

SUBJECTIVITY AND EDUCATION IN VIRTUAL SPACES: LEARNING AND DEVELOPMENT IN TIMES OF PANDEMIC

SUBJETIVIDADE E EDUCAÇÃO EM ESPAÇOS VIRTUAIS: A APRENDIZAGEM E O DESENVOLVIMENTO EM TEMPOS DE PANDEMIA

SUBJETIVIDAD Y EDUCACIÓN EN ESPACIOS VIRTUALES: APRENDIZAJE Y DESARROLLO EN TIEMPOS DE PANDEMIA

José Xavier RODOVALHO¹
Vannúzia Leal de Andrade PERES²

ABSTRACT: Virtual learning spaces in Higher Education have become increasingly used as guiding methodologies for distance learning in the blended format, consolidating with the Covid-19 pandemic. In this sense, the study aimed to analyze the subjectivity of academics in Higher Education in the blended modality through virtual learning spaces of courses in blended format during the Covid-19 pandemic. As for the methodology, this is an exploratory study with a qualitative approach that involved narratives permeated by empirical conversational moments with four academics belonging to a Distance Education institution located in the city of Santa Terezinha de Goiás-GO. The results showed that academics belonging to undergraduate courses in Pharmacy, Nursing, Civil Engineering and Pedagogy generated a set of subjective motivational meanings mediated by adaptations during the Covid pandemic¹⁹. The final considerations highlighted the need to subjectively rethink the modalities of Education during and after the pandemic.

KEYWORDS: Distance education. Personal satisfaction. Covid-19.

RESUMO: *Os espaços virtuais de aprendizagem na Educação Superior tornaram-se cada vez mais utilizados como metodologias norteadoras do ensino a distância no formato semipresencial, consolidando-se com a pandemia de Covid-19. Nesse sentido, o estudo objetivou analisar a subjetividade de acadêmicos na Educação Superior matriculados na modalidade semipresencial por meio dos espaços virtuais de aprendizagem durante a pandemia de Covid-19. Quanto à metodologia, trata-se de estudo exploratório de abordagem qualitativa, que envolveu narrativas permeadas por momentos conversacionais empíricos com quatro acadêmicos pertencentes a uma instituição de Educação a Distância situada no município de Santa Terezinha de Goiás-GO. Os resultados apontaram que os acadêmicos pertencentes aos cursos de graduação em Farmácia, Enfermagem, Engenharia Civil e Pedagogia geraram um conjunto de sentidos subjetivos motivacionais mediados pelas adaptações durante a pandemia de Covid-19. As considerações finais evidenciaram a*

¹ Pontifical Catholic University of Goiás (PUC-GO), Goiânia – GO – Brazil. Doctoral student in the Graduate Program in Psychology and Manager at the Dynamic College of Santa Terezinha de Goiás– GO. ORCID: <https://orcid.org/0000-0002-0432-2571>. E-mail: jxrodovalho@yahoo.com.br

² Pontifical Catholic University of Goiás (PUC-GO), Goiânia – GO – Brazil. Professor at the Pontifical Catholic University of Goiás (UnB). Post-Doctorate in Education (UnB). ORCID: <https://orcid.org/0000-000273230654>. E-mail: vannuzia@terra.com.br

necessidade de repensar subjetivamente as modalidades de Educação durante e após a pandemia.

PALAVRAS-CHAVE: *Educação a distância. Satisfação pessoal. Covid-19.*

RESUMEN: *Los espacios virtuales de aprendizaje en la Educación Superior se han convertido cada vez más en metodologías rectoras de la enseñanza a distancia en formato semipresencial, consolidándose con la pandemia de Covid-19. En este sentido, el estudio tuvo como objetivo analizar la subjetividad de los académicos de la Educación Superior inscritos en la modalidad semipresencial a través de espacios virtuales de aprendizaje durante la pandemia del Covid-19. En cuanto a la metodología, se trata de un estudio exploratorio de enfoque cualitativo, que involucró narrativas permeadas por momentos conversacionales empíricos con cuatro académicos pertenecientes a una institución de educación a distancia ubicada en el municipio de Santa Terezinha de Goiás-GO. Los resultados señalaron que los académicos pertenecientes a las carreras de Farmacia, Enfermería, Ingeniería Civil y Pedagogía generaron un conjunto de significados subjetivos motivacionales mediados por las adaptaciones durante la pandemia del Covid-19. Las consideraciones finales pusieron de manifiesto la necesidad de repensar subjetivamente las modalidades de educación durante y después de la pandemia.*

PALABRAS CLAVE: *Educación a distancia. Satisfacción personal. Covid-19.*

Introduction

The cultural-historical understanding of subjectivity developed by the numerous studies of González Rey and his collaborators, based on investigations about several themes, point the theme Education as being considered of greater relevance for subjective productions in the area. In turn, Education is understood as a way to acquire not only knowledge, but as a social practice and cultural heritage (ROSSATO; PERES, 2020)..

