

## PIBID AND THE LEARNING PROCESS OF TEACHING IN PANDEMIC TIMES

### *O PIBID E A APRENDIZAGEM DO FAZER DOCENTE EM TEMPOS DE PANDEMIA*

### *PIBID Y EL APRENDIZAJE DE LA ENSEÑANZA EN TIEMPOS DE PANDEMIA*

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**ABSTRACT:** Initial teacher education is always put on the line whether regarding its syllabus organization or its pedagogical or evaluative methods. Thus, there are initiatives such as the Institutional Program of Scholarship for Teaching Initiation (*Programa Institucional de Bolsa de Iniciação à Docência - PIBID*), created in 2007, to strengthen the teaching programs in higher education. With this theme in perspective, this article aims to reflect upon the trajectories of PIBID in three Brazilian federal institutions, highlighting their experiences in times of pandemic. With a qualitative approach, using documentary research, the documents referring to the 2020-2022 edition were analyzed. It is concluded that, despite all the challenges which PIBID has been facing, the educational institutions spare no effort to overcome the problems in a remote work context, strengthening the social and professional bonds through partnership with other institutions, using media resources and virtual tools to grant the formation of future teachers able to perform their job successfully.

**KEYWORDS:** PIBID. Initial education. Teacher education. Remote teaching.

**RESUMO:** *A formação inicial de professores é sempre posta em xeque, seja quanto à organização curricular ou quanto aos seus métodos pedagógicos ou avaliativos. Assim, existem iniciativas como o Programa Institucional de Bolsa de Iniciação à Docência (PIBID), criado em 2007, que visa fortalecer as licenciaturas. Com o olhar nesta temática, este texto objetiva refletir sobre as trajetórias do PIBID em três instituições federais brasileiras, evidenciando suas experiências em tempos de pandemia. De abordagem qualitativa, com uso da pesquisa documental, analisaram-se documentos referentes à edição 2020-2022. Conclui-se que, apesar de todos os desafios que o PIBID tem enfrentado, as*

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*instituições de ensino não medem esforços para a superação dos problemas em um contexto de trabalho remoto, fortalecendo os vínculos sociais e profissionais por meio de parcerias com outras instituições, fazendo uso dos recursos midiáticos e ferramentas virtuais com o fito de formar futuros professores capazes de atuar com êxito na profissão.*

**PALAVRAS-CHAVE:** PIBID. Formação inicial. Aprendizagem docente. Ensino remoto.

**RESUMEN:** *La formación inicial de los docentes siempre está cuestionada, ya sea en términos de la organización curricular o de sus métodos pedagógicos o evaluativos. Así, existen iniciativas como el Programa Institucional de Bolsa de Iniciação à Docência (PIBID), creado en 2007, que tiene como objetivo fortalecer las licenciaturas. Mirando este tema, el texto tiene como objetivo reflexionar sobre las trayectorias del PIBID en tres instituciones federales brasileñas, destacando sus experiencias en tiempos de pandemia. Con un enfoque cualitativo, utilizando investigación documental, se analizaron documentos relacionados con la edición 2020-2022. Se concluye que, a pesar de todos los desafíos que ha enfrentado el PIBID, las instituciones educativas hacen todo lo posible para superar problemas en un contexto de trabajo remoto, fortaleciendo los lazos sociales y profesionales a través de alianzas con otras instituciones, haciendo uso de los recursos mediáticos y herramientas virtuales para formar futuros profesores capaces de desempeñarse con éxito en la profesión.*

**PALABRAS CLAVE:** PIBID. Formación inicial. Aprendizaje de profesores. Enseñanza remota.

## Introduction

Since the mid-1990s, the eyes of researchers, governments and education professionals have turned to teacher formation, which is permeated by different interests: social, economic and political. The formation offered in teaching degrees is constantly being questioned: whether in terms of curriculum organization or in terms of their pedagogical or assessment methods. In addition, many demands have been added to the teaching profession.

In this context, the legislation starts to contemplate aspects related to teacher education, such as the Law of Guidelines and Bases of National Education (LDB) 9,394/96 and the National Education Plans, which address the issue in their goals. Thus, policies and programs are created with the aim of improving the quality of undergraduate formation, such as the Institutional Program for Teaching Initiation Scholarships (PIBID), created in 2007, with the aim of valuing teaching and strengthening undergraduate courses in higher education institutions.

