor Juliana, who works in the 5th year of elementary school, "[...] working with teaching projects encourages and motivates students to build their concepts about what we propose." In view of the answers, we can observe that the interviewees have a dynamic and contextualized practice in their face-to-face classes.

However, we observed that two of the five teachers did not have a good domain with technologies in teaching when the activities became only remotely. Professor Yasmin, a 7th grader, reported: "I've never used technology in my classes. I've always worked with concrete, with books, with experiences in the classroom. Using technology has been a big challenge." Professor Tamara, from the 1st year of elementary school, reported that her difficulties were in literacy using the technologies: "[...] I can't understand how I can literacy children as young as six using only *WhatsApp* or the city platform. I'm not digital (laughs)." The teachers' statements point to the difficulty in dealing with the new, with the challenges that the pandemic has provided and also signal about something very evident in education, especially with students from the early years of elementary school: the face-to-face relationship with the other.

The other two teachers, Teresa, who works in elementary school I and Janaína, from higher education, demonstrated skill with the use of technologies during remote classes. Janaína said she was already used to organizing her classes using audiovisual and technological resources: "[...] still in the face-to-face, I always organized my classes using different resources. I always take my classes to the multimedia room of the university. That way, when we started teaching remotely, I didn't have to change my planning much." Teresa reported that she always liked to deal with technology and that despite the challenges of organizing a remote class, she sought help and, according to her, "began to organize classes that motivated students to learn and challenged them to use the technological resources they had available."

By analyzing the accounts of the two teachers, we can understand that Janaína and Teresa took advantage of the pandemic situation that has settled in the world to improve and adapt to a new reality that, in a way, can be part of school planning continuously. The first, it has institutional resources, which favor the organization of its classes, while the second, depends on your personal resources and your students. We emphasize that Teresa teaches in a public school where not all students have technological resources or a good internet connection. The experience with distance learning of the two teachers may have contributed to them feeling more comfortable dealing with technological resources.

The four teachers who teach in the municipal public schools were unanimous in saying that they felt little welcomed by the municipal management in relation to remote education; in his speeches, the lack of planning of this management to meet these demands was clear. Professor Teresa reported: "the pandemic made it impossible for us to give our face-to-face classes from March 13, 2020 and the activities offered to students did not start until September 2020."

According to the information of the teachers, the Department of Education created a unique platform - Educa at home - for the posting of activities for all students in the municipal network. SE specialists organized activities and made available on the platform. According to Yasmin, they were "[...] activities that were decontextualized and without objectives did not meet the specificities of the schools. They don't know our students."

The information continued with reports that evidenced the lack of autonomy of schools to organize study plans for their students or use technological resources that were closer to the reality of the community they attended. It was not until February 2021 that schools had the autonomy to organize their classes so that teachers could plan the activities according to the profile of their students.

We emphasize that the lack of prior planning for possible situations in the educational process, in this case the pandemic, leads to a total instability of this process.

The municipal education network of Petrópolis-RJ was not prepared to face the situation of remote classes; schools did not have enough computers or good internet connection and most students did not provide adequate resources to keep studying outside the school environment. We also noticed the lack of training for teachers in the teaching network to deal with these resources. The teachers raised very pertinent questions, such as: How to evaluate our students? How can we understand if they are learning and performing activities with autonomy? What's education like after the pandemic? Issues that need to be discussed by municipal management, with the participation of all subjects involved in the teaching and learning process – managers, advisors and teachers.

Professor Janaina presented us with a very different reality from those previously reported. The private university where he teaches was only three days without classes after the closure of educational institutions was ordered because of the pandemic. The teachers underwent training to use *meet and zoom and throughout* the period of remote teaching, all had a support to clarify doubts and solve any technical problems.

From the municipality of Juiz de Fora, three teachers were interviewed, who will be named Clara, Ana and Bela. Clara has a degree in Pedagogy and is studying specialization in Psychopedagogy.; Ana also has a degree in Pedagogy and her specialization is in Inclusive Education; both work with classes of Elementary School I, in a public school of the municipal network of Juiz de Fora. Bela holds a bachelor's degree and a Master's degree in Letters and a Doctorate in Linguistics; works with elementary school classes II, in two public educational institutions of the municipal network.

When asked about their pedagogical practice in the face-to-face model, the three were unanimous in saying that they initially like to know their classes, but emphasized very peculiar aspects in their narratives. Bela pointed out that she works a lot with orality, greatly appreciates the interaction, the "face to face" with the students, because, through it, the difficulties they present are perceived; Clara highlighted that she values the characteristics of each class and prioritizes "the learning that arises from the curiosities of children"; Ana understands that each child has its specificity and this needs to be considered when proposing any methodology, especially in the literacy phase.

When establishing a reflection between their face-to-face practice with the student and what practices developed in the digital context, due to the pandemic, the three teachers said that they already had experience with technologies in education, through distance courses, but nothing compared to the new skills they had to build to be working with their students.

Prof. Bela pointed out her difficulties, highlighting the interaction again, only this time the lack of it, since the participation of students in the groups was low, considering "Very difficult to work with this distancing. Access is the biggest problem. Unfortunately, access inequalities contribute to disinterest. There is a lack of public policies for access, which accentuates inequalities"; she also pointed out that, despite having already worked as a teacher in the Computer Lab and knowing several tools, the focus now given was another. He had to seek some training to work with new technological and pedagogical resources, in order to get to the students. Professor Bela showed that she sees the difficulties, but that she seeks ways out to get on with her work.

