

## **REINVENTING THE WHEEL: INSTITUTIONAL ARRANGEMENTS IN THE COORDINATION OF THE PEDAGOGY COURSE (UFRJ) DURING THE COVID 19 PANDEMIC<sup>1</sup>**

### ***REINVENTANDO A RODA: ARRANJOS INSTITUCIONAIS NA COORDENAÇÃO DO CURSO DE PEDAGOGIA (UFRJ) DURANTE A PANDEMIA DE COVID 19***

### ***REINVENTANDO LA RUEDA: ARREGLOS INSTITUCIONALES EN LA COORDINACIÓN DE LA CARRERA DE PEDAGOGÍA (UFRJ) DURANTE LA PANDEMIA DE COVID 19***

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**ABSTRACT:** Based on the experience report, this work aims to describe, analyze and systematize, through a qualitative approach, the actions and institutional arrangements developed by the coordination of the Pedagogy course at UFRJ from March 2020 to October 2021. This period, with very unique characteristics due to the effects of the Covid 19 pandemic, it imposed a change in the coordination organizational routine, so that certain actions had to take another format and, in parallel, new actions were implemented, in view of the contextual and social demands, conducted by various participatory organizational instances such as: Academic Guidance and Monitoring Committee, Monitoring and Guidance Center for Students with Disabilities, Pedagogical Guidance Groups, Pedagogical Planning Center for Undergraduate Degrees and the Structuring Teaching Center, which aimed to maintain student affiliation by promoting their permanence and engagement through a pedagogical coordination guided by democratic management in defense of the right to public education. The results indicate that the bet on collaborative management was the foundation for the maintenance and reinvention of the University in this pandemic period, collaborating with the creation of links between the subjects and the promotion of curricular cohesion.

**KEYWORDS:** Pedagogical coordination. Institutional arrangements. Public university. Remote context. COVID-19 pandemic.

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<sup>1</sup> We thank the Network of Studies on Implementation of Public Educational Policies (REIPPE), with the collaboration of Itaú Social, for the financial support for the translations of this article into English and Spanish.

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**RESUMO:** Com base no relato de experiência, esse trabalho tem por objetivo descrever, analisar e sistematizar, através de uma abordagem qualitativa, as ações e os arranjos institucionais desenvolvidos pela coordenação do curso de Pedagogia da UFRJ no período de março de 2020 a outubro de 2021. Este período, de características muito singulares por causa dos efeitos da pandemia de Covid 19, impôs à coordenação uma mudança na rotina organizacional, de forma que certas ações precisaram assumir outro formato e, paralelamente, novas ações foram implementadas, frente às demandas contextuais e sociais, conduzidas por diversas instâncias organizacionais participativas, como: Comissão de Orientação e Acompanhamento Acadêmico, Núcleo de Acompanhamento e Orientação aos/às Estudantes com Deficiência, Grupos de Orientação Pedagógica, Núcleo de Planejamento Pedagógico das Licenciaturas, que visaram manter a filiação estudantil promovendo a sua permanência e engajamento através de uma coordenação pedagógica orientada pela gestão democrática em defesa do direito à educação pública. Os resultados apontam que a aposta numa gestão colaborativa foi o alicerce para a manutenção e reinvenção da Universidade neste período pandêmico, colaborando com a criação de vínculos entre os sujeitos e a promoção da coesão curricular.

**PALAVRAS-CHAVE:** Coordenação pedagógica. Arranjos institucionais. Universidade pública. Contexto remoto. Pandemia COVID-19.