The Coordination for the Improvement of Higher Education Personnel (CAPES), since 2009, has been launching PIBID notices, covering institutions in all regions of Brazil. It is

noteworthy that over these years the program has undergone changes in its original model. For example, the last notice was limited to undergraduates who were in the first half of their teaching degree due to the creation of the Pedagogical Internship Program.

In this text, we seek to reflect on the trajectories of PIBID in three Brazilian federal institutions – Federal University of Cariri (UFCA), University for International Integration of the Afro-Brazilian Lusophony (UNILAB), Federal Institute of Education, Science and Technology of Ceará (IFCE) –, showing experiences of the program in times of social isolation, due to the pandemic caused by Covid-19. To meet this objective, we bring, in addition to this introduction, a topic that discusses initial formation in Brazil; then we present the methodology; we report on the trajectories of PIBID in the three institutions, pointing out the challenges faced and the strategies used in times of pandemic; finally, we close with the concluding notes.

### **Initial formation for teaching in Brazil**

Teacher formation is one of the most discussed issues in recent decades, as it focuses on carrying out an activity that is essential to the development of another (ALMEIDA, 2005). Thus, the teacher, even in the face of technological advances, remains irreplaceable, as it is an interactive profession that requires a critical attitude. Teacher formation, therefore, is a necessary and indispensable investment for the innovation of the educational system (SACRISTÁN, 2002).

According to the ideas of Leher (2014), teacher education is based on government policies resulting from educational reforms, which leads to disputes for professional valuation, considering the heterogeneity of the teaching category. Indeed, Brazilian teachers have not ensured their due space in educational decisions, especially on broader issues. This is because the management of education has been done by business groups and international agencies.

The 1990s brought structural changes to education, with the implementation of global economic reforms that directly impacted Brazilian educational policies, increasing demands on teacher formation and professionalization. Global capitalism has imposed the overexploitation of teachers' work, expanding their responsibilities in educational institutions (FLORENCIO; FIALHO; ALMEIDA, 2017).

International organizations have defined and monitored the Brazilian educational model to ensure their own interests, significantly altering the process of teacher education,

which is now based on the mentality of production. Through the capitalist logic, neoliberal policies proposed a superficial, diffuse, competitive and dispersed formation. The imposition of a flexible accumulation model brought consequences to the teacher's profile, to their formation and to their work (LIMA, 2007).

Political and economic interests have been manifested in formative proposals, which instill neoliberal ideas, inducing teachers to contribute to the social demands of free enterprise, without the right to adequate time for study, maturation and deepening of the proposed ideas. Thus, it is through “international agreements that new proposals for education and teacher formation are organized, many of them primarily focused on practical knowledge, early professionalization, fragmentation of values and knowledge” (LIMA, 2007, p. 08, our translation), offering less and demanding more.

This perspective reveals the definitions of international organizations in teacher education policy. Aiming at the maintenance of profit, the capitalist system introduced several transformations in the formative processes, subtracting the functions of the State, reducing it to the condition of a minimum State, summing up to meeting the market's interests.

In fact, in addition to teaching, the teacher is required to assume different roles, which requires complex formation. However, “recent research has shown that teachers are not receiving sufficient initial preparation in educational institutions to face the problems found in the daily life of the classroom” (GHEDIN; ALMEIDA; LEITE, 2008, p. 17-18, our translation).

Pimenta and Lima (2017) reveal that, historically, the initial formation of teachers is marked by precarious rates due to the lightening and theoretical and practical fragility. However, it is the role of the university to provide teaching undergraduates with solid initial formation, with the proper parameters so that they understand their social role as future educators, assuming a commitment to quality public education (BRANDENBURG; PEREIRA; FIALHO, 2019).

In Brazil, therefore, the discussion persists that initial teacher education does not adequately prepare professionals to enter the classroom. Thus, it appears that this formation is not yet given due priority, nor is the importance of teachers validated (FUSARI; FRANCO, 2005).

According to the understanding of Behrens (2007), this situation challenges us to understand the formative processes in a broad way, in their multi-dimensions, anchored in a critical, reflective and transformative vision of education, which collaborates to break the linear and conservative logic. With this, it is expected an opening to work based on the

demands that emanate from the teachers' practices to the detriment of conforming and/or shaping acts.