Many studies show important contributions in the way of thinking and problematizing teaching practices and learning processes in educational institutions. From this perspective, education has been seen as a constituent process of human formation through a set of social practices, knowledge, and expressions. From this perspective, it is attributed as a fundamental reference that education is related to social actions of integration and subjective development of individuals, contemplating the processes of teaching and learning (GONÇALVES; MADEIRA-COELHO, 2021).

In other words, individual subjectivity represents the processes and forms of organization of learning and development of each individual socially and historically situated, thus constituting a unique history in their personal and interpersonal relationships. Thus, from

social relationships, experiences, thoughts and emotions, individuals integrate themselves into a complex system through subjective meanings (MITJÁNS; REY; PUENTES, 2013).

In this context, it is inferred that social subjectivity is primordial to the study of educational phenomena, because it does not reduce the social space to groupings of people or the interests of a collective, but in the representativeness of a complex system of subjective productions that are permeated by subjective meanings of several of the discourses (IVANOV, 2021; PERES; MARTINS, 2012). In this way, the understanding of the concept of subjectivity highlights new fields of interpretation of educational issues for the challenges on the ways of conducting teaching and learning processes (REY; MARTÍNEZ; GOULART, 2019).

Education is a dynamic process that has several forms of conduction, in a continuous and distinct way, as in Distance Education (DE), where the learner is the protagonist of/in their learning process in virtual learning spaces, developing capabilities to create and seek new/other skills that fit better in their daily reality. It is important to emphasize that distance education can still be interpreted in a confusing and prejudiced way by society, when differentiating its formats and/or modalities (MUSSIO, 2020).

In short, Distance Education - DE is an educational modality in which students and teachers are separated, physically or temporally, requiring the use of digital means and technologies of information and communication, such as virtual learning spaces (MARQUES; MARQUES, 2021). Distance Education is composed of a set of formats, such as: distance, remote and hybrid. In its semi-attendance format it consists of a combination of face-to-face and distance (online) classes, through the technological aid of virtual learning environments, created by the educational institutions themselves and/or by countless software programs, such as those developed by Microsoft (ALVES; MARTINS; LEITE, 2021). It is worth mentioning that this article is directed to an approach of Distance Education in the semi-attendance format.

Beyond the knowledge of the modalities of Education in Higher Education, with the onset of the Covid-19 pandemic, these formats had an "emergency" extension not only to the virtual learning spaces of Distance Education, but also to Face-to-Face Education through the hybrid format or blended learning, very similar to semi-attendance, proposing an education model both in the physical space of the classroom and on digital teaching platforms to follow up on the learning and development of students in times of pandemic (MARQUES; MARQUES, 2021).

In this context, emergency remote classes or remote teaching were also implemented, strengthening student-teacher relationships, so that online meetings allowed real-time interactions, as occurred in the face-to-face model prior to the pandemic, thus maintaining the

classroom routine in a virtual environment accessed by each student from different locations (ALVES; MARTINS; LEITE, 2021; MARQUES; MARQUES, 2021).

In this way, didactic and pedagogical actions were influenced by distance learning formats mediated by technologies implemented in the form of virtual learning environments (VLE), in which didactic procedures are built by the subjective approach to knowledge production, as they connect and build knowledge collectively (ARRUDA; GOMES; ARRUDA, 2021).

Therefore, it is found that the relations between the formats of Education make the students involved with the educational process subjectively reveal the expectation achieved in the teaching and learning processes for their development, as well as indicate paths and possibilities to rethink education in a post-pandemic context (ALVES; MARTINS; LEITE, 2021). In this direction, research on the future of pedagogical practices in the country, revealed by Mussio (2020) and Cabral (2020,) state that society and Higher Education will no longer be the same after the Covid-19 pandemic.

Based on this contextualization, the objective of this study was to analyze the subjectivity of academics in Higher Education in the semi-attendance modality through the virtual learning spaces of these courses during the Covid-19 pandemic.