**RESUMEN:** Con base en el relato de experiencia, este trabajo tiene como objetivo describir, analizar y sistematizar a través de un abordaje cualitativo las acciones y los arreglos institucionales desarrollados por la coordinación de la carrera de Pedagogía de la UFRJ en el período de marzo de 2020 a octubre de 2021. Este período, de características muy singulares por causa de los efectos de la pandemia de Covid 19, impuso a la coordinación un cambio en la rutina organizacional, de forma que ciertas acciones necesitaron asumir otro formato y, paralelamente, nuevas acciones fueron implementadas, frente a las demandas contextuales y sociales conducidas por diversas instancias organizacionales participativas como: Comisión de Orientación y Acompañamiento Académico, Núcleo de Acompañamiento y Orientación a los/las Estudiantes con Deficiencia, Grupos de Orientación Pedagógica, Núcleo de Planeamiento Pedagógico de las Licenciaturas, que buscaron mantener la filiación estudiantil promoviendo su permanencia e involucramiento a través de una coordinación pedagógica orientada por la gestión democrática en defensa del derecho a la educación pública. Los resultados apuntan que la apuesta en una gestión colaborativa fue el fundamento para la mantención y la reinvencción de la Universidad en este período pandémico, colaborando con la creación de vínculos entre los sujetos y la promoción da cohesión curricular.

**PALABRAS CLAVE:** Coordinación pedagógica. Arreglos institucionales. Universidad pública. Contexto remoto. Pandemia COVID-19.

## Introduction

In March 2020, after the declaration of a Public Health Emergency of National Importance - ESPIN in the Portuguese acronym, due to the Human Infection by the new Coronavirus (SARS-CoV-2), declared by the Ministry of Health through Ordinance No. 188 of

February 3, 2020 (BRASIL, 2020), the community transmission of this virus in Brazil was recorded. Thus, to try to contain its advance, in order to prevent crowding in enclosed spaces and thus avoid contagion, face-to-face classes were suspended, including at the university. In principle, the suspension would be for a short period, but as we witnessed the worsening of the spread of the disease and, subsequently, the delay in vaccinating the population, many universities continued until early 2022 without reopening their facilities for the development of face-to-face classes.

In the meantime, several challenges have been posed to higher education managers. How to guarantee a quality, democratic and safe higher education in times of pandemic and economic crisis, which directly affect our students, teachers and technicians in many ways? What institutional adjustments or arrangements would need to be made to face the challenges presented? In this article, therefore, based on our experience in the Coordination of the Pedagogy course at UFRJ, we seek to describe, systematize and reflect, from a qualitative approach, about the institutional arrangements implemented since the declaration of the Public Health Emergency of National Importance - ESPIN, in March 2020 until October 2021, when the last academic period with classes offered only in remote format ends. For this, we will proceed to report this experience, both descriptively and analytically, in order to systematize the bases and axes of our management during this very singular period of history, based on the perspectives of educational management and pedagogical coordination of Paro, Frigerio, Poggi, Tiramonti, Pérez Gómez, Almeida, Vasconcellos and Burigo, as well as the contributions on higher education of Coulon, Honorato and Heringer, and institutional arrangements of Gomide and Pires. Next, then, we proceed to analyze the importance of organizational routines in educational management and the rupture brought by the pandemic context corresponding to social isolation, as well as the challenges raised by this rupture in the routine of pedagogical management of the Pedagogy undergraduate course and the alternatives created to guarantee the permanence of the institutional bonds of the university subjects and the curricular coherence necessary for the development of the course, despite this context.

## **A virus breaks the organizational routine, now what?**

On March 13, 2020, the Rio de Janeiro state government issued Decree No. 46,970/2020 (Rio de Janeiro, 2020), which established the suspension of presential classes in light of local findings of community transmission of the virus. The initial forecast was that school units and public and private universities would have classes suspended for only two weeks. However, due to the rapid spread and severity of the virus, classes were suspended indefinitely, seriously affecting the organizational routine and calling into question the continuity of the current school term, that is, the teaching and learning process itself, as well as impacting research and extension activities.

We know that to achieve the institutional purposes it is necessary to guarantee, through administrative processes, all the essential means to the actions that make them possible. In this sense, we can understand administration as "[...] the rational use of resources to achieve certain ends" (PARO, 2006, p. 18, our translation). Moreover, when it comes to educational purposes, an eminently collective human action, we should also highlight that its administrative processes require, therefore, the "[...] coordination of collective human effort" (PARO, 2006, p. 23, our translation). That is, within educational administration, we must attend not only to the rational use of resources of various kinds, but also, and fundamentally, to the coordination of relationships among the various subjects involved. In this way, we can also state that the act of administering is "[...] closely and inextricably linked to governing, that is, to leading a plurality of people" (FRIGERIO; POGGI; TIRAMONTI, 1992, p. 121, our translation), aiming at specific educational purposes.