According to the ideas of Ghedin, Almeida and Leite (2008), initial formation, in its multiple possibilities, should favor work with several dimensions beyond the cognitive, such as: ethics, aesthetics, affective, emotional values and senses. This conception favors teacher education based on cooperation, solidarity, problem solving and creativity.

Imbernón (2011) reveals that initial teacher formation provides the basis for pedagogical knowledge. However, the dialogue with the real context of educational practices is essential for the teacher to analyze and re-elaborate them, assuming the inseparability of theory and practice. According to Pimenta (2012), teaching knowledge is based on three categories, namely: a) knowledge from experience, which materializes from what has been accumulated from experiences with teachers and also with the teaching practice itself; b) knowledge, that is, the specific knowledge of each subject to be taught; c) pedagogical knowledge, which considers the social practice of education, mobilizing a dialogue with theory so that practice is re-signified.

That said, it is expected that initial formation will provide undergraduates with an integrated work between the different types of knowledge and their curricular proposal, with a view to “[...] overcoming the theory vs. practice, pedagogical knowledge vs. specific knowledge of the science being taught.” (MARQUES; PIMENTA, 2015, p. 154, our translation). Such knowledge, therefore, must be understood in an integrated perspective, considering the importance of formation, characterized by a broad and solid knowledge of the sociopolitical context that involves teaching and engaged in contributing to the overcoming of inequalities present in school spaces and in society.

### **Methodological Path**

The research methodology must be scientifically defined and technically planned by the researcher in order to achieve the objectives established from the constructed problem. In the understanding of Ghedin and Franco (2011, p. 26, our translation), the methodological path is “the path that is made by walking while one walks”, therefore it requires scientificity.

With this investigative north and, taking care of ethics and scientific rigor, considering the complexity of the phenomenon studied, we strategically plan all the decisions taken in relation to the methodological choices. As Minayo (1994, p. 17, our translation) states:

“nothing can be a problem intellectually if it has not been, in the first place, a problem of practical life”.

Qualitative research is concerned “[...] with a level of reality that cannot be quantified. That is, it works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena [...]” (MINAYO, 1994, p. 21-22, our translation).

Concatenated with the experience report and in line with the document analysis technique, we sought to systematize the trajectories of PIBID in three federal institutions, highlighting the activities developed in the program, in the context of the coronavirus pandemic. Based on Gil (2007), documentary research uses materials that have not yet received analytical treatment. In this sense, documentary sources were used, such as reports, official documents, videos, prints and cards of pedagogical activities to bring robustness to the information included in the systematization of the learning shared in this experience report.

The set of information collected met the objective previously established through the systematization of experiences, without losing sight of the authenticity, originality and reliability of the reports presented (GIBBS, 2009).

### **PIBID at UFCA and teacher formation at Cariri**

The Federal University of Cariri (UFCA) is a young institution. It was created in 2013<sup>4</sup> and is present in the Ceará municipalities of Juazeiro do Norte (headquarters), Barbalha, Crato, Brejo Santo and Icó. The Institute of Formation of Educators (IFE), located in the municipality of Brejo Santo, hosts the Interdisciplinary Undergraduate Teaching Degrees (LI) courses in Natural Sciences, Mathematics and Pedagogy<sup>5</sup>, courses on this campus where PIBID takes place, which we deal more specifically with.

UFCA had its first institutional project of PIBID submitted and approved through Capes notice n. 61/2013 and started its activities in 2014. According to Anjos and Brito (2019, p. 09, our translation), “the program worked in five public schools in Juazeiro do Norte and one professional in the municipality of Crato. A total of 96 fellows participated in the PIBID UFCA, distributed in two subprojects: Music and Philosophy”.

<sup>4</sup> Created through Law n. 12,826 of 5 June 2013, through the dismemberment of the Federal University of Ceará (UFC).

<sup>5</sup> In addition to these, there are Teaching Degree courses in Mathematics; Degree in biology; Degree in Chemistry and Degree in Physics.