Theoretical and methodological procedures

In this section, we present the methodological path that resulted, among other actions, in the writing of this article. In terms of methodology, we opted for exploratory research with a qualitative approach, organized in the format of a face-to-face empirical conversational moment with potential participants. Thus, conversational systems allow the researcher to move from the central place of questions to integrate into a conversational dynamic that takes various forms, responsible for the production of information that provokes the naturalness and authenticity of the participants in the act of their speech (REY; MARTÍNEZ; GOULART, 2019).

Initially, in the first semester of 2020, the research theme was disclosed on the institution's virtual environment platform so that interested students from different courses could express themselves through the researcher's e-mail.

Subsequently, the research project was forwarded to the Research Ethics Committee of the Pontifical Catholic University of Goiás, being approved under CAAE number 51265416.0.0000.0037. After the approval, in the second semester of 2021, we started the face-

to-face scheduling with four participants who showed interest in talking about the theme and, thus, perform the subjective interpretive construction of the speeches based on González Rey's Subjectivity Theory. As a theoretical construct to support this study, in consonance with the theory, the methodological option turned to Qualitative Epistemology, coined by the same author. Thus, the construction of the information derived from the speeches of each participant was analyzed through conversational moments.

Subjectivity makes up a macro concept that encompasses the cultural-historical theory, enabling the need for new intelligibilities related to the symbolic-emotional productions, emphasizing that it does not refer to an individual construction, but a complex system, produced both in the social and individual spheres (GONZÁLEZ REY, 2013). In this context, the empirical conversational moments were recorded, with an average duration of one hour with each participant; later the transcriptions of the speeches were made, so that the researcher could begin the process of subjective interpretive construction, permeated by the uniqueness of each participant.

The meetings took place in a private room of the educational institution, provided by the academic direction, so that the individual meetings with each student could occur in a safe and confidential way. The theme related to subjectivity and education in virtual spaces, learning and development in times of pandemic, was launched with the beginning of the researcher's provocative and instigating dialogues, following the criteria of the methodology adopted in relation to the theme for each participant, which culminated in the results and discussions to be presented in the next section.

Following the methodological path, among the four participants, each one belonged to a different course and/or area. To preserve the ethical identification of these participants, we called the academics fictitious names and listed them within the undergraduate areas, thus: 1- Maria Rita (Pedagogy), 2- Arlindo (Civil Engineering), 3- Antônio (Pharmacy) and 4- Filomena (Nursing). It is worth mentioning that the four participants took undergraduate courses in the distance learning modality in the semi-attendance format, using virtual learning environments - VLE. All the participating students signed the Informed Consent Form.

Results and Discussion

Participant 1 - Maria Rita, Second-semester Pedagogy student, 49 years old, Municipal employee at the Education Secretariat.

In the conversational empirical moment, the academic was instigated to talk about the awakening by the option of a higher education course in the semi-attendance format in times of pandemic, from which she commented: "this modality de-characterizes the plastering of the study in classrooms, becoming a milestone in society for the execution of a higher education course, fulfilling my dream of becoming an educator.

In this context, it was possible to interpret subjective meanings of Maria Rita conditioned by positive emotions (dream), generated by the teaching and learning process as being a unit of symbolic-emotional production, in which Gonzáles Rey (2018) infers that the symbolic becomes emotional from its formation, just as symbology can be expressed in the emotions experienced in the different social spaces that participates and, therefore, are a permanent part of the history of each individual. Corroborating, Goulart, Martinez and Rey (2019) state that the impact of new forms of education causes changes in theory, methodology and educational practices, considering that classrooms are not the ones directly responsible for the learning process, but rather constitute parts of the activities that generate new knowledge, by means of various technological resources that pervade the classroom walls through the expansion of virtual learning environments. Regarding the historical landmark in society, she reports to that time of the Covid-19 pandemic, in which virtual learning environments were the alternative found for the continuity of the teaching process, by means of remote classes.

Continuing the dialog, Maria Rita addresses: "I have no doubt that my development and interest in learning through virtual learning environments has leveraged my interest in the constant search for new knowledge". It refers to a subjective interpretation that in the different spaces and moments of social and family life, Maria Rita is configured in the confrontation of a harmonic social and family subjectivity, whose action patterns seem to be of direct confrontation of situations. Possibly this creates positive expectations of incentive to finish the course and develop her educational activities. For Gonçalves and Madeira-Coelho (2021), to evaluate education means to follow the constant movements of self-evaluation, where practices are thought from the results of previous actions.

