

**INSTITUTIONAL TEACHING INITIATION SCHOLARSHIP PROGRAM (PIBID)
IN THE CONTEXT OF COVID-19**

**PROGRAMA INSTITUCIONAL DE BOLSAS DE INICIAÇÃO À DOCÊNCIA (PIBID)
NO CONTEXTO DA COVID-19**

**PROGRAMA DE BECAS DE INICIACIÓN DOCENTE INSTITUCIONAL (PIBID) EN
EL CONTEXTO DEL COVID-19**



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ABSTRACT: The text publicizes the results of an action-research project approved by the State University of Mato Grosso with the objective of identifying, studying and analyzing the learning problems of students enrolled in the Early Years of Elementary Education in public schools in Juara/MT, who joined the Institutional Program of Scholarships for Teaching Initiation (ID) (CAPES/02/2020), as well as providing theoretical and practical deepening to scholarship holders for Teaching Initiation. Using a qualitative approach, with an action-research bias, among the methodological procedures, activities carried out by 32 ID fellows, 4 supervisors and 2 area coordinators, including planning preparations, teaching resources, monthly reports and participation in remote classes were included with students in the Early Years of Basic Education and in monthly training meetings. The profiles involved understood the multidimensionality of teaching, and the importance of initial teacher training taking place based on the school's real confrontations.

KEYWORDS: PIBID. Covid-19. Emergency Remote Teaching. Multidimensionality of Teaching.

RESUMO: O texto publiciza resultados de um projeto de pesquisa-ação aprovado pela Universidade do Estado de Mato Grosso com o objetivo de identificar, estudar e analisar os problemas de aprendizagem dos estudantes matriculados nos Anos Iniciais do Ensino Fundamental nas escolas da rede pública de Juara/MT, que aderiram ao Programa Institucional de Bolsas de Iniciação à Docência (ID) (CAPES/02/2020), bem como propiciar aos bolsistas de Iniciação à Docência aprofundamento teórico e prático. De abordagem qualitativa, com viés na pesquisa-ação, dentre os procedimentos metodológicos incluíram-se atividades realizadas por 32 bolsistas de ID, 4 supervisoras e 2 coordenadoras de área, além de elaborações de planejamentos, recursos didáticos, relatórios mensais e participações em aulas remotas com estudantes dos Anos Iniciais da Educação Básica e em encontros formativos mensais. Os perfis envolvidos compreenderam a multidimensionalidade da docência, e a importância de a formação inicial de professores acontecer alicerçada nos enfrentamentos reais da escola.

PALAVRAS-CHAVE: PIBID. Covid-19. Ensino Remoto Emergencial. Multidimensionalidade da Docência.

RESUMEN: El texto divulga los resultados de un proyecto de investigación-acción aprobado por la Universidad Estadual de Mato Grosso con el objetivo de identificar, estudiar y analizar los problemas de aprendizaje de los alumnos matriculados en los Primeros Años de la Enseñanza Fundamental en escuelas públicas de Juara/MT, que se adhirió al Programa Institucional de Becas de Iniciación a la Docencia (ID) (CAPES/02/2020), además de brindar profundización teórica y práctica a los becarios de Iniciación a la Docencia. Con un enfoque cualitativo, con sesgo de investigación-acción, entre los procedimientos metodológicos se incluyeron actividades realizadas por 32 becarios ID, 4 supervisores y 2 coordinadores de área, incluyendo elaboración de planificaciones, recursos didáticos, informes mensuales y participación en clases a distancia con alumnos de los Primeros Años de Educación Básica y en encuentros mensuales de formación. Los perfiles involucrados comprenden la multidimensionalidad de la enseñanza, y se reafirmó la importancia de que la formación inicial de los docentes se realice a partir de los enfrentamientos reales de la escuela.

PALABRAS CLAVE: PIBID. Covid-19. Enseñanza Remota de Emergencia. Multidimensionalidad de la Enseñanza.

Introduction

The State University of Mato Grosso (UNEMAT) offers a Degree in Pedagogy with Qualification in Teaching in Early Childhood Education and in the Early Years of Elementary Education, at the University Campus of Juara/MT. The main objective of the course is to train educators for an autonomous action that manifests itself in pedagogical praxis.

However, the Literacy area demands specific knowledge from teachers who, after graduation, do not always master the knowledge required when they take over a literacy class. There are many problems related to literacy, which result in worrying rates of students who complete the cycle without appropriating the Alphabetic Writing System (SEA). The last National Literacy Assessment (ANA), carried out in 2016, presented alarming data that less than 10% of students completed the literacy cycle at the desired levels (MELLO, 2018).

In view of this scenario, offering specific initial and continuing training to literacy teachers is fundamental. When effectively worked, these formations will be able to contribute with the overcoming of the learning problems experienced by the students in the literacy cycle, and thus, improve the Basic Education indicators.