Within administration, however, it is worth noting that

Through the administrative task, everyday demands are processed. It builds a routine that allows conflict processing and continuous mediation in the tension that causes the adaptation and assimilation of individual and institutional interests. [...] To administer is to foresee the actions that make possible the governability of the institution or, which is the same thing, what allows the institution to move along the paths we have traced (FRIGERIO; POGGI; TIRAMONTI, 1992, p. 121-122, our translation).

In this routine, the actions of the educational coordination imply an active, attentive and expanded look of the context, "a look that captures before acting" (ALMEIDA, 2002, p. 71, our translation); associated with this look is essential that the educational coordination also has an "active listening", after all the "[...] satisfactory treatment with interpersonal relationships is a sine qua non condition for the performance of its activities", in the case of educational coordination (ALMEIDA, 2002, p. 78, our translation).

Thus, the predictability of a series of daily actions ensures a large part of the institutional governability through the configuration of an organizational routine that collaborates in the achievement of processes and procedures that enable the development of the end-activities - in our case, all those involved in the processes of teaching, learning, research and dissemination of scientific, technological and artistic knowledge in society.

However, with the measures of social isolation and the interdiction of face-to-face activities, the basis of the development of university actions in our course, the organizational routine suffered a substantial break, interdicting almost all of its actions and posing a great challenge concerning how to reorganize the processes and procedures that sustain and collaborate with the development of the end activities, which also needed to be restructured. After all:

The school, like any other social institution, develops and reproduces its own specific culture. By this I mean the set of meanings and behaviors that the school generates as a social institution. [...] to understand the institutional culture of the school requires an effort of the relationship between macro and micro aspects, between educational policy and its correspondences in the peculiar interactions that define school life. Similarly, to understand the peculiarity of exchanges within the institution, it is essential to understand the interactive dynamics between the characteristics of organizational structures and the attitudes, interests, roles and behaviors of individuals and groups [...] (PÉREZ GÓMEZ, 2001, p. 131-132, our translation).

With the passage of time and the maintenance of the ban of face-to-face classes, it became evident the need to ensure their development in another way, which meant substantially changing the behaviors, habits and interactions until then established in the university space, that is, in the institutional culture, which is conditioned "[...] by the organizational peculiarities of the school and the social function it fulfills in each cultural context" (PÉREZ GÓMEZ, 2001, p. 132, our translation).

In face of this scenario, a series of resolutions and decisions both from the Ministry of Education (MEC) and from the higher instances of the University, such as the University Council (CONSUNI in the Portuguese acronym) and the Council of Undergraduate Education (CEG in the Portuguese acronym), as well as those deliberated by the Colenda Congregação and by the Departmental Council of the Faculdade de Educação, where the course is located, guided the decisions that were being taken by the Coordination of Pedagogy in function of the guarantee of the final activities. These decisions involved a permanent updating in relation to the norms instituted along the pandemic time together with other parameters and criteria, such as the strictly pedagogical or those referring to the interlocutors involved in the decision making

and in the diverse spheres of collective deliberation, in special, the students of the referred course. With this, several institutional arrangements were reconfigured, understood as "[...] the set of rules, mechanisms and processes that define the particular way in which actors and interests are coordinated in the implementation of each policy" (GOMIDE; PIRES, 2014, p. 2, our translation), important to the extent that they officiate as mediation between the higher decision-making bodies, the teaching, student and technical and administrative staff bodies and the effective offer of the course curriculum.

In the School of Education (FE), aware of the several constraints of higher education, even more in relation to the Pedagogy course, one of the courses that concentrates more students of popular origin, which is evidenced, among other aspects, for being the second course with the highest number of scholarships in the UFRJ (HONORATO; HERINGER, 2015), several actions were implemented for the continuity of a good part of the university activities, seeking to ensure as much as possible the inclusion of all subjects involved in them. However, as coordinators of this course, we tried to ensure this inclusion in the various activities since the beginning of the deliberations, involving the largest possible amount of subjects and groups, even if it was, at times, through their representatives. After all, we conceived the pedagogical coordinator as an organic intellectual in the group, for whom "[...] his or her praxis, therefore, comprises the reflexive, organizational and evaluative dimensions" (VASCONCELLOS, 2019, p. 88, our translation), so that his or her action occurs fundamentally in the field of mediation.