When asked about the quality of the technologies used in virtual learning environments, Maria Rita mentions a disadvantage of semi-attendance teaching, mediated by some technological failures of internet connection. "In my residence or even in the Presential Support

Center here at the college, this compromises the development of academic activities and the due attention to the content taught during the class due to technical failures. It is understood that, for Maria Rita, the subjective meaning of learning technologies revolves around virtual learning environments, positioning themselves as an important functional tool for students, tutors and managers, and for the maintenance of the teaching methodology adopted in distance education.

In agreement, Mussio (2020) approaches technology as a knowledge construction channel supported by advanced technologies that allow, in a safe and effective way, the exchange of information between students and teachers to fix learning, regardless of physical and temporal distances.

Participant 2: Arlindo, 8th period Civil Engineering student, 42 years old. Works in his own locksmith shop.

In the conversational moment we provoked dialogue about his teaching and learning process and academic development in the virtual learning environment, where Arlindo pointed out, "I have been an academic since 2018 and as much as I have been away from studies for many years due to my low financial conditions, I feel satisfied and comfortable with my knowledge and learning and being part of this elite that I always wanted to be.

It is understood that in the empirical moment, the indicators of subjective meanings related to the appreciation and importance of studies to trace new horizons, for Arlindo, regardless of the years in which he was away from his studies: the search for knowledge was latent until an opportunity arose to reconcile a higher education course with his work schedule in Civil Construction (Master of Construction).

Corroborating, Peres and Martins (2012) point out that when articulating the emotions, the symbolic processes and their meanings, we understand that the psychological organization of the subject involves the "subjective meaning". Note that the subjective meaning did not appear directly in Arlindo's intentional expression, but rather, indirectly in the information identified in the narrative. In this sense, we also understand when Arlindo mentions that the higher education course and the profession of civil engineer in the municipality where he lives makes him satisfied for being part of the "elite" that the higher education course represents, a dominant subjective configuration, whose central core is the fact of being part of a more select portion of society.

In this direction, the study developed by Cabral (2020) made explicit the importance and relevance of opportunities in the life of the human being, so that he can demonstrate his potentialities, talents, skills and cognitive aptitudes, enabling him to contribute to the achievement of his autonomy and social participation, according to his characteristics, interests and learning needs, within the scope of Higher Education. We understand that the subjective meaning of being a Civil Engineer for Arlindo is a current emotion, generated in his unique process of facing life and personal achievements.

One can notice that the indicator of subjectivity in his speech was the representation of social subjectivity, permeating the personal condition in which Arlindo lives. For him, the higher education course is a framework of future perspectives to enter a social universe more acceptable by society and, therefore, the learning process and social experiences offered in virtual learning environments can influence him in his future professional and personal choices and goals.

In light of the understanding of the aforementioned speeches, Ivanov (2021) reinforces that individual characteristics cross the collective, passing through social, cultural, and historical environments, such that social and individual subjectivity provides a better understanding of the singularities of people in their learning and development processes.

Moving on in the empirical moment, Arlindo turned to the issue of didactic methodologies of the supervised internship (obligatorily presential in distance learning in a semi-presential format), commenting on the validity of prior theoretical learning in virtual learning environments, which enriches knowledge to take it to practice with greater assurance: "I am proud to see the fruits of the past studied coming together. One understands the subjective meaning inferred in Arlindo's satisfaction in feeling theoretically prepared to face the obstacles in the practical performance of the supervised internship in the face-to-face modality. We also noticed that the theoretical classes combine practical activities outside virtual environments, in order to stimulate innovation, creativity, reflection, and actions that develop critical, social, and leadership skills in Arlindo. Validating our understanding, Marques and Marques (2021), pointed out that the theoretical and practical spaces provide a development in the internship field based on experiences and experiences, in addition to the knowledge gained by new events in the internship, providing teaching and learning processes with an emphasis on real-world experience.

Continuing our dialogue, Arlindo talked about the impacts caused by the Covid-19 pandemic on the distance learning modality, about which he commented: "I did not feel any changes or surprises, because I was already used to the systematization process required in the

semi-attendance format even before the pandemic, so I feel full confidence in the continuity of the course to completion". It is understood that the subjective meaning in Arlindo's speech was directed to not feeling harmed by the remote virtual modes, established in education during the pandemic to compose his academic development, since distance learning was already a routine and established learning form prior to the global pandemic for the execution of the teaching, learning and development process.