In this sense, an action-research project was institutionalized, linked to the Study and Research Group on Teacher Training, Management and Educational Practices (GEFOPE), registered in the Directory of the National Council for Scientific and Technological Development (CNPq), called “Actions of the Institutional Program of Scholarships for Teaching Initiation in the Early Years of Elementary Education, in defense of the right to literacy from a literacy perspective”, approved by the State University of Mato Grosso (UNEMAT), according to Ordinance no. 247/2000, and extended by Ordinance no. 851/2021, implemented on the Juara/MT campus.

This project was developed with the aim of identifying, studying and analyzing the learning problems of students enrolled in the Early Years of Elementary Education in state and municipal public schools in classes that joined the Institutional Program of Scholarships for Teaching Initiation, launched by the Higher Education Improvement Coordination (CAPES), in accordance with Notice no. 2/2020, with a view to appropriating students' learning rights, as well as knowledge inherent to the peculiarities of initial and continuing education of literacy teachers.

In observation of the general objective, the specific objectives intended to: provide opportunities for scholarship holders of Initiation to Teaching (ID) theoretical, conceptual, methodological deepening and practical experiences by approaching the specificities required

by the literacy process in the perspective of literacy; improve the initial training of ID scholarship holders, with inclusion in literacy classes and the second cycle of Elementary School, with involvement in planning, the elaboration of specific didactic material for literacy, as well as in situations of didactic interventions, with strategies aimed at for reading, writing, interpretation, orality and linguistic structure; contribute to the continuing education of supervising teachers for better performance in the Early Years of Elementary Education; and help overcome the learning problems of students enrolled in the Early Years of Elementary School.

Methodological approach of an action research developed in the context of Covid-19

The research project entitled “Actions of the Institutional Scholarship Program for Teaching Initiation in the Early Years of Elementary Education, in defense of the right to literacy from the perspective of literacies”, was institutionalized by Ordinance no. 247/2000 and extended by Ordinance no. 851/2021, from the State University of Mato Grosso (UNEMAT). Its implementation was linked to the activities of the Pibid /Pedagogy/Juara I and II subprojects, implemented at UNEMAT, a Pedagogy course offered on the Juara/MT campus from November 2020 to April 2021. These subprojects were planned and submitted before the pandemic caused by the new coronavirus, Covid-19, from Public Notice no. 001/2020 - UNEMAT/PROEG/APE – Institutional Scholarship Program for Teaching Initiation – Pibid – Selection of Scholarship for Teaching Initiation and Notice n°. 002/2020 - UNEMAT/PROEG/APE - Institutional Scholarship Program for Teaching Initiation - Pibid - Selection of Supervisor Scholarship, both announced on September 14, 2020.

Among the main action-research activities, articulated with those of teaching and extension, initially included workloads destined to: face-to-face contact between ID fellows and field school supervisors and students; the preparation of plans, didactic resources and pedagogical activities with the guidance and monitoring of supervisors; the development of activities in classrooms of the Early Years of Elementary Education by supervisors and research fellows; meetings with weekly meetings to discuss the activities carried out during the week and prepare reports; the monthly continuing education meetings held by the coordinators with the participation of ID fellows and supervisors; the elaboration and delivery to the coordinators of semi-annual individual reports based on the reports prepared weekly by the research fellows

and supervisors; and participation in local, regional, national and international events to disseminate the results achieved.

However, the action research project, which involved two area coordinators, four supervisors and 32 ID fellows, was developed in the years 2020 and 2022, in the context of the global pandemic caused by the new coronavirus - Covid-19. In this context, the research with a qualitative approach, anchored in the principles of action research, had the contributions of different profiles (coordinators, supervisors and ID fellows), who challenged themselves to carry out remote activities, in a dialogical and formative way. For the writing of this article, we considered the reports elaborated monthly by the ID fellows and supervisors sent to the area coordinators via e-mails, as well as the experiences recorded by the area coordinators in field notebooks, during the development of the mentioned subprojects of the Pibid linked to action research.

With the involvement and cooperation of all profiles, the project's actions were replanned, without losing sight of the objectives of action research in a very different context than usual. The proposed actions intended to contribute to the adverse moment experienced in the institutions (University and Schools), through an articulated and continuous process of action-reflection-action (THIOLLENT, 1985).

This is because, in the face of the pandemic that has devastated the whole world, the World Health Organization (WHO), on March 11, 2020, recommended social distancing, among other measures that could prevent the spread of the new coronavirus. With this, school institutions and universities initially maintained, with reduced hours, only those services considered essential, which included rethinking and finding possibilities for education not to stop (WHO, 2020).

In-person classes gave way to remote teaching, in mid-July and early August 2020. In this context, the activities initially proposed for action research were reorganized and took place remotely, in the years 2020 to 2022, this because carrying out the action-research was linked to the development of the Pibid subprojects of the Pedagogy course at the Campus de Juara, institutionalized based on the results of the CAPES/ Pibid Public Notice /02/2020, imminently planned for face-to-face teaching. Thus, all actions were carried out remotely, from the enrollment of ID fellows and supervisors, which took place in July 2020, to the beginning of Pibid activities, in November of the same year.