Understanding the situation, identifying and explaining the problems posed by this situation and seeking feasible alternatives tends to have greater chances of success and effectiveness if carried out with the participation of the players involved, since each of these players has a specific perspective from the institutional place it occupies and has access to information that others do not have, as well as can offer creative and feasible proposals from the collective debate, also generating a greater commitment to the implementation, development and monitoring of the actions designed (MATUS, 1987). As is evident, this understanding of the planning of educational policies reaffirms the principle of democratic management within public administration.

Based on this understanding, besides the deliberative instances with representatives of the several segments (students, teachers and technical-administrative staff) already existing in the FE - such as the meetings of the Departments, the Congregation and the Departmental Council - two work groups were organized with the widening of participation to other subjects. Thus, the Working Group Planning and Organizing the Actions of the UFRJ School of

Education in the Context of COVID 19 (better known as WG Pandemic and, from now on, named as such in this text) was created on April 28th, 2020, and the Working Group Debates in the UFRJ School of Education in Times of Social Distancing, on May 12th, 2020.

These two groups aimed to develop complementary actions, enabling not only the elaboration of action proposals, but also the debate with the entire university community of the FE, seeking to keep the different subjects in contact virtually, through the realization of conversation rounds by videoconference on various issues that were affecting us daily. The conversations had a great participation from all segments during 2020 and were discontinued at the end of that year. On the other hand, the Pandemic WG, which had been organized in subgroups by work axes, continued with several actions throughout 2020 and 2021, although it was also more active during 2020, because it was the year in which we were trying to understand this new context of the remote format and its unfolding in the institutional culture. It is possible to state that, throughout these two years, we experienced "[...] a process of cooperative action and reflection, of inquiry and experimentation", in other words, "a process of open and endless shared reflection and action" (PÉREZ GÓMEZ, 2001, p. 199, our translation).

In the midst of so many debates and reflections, it is worth mentioning that the issue that yielded the most debates and heated discussions was the question of whether or not to offer remote classes. It was discussed the resumption of the semester in the remote format having in mind, fundamentally, the difficulty in accessing the internet, as well as the economic, family, and health situations, especially of the students, which would make it difficult to carry out the academic activities. In view of the strong discussions on this issue, it was proposed to carry out a survey to collect data not only from the students, but also from the school and technical-administrative staff.

In the subgroup of Axis 1 - Students, of the WG Pandemic, the methodology chosen for this research was the questionnaire, implemented through an online form accessed through a link that was widely disseminated not only by the Integrated Academic Management System (SIGA) to all Pedagogy students, but also by different social media and FE groups and by the coordinators of other faculties and centers that offer degrees, since all pedagogical disciplines at UFRJ are taught by FE professors. The questionnaire collected data on socioeconomic profile, access to the internet and to technological devices, health conditions, inclusion or not in student policies, as well as positioning regarding the resumption of remote classes, among others, which were essential for decision making. Although the general coordination of the elaboration, application and analysis of this questionnaire was in charge of the mentioned

subgroup, these different phases were shared in several instances of the FE, such as the Academic Center of Pedagogy (CA), the Commission of Academic Orientation and Accompaniment (COAA), the Nucleus of Pedagogical Planning of the Undergraduate Degrees (NPPL) and the Pedagogical Orientation Groups (GOPs) of the Pedagogy course and the Structured Teaching Nucleus (NDE), among others. Once the questionnaire was applied, with the help of the CA, the COAA, and the GOPs, we distributed the lists of the students who had not answered and made contact by phone or any other means to know the situation of each one. The purpose was to implement an active search for those who had not responded and to get to know better the individual situation of each student in the Pedagogy course. At that moment, facing the thoroughness of the actions, one of the students participating in the WG Pandemic said: "*We are not actively searching. It is relentless search of these students!*" (Student 1, 2020).