When Arlindo's reports are compared with the literature, we realize, according to the study of Santos and Reis (2020), that universities across the country have experienced major challenges during the pause in face-to-face and semi-attendance teaching with regard to laboratory classes, teaching practices, and internships at institutions due to Covid-19. In addition, the authors emphasize the lack of training for the use of digital instruments, both by educators and students, in addition to the impact for students in socioeconomic vulnerabilities, who did not/do not have access to the Internet and electronic devices in the new/other scenario that now presented itself.

Participant 3 - Antonio, Fifth Semester Pharmacy Student, 55 years old, is currently a bank clerk.

In the conversational moment, Antônio was instigated to talk about his academic trajectory, revealing to us that he has 04 degrees (Bachelor in Chemistry, Chemist, Accountancy, and Civil Engineering), 03 of which were done in virtual learning environments, Distance Education: Accountancy, Civil Engineering, and Pharmacy, which he was taking. "I can say that I realized a childhood dream in having a diploma of 03 higher education courses completed practically inside my home".

In this regard, the subjective singularity of the conversational moment with Antônio is understood. He perceives the virtual learning spaces as a "conductor of his dream", and not just as a simple conveyance of instructional and institutional information. We also noticed that for Antônio the virtual learning environment is a human pedagogical process permeated by the construction of knowledge that requires not only mental maturity, but also organization, autonomy and self-discipline for the process of learning construction and development for the conclusion of his degrees. Corroborating, Araújo, Oliveira, and Rossato (2018) point out that the singularity emerges from the subject, i.e., that individual capable of generating their own processes of subjectivation, even within institutionalized normative contexts, thus, an epistemological assumption of singular character in which the subject is subjectively

constituted in its own historical trajectory of needs, which will develop in the course of individual and social experiences. While it is constituted, it also constitutes the other, in, by and with the learning processes at the University and in other institutions in which it is inscribed, such as family, friends, the media, and work, among others.

It was sought to understand the empirical motivation of Antonio in relation to the number of higher education courses taken by him; Santos and Reis (2020), evidenced in their study that most students who enter Higher Education bring with them a positive expectation in relation to their future academic experience. And the disagreement or agreement between these feelings and thoughts about what the university can effectively offer knowledge and personal development ends up generating positive or negative adaptations so that the academic can obtain satisfaction and academic success.

Next, Antônio was instigated to talk about the expansion of virtual learning environments during the Covid-19 pandemic. In this context, Antônio opens discussion about the importance of his previous technological experience in the semi-attendance format for the development of his educational and work activities in the home office, however, he points out the social subjectivity mediated by the importance of training so that everyone can have a basic command of the technological tools. This leads to the understanding that Distance Education, in its various scenarios of virtual environments, is on the path of technological evolution, however, it needs to be thought (understood) from its own digital and communicational characteristics, about its limits and forms of expression of social subjectivity, in the process of teaching and learning.

Continuing the conversational moment, Antonio talks about doing his third distance learning degree in the semi-attendance format, mediated by his future perspectives after retiring from the bank. "I'm going to open a compounding pharmacy, applying the knowledge gained from my degrees in Chemistry, Pharmacy and Accounting. Now, with the Civil Engineering course I'm going to open a construction company permeated by the knowledge of accounting. It could be understood that the way social subjectivity is configured has unfoldings in the individual processes of the participant, and is expressed in the need to manage their time to produce more. Corroborating, Mitjás, González, and Puentes (2019) state that the singular character of the individual is a premise of the Theory of Subjectivity: scholars in the area argue that the subject has capacities that generate subjectivation, the reflection and decisions made by the singular subject legitimize their thinking and enable them to enter the complex dynamics of social life.

Moving forward, Antonio comments on his interaction with his classmates: "because I am better able to develop my activities in virtual environments than the rest of my classmates, I humbly acknowledge that I have knowledge about the path of the stones of distance learning." In this sense, it could be understood that Antônio produced subjective meanings in relation to this experience. His ability to move forward with the other colleagues expresses social subjective processes that are not solely related to the study, but diverse subjective senses that are organized in different areas of his life and that in the convergence with other subjective senses related to the study enable a more favorable form of action. Supporting Antônio's reports, the authors Santos and Reis (2020) emphasize that individual subjectivity shows the processes of subjectivation, i.e., the individual, facing the world outside himself, can act and react according to his experiences and his life story, from subjective meanings that are produced in relations with the social and with himself, crossed by the surrounding culture, being able to look at everything and everyone in a unique way.

Participant 4 - Filomena, a 21 year old nursing student, works in the administrative area of an academic institution.