Prof. Clara, in her speech, reported that she has always maintained a close relationship in the use of technologies in teaching, in her pedagogical practices, but recognizes that it is a difficult job and that the digital culture in the face-to-face will remain, because it is an established practice that can no longer be abandoned.

Speaking about the technologies in teaching, Prof. Ana begins with the exclamation: "We have to study hard for this!", expressing a certain anxiety about the unknown, of what is to come, when they return to face-to-face classes. Ana also sought to know the new technological resources that were required for her to work with her students, which made her deal head-on with the difficulties, but overcome them, and recognizes that there is still much to learn.

From the testimony of Clara, Ana and Bela, we realized that, like Teresa and Janaína, the experiences built in the distance courses they performed may have been a primary factor that focused on how these teachers developed their skills and competencies to work at different times and contexts of their profession.

The questions asked to Prof. Bela caused her to reflect on the new experiences she had built throughout this pandemic time, highlighting that, in addition to the courses she sought, the support and help of the group of professionals at the school was extremely important. When asked about how the schools in which she works organized for remote education, Bela replied that each one organized differently, because

the Department of Education reaffirmed the autonomy of each institution, letting all work to meet the needs of their community. Thus in a school of the municipal network, Prof. Bela worked initially with printed handouts and, in the other, with groups in social network. For this reason, this second school offered a training to teachers to act more effectively in this space of interaction, instrumentalizing them with applications that would help in the pedagogical part. "I was very happy with my work!" revealed Bela when talking about the adaptations she had to make in the care of students, finding interesting the use of the new features.

Clara highlighted that the school was organized in order to focus on total pedagogical support to professionals, performing weekly and collective planning, with a well-designed schedule, with the exchange between peers of different disciplines and, mainly, by listening to teachers: "We have to *listen to improve*". Clara also highlighted the adaptations she had to make for this remote work, such as the exchange of a better internet network and the preparation of the house for the new moment.

Prof^a Ana also positively highlighted team planning, reporting that the support of management, coordination and other teachers was essential in this route, support that led her to "a big leap to take classes at *meet*", because she considers herself "technologically very slow. But it's like riding a bike, it's taking the wheel and winning the world!".

When asked about their expectations for the return of classroom classes, the teachers who taught in Basic Education showed a lot of concern about the knowledge assimilated (or not) by the students during the pandemic. They highlighted the need for a diagnostic evaluation and an adapted planning to meet students with specific needs, especially those in the process of literacy. The teacher who teaches in Higher Education showed concern about the number of enrollments and the permanence of students in the course. According to the professor, many students are from neighboring municipalities, which would make it difficult to access the university. Interestingly, the eight teachers indicated that, even in the face-to-face classes, they intend to maintain the use of technologies in their planning.

Regarding teaching experience, Tardif (2002, p. 39) presents the ideal teacher as "someone who must know his subject, his discipline and his program, besides having certain knowledge related to the sciences of education and the pedagogy of developing a practical knowledge based on his daily experience with students". In this work, in particular, it is an experience of a practice on the adaptation of teachers to digital technologies in their pedagogical practice, in view of the transformation experienced by the advent of digital technologies in the remote teaching of schools, since March 2020.

According to the reports presented, the issue of support to professionals to remotely assist their students was a fundamental aspect in the restructuring of teachers' work. The autonomy for the elaboration of their own material gave these professionals the maintenance of their identities exercised before in the classroom space.

4 FINAL CONSIDERATIONS

The reflections presented here are provocative, confirming that education is not a static process and that teachers need to keep up to date through continuing training.

The social distancing and the closure of schools indefinitely caused teachers to seek solutions to possible problems, apparently simple, since we live in a technological era, but complex, due to the lack of public policies and unpreparedness of the educational networks in the offer and remote care. However, despite the difficulties, teachers, managers and pedagogical teams of the schools sought alternatives to work with the digital technological instruments available to them, allied to the skills they built, in an attempt to meet the largest number of students and, thus, maintain the bond between family/school and minimize distance.

When analyzing the answers in the interviews conducted, we conclude that there is still much to be improved and expanded for a better didactic use of network environments and use of DICTs in school. In this theme, we highlight that teachers consider that they should adapt to new technological realities and it is necessary that they be prepared, using digital tools for virtual and/or face-to-face classes, incorporating them with discernment in their teaching practices.

For this, it is necessary that the school and its professionals adapt to practices that allow students to know how to use digital resources with the intention of promoting the construction of knowledge. This process of insertion of DICTs means guaranteeing the rights and objectives of learning for all students, since not everyone has access to digital technologies.

The pandemic context characterized remote teaching as a time surrounded by uncertainty, contradiction, fragility and complexity, presenting us with the power of the school and the work of teachers who, despite the dilemmas and varied demands that have been going through this current context, demonstrate their commitment and responsibility to the office they have chosen to act.

Bncc, in its fifth general competence, establishes as a digital culture the understanding, use and creation of digital technologies in a critical, meaningful and ethical way, with the objective of communicating, accessing and producing information and knowledge, solving problems and exercising protagonism and authorship (BRASIL, 2018). For this, it is necessary to reflect, in addition to the initial and continuing training of basic education teachers with regard to digital technologies, that is, the role of the teacher in this scenario, which we understand as a mediator in the construction of knowledge.

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