This active search was necessary since, after a period without strictly academic activities, a series of CEG Resolutions succeeded one another enabling, in principle, the conclusion of courses through graduation ceremonies and defenses of Monographs and End of Course Papers remotely, adopting videoconferencing technology - CEG Resolution no. 01, of April 15, 2020, Emergency Resolution on Graduation Ceremony during the COVID 19 pandemic period (UFRJ, 2020a, and CEG Resolution no. 02, of April 15, 2020). 01, of April 15th 2020, Emergency Resolution about Graduation during the COVID 19 pandemic period (UFRJ, 2020a) and CEG Resolution # 02, of April 15th 2020, Emergency Resolution about the defense of Course Conclusion Papers during the COVID 19 pandemic period (UFRJ, 2020b). Two months later, CEG Resolution no. 03, of June 17, 2020, provided for the adoption of exceptional and optional teaching periods and authorized remote teaching, as well as other non-face-to-face pedagogical activities, as transitional solutions for Undergraduate Teaching at UFRJ, along with other provisions (UFRJ, 2020c), and CEG Resolution no. 04, of June 19, 2020 (UFRJ, 2020d), established complementary Guidelines and Norms to the previous Resolution, prioritizing the offer for final-year students, given that, as the offer of subjects by teachers was not mandatory, there was a dispute for vacancies. Thus, articles 2 and 3 of CEG Resolution No. 04 of June 19, 2020 (UFRJ, 2020d, p. 1, our translation) clarify that:

Art. 2 The academic body responsible for an Undergraduate Course which chooses to adopt non-contact pedagogical practices, observing the provisions of Art. 3 of Resolution 03/2020, may offer the compulsory subjects, of restricted choice, of free and conditioned choice, and orientation activities for the Course Conclusion Work (TCC in the Portuguese acronym), primarily to potential graduating students of the undergraduate courses, without prejudice to the offer to other students.



Art. 3º A potential graduate, in accordance with the definition of the Higher Education Census - INEP, is understood as: the student who fulfills all the requirements of the curricular grid, that is, who will conclude the course and will be able to graduate and receive the diploma, at the end of the period in course.

Days later, UFRJ launched the Selection Notice no. 210/2020, dated June 24, 2020 (UFRJ, 2020e), Digital Inclusion Aid Program. The aid consisted "[...] in offering students in a situation of socioeconomic vulnerability the technical conditions necessary for Internet access, by providing SIM CARD or SIM CARD plus Modem, with a franchise for use throughout the National territory" (UFRJ, 2020e, p. 1, our translation). This Edict and the consideration of the Exceptional Academic Period (PLE) as a pilot experience, optional for teachers and students, that prioritized potential students so that they could graduate and compete for job openings, given the economic situation faced by many students' families during the pandemic, somewhat decompressed the tension posed during the debates held in the FE, polarized between those against any attempt at remote transposition of academic activities and those who were in favor of this transposition with due care.

Faced with the new scenario, we focused even more on active search, prioritizing contacts with potential students who had not answered the questionnaire, in order to inform them about the new possibilities of concluding the course, still with the constant partnership of the CA and COAA. It was during the phone calls and conversations through several applications that we learned about the great volume of messages sent not only by the Coordination of Pedagogy, but also from other instances of the UFRJ, generating a saturation and a certain confusion in the institutional communication, which reinforced the idea of starting conversation rounds by videoconference with several groups of students (e.g., completers, beginners, etc.) focused on varied subjects, to clarify doubts. We also maintained a systematic communication through SIGA, FE's social media and our institutional email of the course coordination, organizing shifts for answers and referrals.

In order to orient the students about this new period, which not only in name, but also in its format was exceptional in the experience and culture of the university, the course coordination prepared a script with questions and answers about the PLE. This script helped the students to clarify their doubts about the functioning and organization of the PLE, which lasted 12 weeks - from 10/08 to 31/10/2020. We also organized an online form to find out, among the concluding students, the courses they still had to take to finish the course. According to the National Institute of Educational Studies and Research Anísio Teixeira, we considered to be the student who was missing 32 credits in his/her Academic Orientation Bulletin to finish the

course. This group of students was a priority for the coordination when offering courses and vacancies, according to the Resolution that instituted it, CEG Resolution no. 04, from June 19th 2020 (UFRJ, 2020d). However, it is important to point out that, despite this priority, the PLE also included students from other periods who wished to resume their studies in the remote format. In total, 51 classes were offered, covering all academic periods (from 1st to 9th) and the three shifts (morning, afternoon and evening).