The LI's PIBID in Natural Sciences and Mathematics had its first subproject approved by the notice n. 07/2018<sup>6</sup> of CAPES. This subproject was multidisciplinary in Science and Philosophy and operated in the municipalities of Juazeiro do Norte and Brejo Santo. The PIBID in Brejo Santo was distributed as follows: 8 scholarship holders and 1 volunteer in an elementary school, working in the final years in the teaching of Science and Mathematics; and another group in equal proportion in a high school, working in the teaching of Chemistry, Physics and Biology.

The group that worked in the period 2018-2020 carried out activities that brought the university and school closer together, in addition to giving greater visibility to the Brejo Santo campus, as it was relatively new, not well known by the local population and by education networks. Among the activities developed with basic education students, we highlight: workshops for the creation of a mathematics laboratory, school newspaper, environmental project, formation of study cells, chemistry, physics and biology laboratory, elective courses. Another significant action was the realization of formative cycles that had as theme Youth, School and Society; Reflections about society; Youth and diversity under discussion, with good student participation and great success.

In 2019, the Sciences subproject also held the 1st Meeting of the Institutional Scholarship Program for Initiation to Teaching at UFCA (EnPIBID), which took place from 9 to 11 October 2019, and had as an articulating theme: "University and school: interdisciplinary perspectives in teacher formation and practice"; the event reached a diverse audience of 880 participants, including students and teachers of basic education and higher education, people from the community, artisans, masters of local culture, among others.

The institutional project 2020-2022 included two more areas<sup>7</sup> in relation to the previous one, however there was no expansion of scholarships by CAPES. Thus, according to CAPES' public notice n. 02/2020, the IFE was awarded 24 scholarships<sup>8</sup>, 16 for the LI in Science and Mathematics and 8 scholarships for the Pedagogy course, distributed in three cores: a school in the early years of Elementary School, with 8 Pedagogy scholarship holders;

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<sup>6</sup> In this notice, UFCA was awarded with 48 scholarships divided into two subprojects: Pibid Music and Interdisciplinary Pibid Philosophy and Science. This second, entitled "Teaching with research in the initiation to teaching in Science and Philosophy: a collaborative work with interdisciplinary projects", was multidisciplinary and had part of the scholarship holders (08) linked to the Teaching Degree in Philosophy; and others (16), linked to the LI in Natural Sciences and Mathematics.

<sup>7</sup> It included 48 scholarships that were distributed among Teaching Degrees in Music (08); Philosophy (08); Letters Libras (08) in Juazeiro do Norte-CE; Interdisciplinary Degree in Science and Mathematics (16) and Pedagogy (08) in Brejo Santo-CE.

<sup>8</sup> Without expanding Capes scholarships, it was necessary to distribute them between the two subprojects of the Brejo Santo campus. In the LI Course in Natural Sciences and Mathematics, 16 fellows and 01 volunteer were approved, however, in the first few months, one fellow gave up, who was replaced by the volunteer..

one of the final years of Elementary School, with 8 scholarship holders of Science and one of High School, with 8 scholarship holders of Science.

The activities of the aforementioned notice should have started in person in August 2020, but due to the pandemic they only started in October 2020. Most educational institutions suspended in-person activities, so we had to adapt to the remote system. According to Rocha and Lima (2021) the suspension was regulated by MEC Ordinance No. 343/2020, revoked by Ordinance MEC No. 544/2020. In this way, we focus on remote activities, and since October we have had, among other activities, 12 formation courses with fellows, using Youtube and Google Meet, in order to strengthen the pertinent and necessary knowledge for teaching. We also held some workshops so that students had the property to work in remote mode.

As public-school classes use different virtual platforms, there was a need to reorganize the work and make adaptations, in accordance with the Ministry of Education's guidelines through Law n. 10,040/2020, which deals with the minimum number of school days (BRASIL, 2020). Some school institutions use Google Classroom, Google Meet or even Whatsapp in an attempt to get content to the student. Thus, scholarship holders have weekly plans with supervisors, in which they outline activities that complement the contents that teachers work in the classroom. They make videos with experiments, explanations, examples, depending on what is being taught. They also develop reading and writing projects to help students learn.

We consider that the problems imposed on education during pandemic times affect the initial and continuing education of teachers in a unique way, making managers, teachers and students look for ways to alleviate the losses (NEVES *et al.*, 2021). At PIBID, it happens in a similar way and we have to develop a collective work to point out solutions and overcome the challenges that lie ahead.