In the empirical moment with Filomena, the participant confessed: "I was afraid at first of adapting to virtual learning environments due to society's preconceptions about taking a course that takes care of life, being held at a distance, in quotes, but I appreciate the opportunity and the knowledge that distance learning allowed me, especially during the pandemic process, where everyone had to resort to this resource to continue."

One can understand that the subjective meaning comes from the fact that virtual learning spaces may, before the pandemic, have failed to ensure that Filomena would take a course in Health. Perhaps, mediated by reflections of a governmental and social space that weakened the continuity of projects of the Ministry of Education, the Brazilian public administrative memory, and the prejudice towards a pedagogical system that relates to Distance Education. Still in this direction, the subjectivity of the context infers that the pandemic came to assist in the social inclusion of Higher Education to teach not only health promotion and health care postures, but a new meaning in the learning scenario, so that the distance modality can be accepted in a less prejudiced way by society.

Mussio (2020) points out that despite the fact that virtual learning environments are a proposal for the expansion and democratization of education, this type of teaching and learning is still undergoing a period of acculturation. Teaching and studying at a distance are not easy

tasks, and both the actors directly involved - teacher and student - need to undergo a cultural change. Moreover, this change also affects the educational institutions themselves, which are still hesitant to migrate to a new/other time.

Filomena then commented on the effectiveness of technology with the use of the virtual learning environment as a tool for improving knowledge in distance learning.

It is an environment that permeates the interaction relationship with my classmates and tutors. There I have a wide range of activities that facilitate my studies in every way, such as tutorials for using the virtual environment step by step when I get lost, virtual library, general information sources of the center, report cards, registration, slips, negotiations, among others. Not to mention that the classes are recorded and I can watch and review them when I have difficulty, which the presential one would not allow me to do..

It was understood here the construction of social and individual subjectivity that the virtual environment provides to Filomena in her development process in the universe of information and facilitations obtained. Thus, it was noticed that not all students have domain in technologies, but the tutorials direct the actions for the execution of the activities offered in the virtual learning environments and in the dynamism in the resolution of administrative activities that can be solved in a non-presential way in the virtual environment.

For Marques and Marques (2021), the transformations in teaching and learning driven by educational technologies generate both for the academic and for the institution strong pressures to drive new rhythms and perceptions, once a new form of learning emerges fostered by digital resources. Therefore, beyond the domains of teaching techniques, the new methodologies require greater critical, reflective, and competent capacity in the face of distance education planning and execution. However, the domains of tutors referring to information and communication technologies must be conscious so that the objectives in the act of transmitting knowledge are captured by the students, leading them to understand that they are effective parts in the reflexive incorporation of the quality of the critical teaching offered, understanding that it has been breaking the structures of traditional teaching and expanding new/other meanings of the conception of teaching and learning (ALVES; MARTINS; LEITE, 2021).

Final Considerations

Distance Education (DE), in principle, had a preconceived view by most of society, due to the physical distance between teacher-student and the form of teaching in virtual learning environments. However, in the Covid-19 pandemic, as a result of the suspension of classes in

the face-to-face modality, it promoted the acceptance and understanding of the collectivity in the effectiveness of the formats offered by distance education, such as: semi-attendance, remote emergency, and hybrid, strengthening the need for virtual learning spaces (VLE) due to the health restrictions of social distance imposed in the pandemic.

Reaching the objective proposed in this study, it was noted that the subjective meanings generated by the participants remained involved in stating that semi-attendance teaching, in general, is responsible for maintaining the development in the processes of teaching and learning effectively, and that the pandemic had no impact in relation to the use of tools in virtual learning environments, because they are familiar with the format. However, they reported that the technology (internet) was not as satisfactory to support the emergent demand generated in institutions and homes with the routine use of virtual media.

The modalities and/or educational formats understood with the pandemic that both face-to-face and distance education needed reconstruction and planning in order to achieve the objectives that were previously plastered in the classroom. It was clear that the pandemic had its positive side of breaking the "taboo" of distance education through practically remote emergency teaching with virtual learning environments, conferences, and software programs. Thus, it is subjectively inferred in the speeches that before Distance Education was considered a lack of option for some students and, today, it is an option of choice.

As a suggestion for future research, we leave explicit the need for a better understanding of the Ministry of Education to understand that the directions of Education need to evolve in the context of normative regulation to put into validation the practices and technological experiences experienced in the pandemic.

To that end, new empirical subjective studies in Education need to be developed in the country's universities to contribute to the investigations related to the development of academics in virtual learning environments during and after the Covid-19 pandemic.

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