The possibility of studying remotely in the available places, even without completing the course, has exerted a strong student pressure on the mentioned offer, lower than the one corresponding to the course's regular vacancy offer. Faced with this situation, we published a form for the students to postulate their enrollment in the courses through the Direct Enrollment procedure, from which the requests were analyzed, excluding those students with more than 32 missing credits. Next, criteria were stipulated for prioritizing students for the remaining places in each class, changing the order of the SIGA place distribution criteria until that moment. All these decisions and their normative and pedagogical foundations were widely publicized through the various institutional communication vehicles available, which did not avoid some conflictive situations with the student body, but which were circumvented by the dialogues continuously held, guided by the perspective of democratic and dialogical management. In fact, although the position of the student representatives in several instances of the FE, and even of the UFRJ, had been mostly against the implementation of remote learning, due to the possibility of continuing the studies remotely, many students were not satisfied with the restricted offer of vacancies and subjects of the PLE and did not accept the explanations given by the coordination, which acted according to the norms and guidelines collectively deliberated in the various decision-making bodies of the UFRJ.

At the same time, as required by the MEC, given that the Pedagogy course at UFRJ has a face-to-face offer, we had to elaborate a detailed document in which all the didactic transpositions of each course subject - especially those with practical workload and/or internships -, offered or not in the PLE, were made explicit, foreseeing the offer in the following regular semester, which was sent to the Dean's Office of Undergraduate Studies for submission to the MEC, aiming at the validation of our adapted curricular offer. This work was preceded by several meetings, especially with the professors of the Practicum disciplines offered throughout the course<sup>4</sup>, in the face of the closing of elementary schools that make up our

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<sup>4</sup> The current curriculum has five Practice courses, each with its corresponding Supervised Internship of 100 hours, namely: Teaching, Educational Policy and Administration, Early Childhood Education, Initial Series of Primary Education, and Youth and Adult Education.

internship field. In these meetings, with active participation of the NDE of the course, discussions were developed about the possibilities and challenges of the remote format in function of the professional formation in Pedagogy.

It is worth mentioning that several extension activities were reformulated or created remotely, making it possible for students to complete the corresponding extension hour load. We have also created and publicized a protocol for the evaluation and crediting of Complementary Activity hours through institutional e-mail with the leading role of the Complementary Activity Commission, composed by three professors who also work at the COAA of the course, since only the processes of diploma request and alteration of degree and frequency had been implemented at UFRJ through the Electronic Information System (SEI) of the Federal Government. Likewise, given that as of August 2020 it was possible to have face-to-face attendance in the Protocol and Secretary sector, by means of scheduling and compliance with sanitary norms, other processes were being attended to, such as unlocking and cancellation of enrollments, with previous remote guidance via email from the coordination, the Protocol, the COAA and individual interviews with the requesting students, carried out by videoconferences or telephone calls, which required several efforts to coordinate the processes and their specific procedures.

Along with the administrative and pedagogical arrangements that allowed the resumption of classes experimentally in the PLE and, later, in a regular manner, other actions were articulated and developed that aimed to welcome, guide, monitor and, above all, ensure the permanence of students in the course, which will be described below:

- **Commission for Academic Guidance and Accompaniment (COAA):** COAA maintained its activities remotely, holding video meetings between its members and the course coordination, exchanging messages and orientations according to the demands presented and virtual on-call sessions for the orientation and monitoring of students enrolled in teaching activities offered remotely. Students were attended to by means of prior scheduling, via email, considering the availability of each COAA member and indicating the times and dates of these virtual on-call sessions. At that moment, the COAA of the Pedagogy course had 12 members, with the representation of the three departments of the Education College (Didactics, Foundations and Administration), two student representatives and a Technician in Educational Matters (TEM) that offered support in the actions developed by COAA, in direct partnership with the Coordination.