Despite the initial amazement or fear of working with digital platforms, we realized that scholarship holders, supervisors and coordinators have adapted and tried to look for solutions, make use of creativity and are developing their work well, as far as possible, understanding that remote learning it does not replace face-to-face and that social inequalities are accentuated, especially regarding education.

### **PIBID at UNILAB: a decade of unique formative experience**



The University for International Integration of the Afro-Brazilian Lusophony (UNILAB) is a federal autarchy, linked to the Ministry of Education, created through Law n. 12,289, of 20 July 2010, under the administration of President Luís Inácio Lula da Silva, in the context of expansion of the federal public higher education network, with headquarters and venue in the city of Redenção, in the Maciço de Baturité/Ceará (BRASIL, 2010).

Over a decade and with a multicampus structure, UNILAB assumes the double mission of international integration – in a daring project of inclusion of African and Timorese students – and local regional development – through the interiorization of teaching –, seeking formation of its students through “interdisciplinarity, curricular flexibility, intercultural dialogue and theory-practice interaction” (UNILAB, 2018, p. 7, our translation). For this purpose, in the Massif de Baturité/Ceará, the aforementioned institution has the Liberdade and Aurora campuses in the municipality of Redenção and the Academic Unit of Palmares, in Acarape; in the Recôncavo Baiano/Bahia, the Malês campus, in São Francisco do Conde.

With a view to contributing to the initial formation of teachers, UNILAB offers thirteen undergraduate teaching courses, nine in Ceará (Biological Sciences, Physics, Mathematics, Chemistry, Pedagogy, History, Sociology, Letters/Portuguese, Letters/English) and four in Bahia (Social Sciences, Pedagogy, History, Letters/Portuguese).

Since 2011, UNILAB has been participating in all PIBID notices, which is understood as a privileged space-time for learning in the teaching profession, as it provides the student with an opportunity to experience the daily life of public schools, understanding it as an object of analysis, reflection and investigation.

Circumscribed within the scope of Public Notice No. 2/2020, the current Institutional Project PIBID UNILAB (2020-2022 edition) seeks to provide integration between higher education and basic education through the insertion of undergraduates in the daily life of public schools of education basic, articulating theory and practice, with a view to raising the quality of initial formation of undergraduate students and continuing education of basic education teachers, with a focus on respect for cultural and human diversity. To this end, it has eight subprojects: Biological Sciences, Physics, History, English Language Arts and Chemistry, operating in Ceará; Literature Portuguese Language, Pedagogy and Sociology, operating in Ceará and Bahia, involving about 190 undergraduates, 18 Basic Education teachers and 22 UNILAB teachers.

The PIBID UNILAB 2020 was prepared considering the initiation to teaching as a prerequisite for the articulation between scientific knowledge and the knowledge worked in basic education schools, favoring teaching degree students/teaching initiation scholarship

holders an immersion in the professional culture of teachers, understanding the diversity present in schools as a legitimate space for formation (UNILAB, 2020). This edition began in the context of the Covid-19 pandemic and over a semester the actions have been developed through “working remotely, requiring an even greater commitment to the planning of actions and the use of Digital Information Technologies and Communication (TDIC) as a possibility of communication, interaction and an attempt to be together virtually” (MARTINS, 2020, p. 4, our translation).

In this space-time of pedagogical experiments, the area coordinators of the subprojects in dialogue with supervisors and undergraduates have used the Virtual Learning Environment (AVA) as a possibility to discuss formative experiences, themes that permeate the teaching work today and, collectively, build knowledge about the learning of the teaching profession and its challenges.

Thus, remotely, through studies at AVA, lives via YouTube, meetings via Google Meet, use of social networks such as Instagram, the subprojects have been daring and seeking new possibilities of interaction with schools, ensuring dialogue and exchanges between the subjects involved, with the critical and reflective support necessary to mediate learning.

The PIBID UNILAB brings a singularity, which is the performance of foreign teaching degree students, favoring intercultural experiences at the university and in public schools, combining theory and practice as a way of combating various forms of discrimination and prejudice. According to Costa *et al.* (2015), the program provides “an education that recognizes in differences the possibility of building bonds of solidarity and strengthening otherness by recognizing our incompleteness and our unfinished business” (COSTA *et al.*, 2015, p. 15, our translation).