- **Center for Inclusion and Accessibility Studies and Actions (NEAIA):** from the identified demand of nine students with disabilities enrolled in the PLE, a group was created to propose actions aimed at the needs and particularities of these students, consisting of three professors from FE and two students from the Pedagogy course - one with intellectual disability and the other with visual disability. It is worth pointing out that UFRJ has the Directorate of Accessibility (DIRAC), an organ dedicated to the support to students, teachers, and units of the university. Among the actions developed by this core, throughout this period, the following stand out: i) conversation rounds with the students with disabilities enrolled in the disciplines and orientations/meetings with the respective teachers; ii) periodical meetings among the members of the group, having the representation of students, teachers and technicians. Initially, the purpose was the development of a new ethos, deeply involved in the consolidation of an inclusion policy, facing the set of exclusions present in the social, school, and academic fabric in which we live.

- **Pedagogical Orientation Group (GOP):** Each GOP is under the supervision of two to three counselors, who can be teachers from the Faculdade de Educação, teachers from the Colégio de Aplicação, and teachers from partner schools from the public schools in the city of Rio de Janeiro. In addition, the Pedagogy course also counts with two Technicians in Educational Subjects - TAEs, who act as advisors directly in one of the GOPs. Each GOP brings together 15 to 20 students and seeks - Guiding the students in their formative path in the activities with the Cartography of the Teacher Training Complex; - Carrying out periodic meetings with the students, monitoring their attendance; - Establishing strategies for welcoming the students, in order to adjust them to university life, its procedures and possibilities offered; - Talking to the students about their development in the course; - Offer help in case they present difficulties in their studies and in following up on subjects, with hints about the dynamics of academic life, readings, annotations, etc; - Guide the students about their possibilities of professional insertion as future pedagogues. During the analyzed period, the meetings between advisors and students, which used to take place in person, started to take place remotely, by means of synchronous virtual meetings and contacts through different means of communication. Besides this, virtual visits have been organized to different formative spaces, for example, a virtual tour of the Application School of UFRJ. We emphasize the meetings with veteran students and the actions aimed at clarifying doubts and bringing students closer to the set of active activities offered remotely, so that they can develop, even virtually, a feeling of

belonging to the course and the University, as well as approaching different fields of professional activity.

- **Pedagogical Support Monitoring Program (PMAP):** consists of a program with a call for proposals approved annually by the CEG with the objective of offering support to new students in the basic disciplines of their courses, aiming to promote student permanence through student integration to the university environment. The FE PMAP is organized in two complementary fronts: Academic Literacy and Formative Orientation, contributing to the students' adaptation to the university environment and routine and developing reading, writing and oral activities, in order to promote the mastery of academic discursive genres.

In 2020, due to the pandemic context, the PMAP-FE went through an adjustment in the structure and way of acting. The demands for the remote period became the assistance to the concluding students and, therefore, the year's planning was defined in two moments of weekly activities. In a first moment, once the possibility of remote defense had been approved, the Coordinators of Pedagogy and of Graduation, together with the monitors, planned activities called Monography Support, which were developed by the monitors in an interactive way with the students about themes pertinent to monographic writing, such as the parts and steps of a Monography, its importance, purpose and indications of bibliographies, courses and tips on the subject that may facilitate this process. In a second moment, once the PLE was approved, we started another modular track of activities called PLE Support, which varied from conversation rounds among the students, guidance on how to organize the studies and access the online platforms, to subjects about academic genres, among others. These activities, carried out through online meetings, had a high frequency of students from different UFRJ undergraduate courses, transcending the Pedagogy course public, although the majority.

- **Quarantine Pedagogy:** This is an extension action consisting of an event organized every six months that promoted lives, conversation rounds, forums and online workshops, covering themes that dialogued with the current political, cultural and social context, and its implications in the different spheres of the educational field. Conceived by the NPPL of Pedagogy, the planned activities were developed jointly by teachers and technicians from the School of Education, teachers and technicians from the Application School of UFRJ, and extension students, in the years 2020 and 2021.