Throughout the various editions, PIBID UNILAB has sought to create and consolidate spaces for the formation, production and dissemination of knowledge with social relevance, striving for the ability to reflect, analyze and give new meaning to pedagogical action. Therefore, the teaching initiation scholarship holder - in constant dialogue with the supervisor teacher, the school management, the area and institutional coordinators - has been able to build and reconstruct the teaching praxis through the bias of autonomy and reflection, in a critical perspective and committed to human emancipation, based on the principles of mutual support and help.

This demands, therefore, a collaborative work between scholarship holders, university and school professors in the organization of their own formation, as well as the understanding “of a contextualization and diversity among professors that imply different ways of thinking

and acting. Such requirements contribute to achieving a better acceptance of changes and greater innovation in practices” (IMBERNÓN, 2010, p. 31, our translation).

Thus, educational experiences such as PIBID can favor learning situations from the daily experiences of students in basic education and teaching, public school teachers and UNILAB, providing a space for the development of collaborative activities, in which peers develop a process of helping each other with their specific skills (ALVES, 2008).

Understanding that teacher education requires a critical attitude and is not just the act of teaching, even in the context of the pandemic, the participants of PIBID UNILAB are motivated to a culture of scientific initiation, developing investigative, artistic and cultural potentialities inherent to human education in dialogue with public schools. Thus, the program has developed a collective commitment to the construction of quality education that is socially endorsed and understood as a right for all, promoting the permanent exercise of criticism and the problematization of knowledge, with the continuous sharing of ideas, lulling many other people into this cycle of learning and teaching (SILVA; RIOS, 2018; SANTOS; FERREIRA; SIMÕES, 2016).

According to Martins and Pimenta (2020, p. 7, our translation), “the continuous reflection on pedagogical practices favors the identification of possible obstacles and points out ways to overcome it”. Indeed, in dialogue with the experience of PIBID UNILAB, an adequate work in which the various education professionals involved analyze, critique and propose possibilities is essential, aiming at a liberating teaching and learning process, which dialogues with theory and expands the individual and collective knowledge.

### **PIBID at IFCE: taking new paths**

The Federal Institute of Education, Science and Technology of Ceará (IFCE) has been consolidating itself as part of the federal education network in several regions of the state of Ceará. It is a multi-curricular and multi-campus institution, specialized in professional and technological education in different types of education, offering enrollments from high school to doctoral courses.

The reorganization and expansion of the federal network came from Law n. 11,892/2008, which established the current Federal Institutes of Education, Science and Technology, without losing sight of Technological Professional Education. Thus, IFCE has provided higher, basic and professional education.

With the premise of transforming the Brazilian educational reality, within the scope of teaching degrees, the institution has the PIBID, implemented in the institution since 2009, as a program to promote teacher formation for Basic Education in different areas of knowledge.

Specifically, in relation to the Canindé campus, the locus of this report, the degree courses have been strengthened with the development of PIBID's activities. Among the formations available to the local and regional community are four teaching degree courses, namely: Mathematics, Pedagogy, Physical Education and Music. In 2020, two teaching degrees were awarded with the PIBID, Music and Pedagogy. However, the four teaching degrees have already had the opportunity to experience PIBID. Due to the cut in scholarships and the decrease in vacancies in recent years, the courses are alternating the search between the PIBID and the Pedagogical Internship Program.

With this formative experience, the Canindé campus offers, in addition to teaching degrees, technical courses, integrated secondary education, *lato sensu* specialization in professional and technological education, anchored on the teaching, research and extension tripod, thus expanding opportunities and formative knowledge.

In this institutional area, we place the experience reported in this text based on the Arts subproject of the teaching degree course in Music. At first, the subprojects in the areas of Arts and Pedagogy submitted to Capes in 2020, provided for face-to-face execution, however, they had to be readjusted to the system of emergency remote teaching, in compliance with the protocol established by health agencies responsible for controlling the Pandemic of Covid-19.

This reality demanded a new planning to reconfigure the pedagogical work. We face, therefore, the challenge of activating the formative protagonism of teaching students without disqualifying the subprojects, with a view to pedagogical readjustment.