The aim of this project was to foster debates that would expand the dialogue between the University and Basic Education, focusing on the valorization of the teaching profession and on public, lay, and democratic education. It also proposed to build a communication channel,

both with the internal community of UFRJ and the external one, thus characterizing it as a space for meeting (even remotely), debating and reflecting about the most different conjunctural elements (political, economic, cultural, and social) that daily cross Brazilian education, in its integrality and complexity, especially during the pandemic context. This action had, throughout these two years, four cycles, entitled respectively: I Cycle - Quarantine Pedagogy: reinventing spaces and connections (from June 16th to June 25th, 2020); II Cycle - Educational contexts and contrasts in the midst of the pandemic: Insurgent voices, discourses, ideas and actions (from 22/09 to 01/10/2020); III Cycle - Education and difference: displacements, intersections and resistances in times of social isolation (from 31/05 to 04/06/2021); IV Cycle - The public meaning of education and its dimensions (from 22/11 to 26/11/2021). During the week of the Quarantine Pedagogy event, the classes shared spaces, workshops and virtual debates, also interacting with colleagues and teachers from other shifts and periods, seeking to promote the university ambience lost due to the interdiction of face-to-face academic life on campus, officiating, for many newcomers, as the only experience different from the remote disciplinary course, promoting their university affiliation.

To conclude, we emphasize that through the instances mentioned - COAA, GOPs, PMAP and Pedagogy in Quarantine - we sought to perform remote actions that would maintain the formative character, the self-elaboration of the subjects in the university environment, that would facilitate the apprehension of their reality and the reformulation of the perspectives of the process of constituting an academic student even at a distance, aware that the transition from "being a student" to becoming a student implies learning the student's craft through intellectual, institutional, and cultural processes that surround the adaptation to higher education (COULON, 2008) and, now, the re-adaptation to the changes imposed by the pandemic context.

### **Final remarks**

Throughout these pages, as we explained in the Introduction, we sought to describe and systematize the most relevant actions in our performance as pedagogical coordinators of the Pedagogy course at UFRJ, during the period of social isolation and remote teaching imposed by the pandemic context, as well as to reflect on the institutional arrangements implemented in face of this educational and organizational experience. In this sense, we agree with Búrigo (2020, our translation) when he states that:

Management, was the foundation for the maintenance and reinvention of the University in this pandemic period. Management did not stop for a single day,

as a perennial action for the survival of the university itself. The word management has its etymological root in "gerir", which means to make sprout, to germinate, to give birth (CURY, 2006). From this perspective, university management essentially needed to empower people as the subject of their actions in a scenario totally unknown to us. We sought and are materializing the assumptions of collaborative management, collegial, which is sustained in managing with people.

As a Public University, despite the adverse conditions faced in the analyzed period, which involved the drastic decrease in the budget allocated to education, the cut of scholarships and research funding, especially in the Human and Social Sciences (FERNÁNDEZ, 2021), the delay in the vaccination not only of teachers but also of the population in general, among other issues, we hope to have managed to give a pertinent and relatively effective response within the limitations of our space of interference as coordinators of the Pedagogy course, guided by the ethical-political commitment that the position held in a Public University places upon us. We know that between the desirable answer and the problems faced in the situation we live in is the feasible space that, even though narrow, we need to explore in order to always guarantee a quality, democratic, and safe higher education offer for all, without distinction.

Finally, it is worth noting that our work as course coordinators was not restricted to the mere execution of institutional guidelines or resolutions, but rather, as educators who were in management positions at this social and institutional moment we are going through, aware of their historical-political role and committed to the construction of an inclusive, democratic and republican project of teacher and professional education at a Public University.

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### **How to reference this article**

FERNÁNDEZ, S. J.; DELGADO, A. P. Reinventing the wheel: Institutional arrangements in the coordination of the pedagogy course (UFRJ) during the Covid 19 pandemic. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 17, n. 4, p. 3109-3125, Oct./Dec. 2022. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v17i4.16702>

**Submitted:** 23/04/2022

**Revisions required:** 08/09/2022

**Approved:** 04/11/2022

**Published:** 30/12/2022

**Processing and publication by the Editora Ibero-Americana de Educação.**

Correction, formatting, standardization and translation.