The need to maintain social isolation made us resort to emergency remote work, given the impossibility of holding face-to-face meetings. In this perspective, we made use of digital platforms such as Google Classroom, YouTube, Whatsapp and virtual learning environments.

For the first time since the existence of PIBID, activities had to be started remotely, it was thought a priori. Imprisoned by the memories of presence, we seek to maintain social and professional bonds, through media resources and virtual tools, to ensure the capacity for dialogue and sensitive listening to the difficulties faced by everyone. This is because the central axis of PIBID is dialogue, understood as “the loving encounter of men who, mediated by the world, 'pronounce it', that is, transform it, and, by transforming it, humanize it for the humanization of all” (FREIRE, 1992, p. 43, our translation).

After the first wave of the pandemic, we understand that it was not just a question of a PIBID with a virtual beginning. The worsening of the pandemic threw us into the circumstances of carrying out activities entirely at a distance. This precipitated the challenge of reinvention by everyone involved in the program. In this first moment, we defined planning with supervisors as a starting point. We analyzed the Subproject submitted to CAPES and proposed modifications in order to think about activities and/or strategies that would be possible to carry out during the first quarter of the program.

In its first phase, corresponding to the months of October to December/2020, PIBID Arts of Canindé developed activities aimed at the formation of teachers. We prioritize knowing the program and its professional impact on the lives of alumni who participated in previous editions of PIBID.

The program included lives, meetings, conversation circle, round table and formative lectures on PIBID and professional teacher formation, including experiences of former area coordinators, former supervisors and former students of Pibidians, who are currently in full professional activity.

In the second quarter, from January to March/2021, we prioritized getting to know the educational institutions receiving the centers with an action to bring reality closer. Through videos and photographic records, we virtually enter the basic education units. We know the physical facilities, the main projects, the pedagogical actions, the professionals and the clientele served. Finally, we prepare for the “Virtual Pedagogical Crossing” in order to live the teaching experiences remotely.

The pedagogical journey required students and teachers to prepare for insertion in the virtual teaching work in basic education classes and thus be able to learn about teaching knowledge and strategies based on the professional performance of each supervisor.

The first phase of this preparation consisted of the supervisors' fruitful dialogue with the class, which took place through the life stories, formation and professional performance of the supervisors, creatively titled by the teaching degree students "Episodes Pedagogical Experiences", with openness, cultural welcome, presentation of the supervisor's résumé and closing at the initiative of the teaching degree students themselves. In addition to the student insertion in virtual formation spaces, other activities demarcated visual arts packed by soundtrack according to the skills of the graduates.

Student learning in the first semester was systematized by a digital magazine, created using Flipsnack. The first semester of the current edition of PIBID culminated with the realization of the 1st Seminar on Knowledge, Artistic Talent and Sound Track, adorned with a

lot of creativity. In this virtual journey, we learn that opportunities are not found, they are sought after. It is up to us, as historical beings, to learn to think in order to modify the situations that prevent us from advancing in our understanding, knowing how to use the capacity to transform: this is intelligence.

### **Final considerations**

Having as its main objective to encourage students to become a teacher during their initial formation course, PIBID provides scholarship holders with unique experiences of recognition of the school with a new look, no longer as a student, but as a teacher. Thus, the early contact with their work environment favors the scholarship holder to acquire new knowledge about the teaching practice, also providing them with opportunities to create from the situations in the classroom.

In the pandemic context, the problems and challenges posed to education were many and, consequently, this slipped into teacher initiation programs. Based on the reports of the three institutions presented in this study, we realized that efforts were redoubled in an attempt to overcome them and provide a more significant learning in teaching practice, within the limitations, but also based on new possibilities, such as the use of several digital platforms due to the suspension of in-person classes.

The initiatives of the three institutions achieve yet another of PIBID's objectives, which is to provide experiences involving new methodologies, using technological resources capable of creating practical situations, imbued with theoretical strengthening, to overcome the problems that may arise in teaching and of learning.

Another aspect worth mentioning is that, based on the digital platforms used at PIBID, we strengthen the bonds with our students and the school community, in order to dialogue and be sensitive to everything that happens to people at that time. However, without a posture of refusal, we are aware that remote learning does not replace face-to-face teaching, in which social relationships are much more alive and stronger.

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