The meetings of the ID fellows with the supervisors for study, research of practical activities and planning took place via Google Meet, as well as the meetings and training

meetings, held monthly by the coordinators with all the ID fellows and supervisors. In addition to numerous meetings via Google Meet, messages sent via email and WhatsApp groups formed with the area coordinators, supervisors and ID grant holders and another only with the supervisors, were used to pass on information necessary for the development of subprojects and other guidelines for monitoring the activities carried out. This time, computers and cell phones were widely used resources at many times to share information of all kinds: articles, books, didactic activities, pedagogical resources, such as handouts and educational games, in order to enable Basic and Higher Education students to continue of the educational process.

That said, it is important to highlight that social isolation has brought numerous challenges to the development of action research, from the enrollment of ID fellows to carrying out remote activities. In this sense, ID coordinators, supervisors and fellows joined efforts to move forward with the research and allow all profiles involved to continue learning. Among the challenges were: having access to the necessary and quality technological resources, learning how to use them; have a good internet network available; and having the creativity to plan activities and develop them remotely. Thus, there were many mishaps experienced by students and teachers at public schools and universities, in which the pandemic opened up the social discrepancy existing in these public institutions.

Sacavino and Candau (2020, p. 130, our translation) highlighted that the moment of the pandemic further explained the challenges in realizing the right to education, since remote teaching imposed the need for “digital literacy, especially in the process of training teachers and teachers, as well as between male and female students. According to these authors, the pandemic was not democratic, as it affected the most vulnerable social groups in a much more intense and direct way. These groups had neither the technological resources nor the necessary conditions to access them. Numerous teachers, both in Basic Education and in Higher Education, denounced the difficulties encountered by a significant number of students to have access to digital media and reinforced “the inequalities in the realization of the right to education” (SACAVINO; CANDAU, 2020, p. 127, our translation).

In this sense, the implementation of all activities planned for the development of the announced action research was directly affected, as stated by Sacavino and Candau (2020), since many ID scholarship holders and Basic Education students involved did not have the necessary resources to access to remote activities, such as good quality computers and cell phones and an available internet network. However, despite all the confrontations caused by

the social inequality that affects most students in public educational institutions, it was possible to continue and develop the action research.

Research carried out in the context of the pandemic caused by Covid-19: education did not stop because teachers continued to work

The health measures of social distancing recommended by the World Health Organization (WHO) to prevent Covid-19, confirmed in December 2019, from taking on even more alarming contagion proportions, affected various sectors of society. Among these, face-to-face education, offered in all segments and modalities. In-person classes were suspended, but educational institutions, from Early Childhood Education to postgraduate courses, did not stop.

Emergency Remote Teaching authorized by opinion no. 05/2020 (BRASIL, 2020), of the National Council of Education (CNE), of April 28, 2020 (BRASIL, 2020), partially approved by the MEC on June 1, 2020 (BRASIL, 2020), was adopted by Basic and Higher Education institutions throughout Brazil. According to the opinion, states and municipalities should seek alternatives to minimize the need for face-to-face replacement of school days after the pandemic, since “a long period of replacement of workload using Saturdays, holidays, periods of school recess and vacations, it can lead to an overload of pedagogical work for both students and teachers, with damage to the teaching-learning process” (BRASIL, 2020, p. 7, our translation).

This time, with a view to enabling students to maintain a routine of school activities, the opinion suggested that, in order to comply with the legally required school workload, educational institutions carry out non-face-to-face school activities, of various natures, such as: recording of video classes, content organized on virtual platforms, social networks, electronic mail, blogs, television and radio programs; printed teaching material. The recommendation was that remote teaching, with activities appropriate to the context, be offered from kindergarten onwards, in order to avoid increasing inequalities, evasion and school dropout (BRASIL, 2020).

However, there was a huge gap between what was recommended in the opinion and what actually happened. According to Sacavino and Candau (2020, p. 127, our translation), students from vulnerable social strata “coming from low-income families, residents of peripheral neighborhoods or rural areas” were marginalized, or at the mercy of this process. As stated, the conditions described by the authors were observed and felt throughout the

development of the action-research, as they directly affected the students in the Early Years of Basic Education and the ID scholarship holders involved.

In this perspective, Santos, Silva and Oliveira (2022, p. 7, our translation) highlighted that in the pandemic period, education was not successful:

Whether due to adequate training for the use of technological means or the socioeconomic problems of an unequal country that does not allow everyone to have access to electronic equipment and the internet to study, education through the synchronous or asynchronous model in the pandemic has proved to be deficient.

In the State of Mato Grosso, for Higher and Basic Education in public and private systems, the State Council of Education (CEE) published Normative Resolution n. 003/2020 (MATO GROSSO, 2020), which established rules for organizing the 2020 school calendar. The established measures should be adopted by all public and private educational institutions, due to the pandemic caused by Covid-19. In accordance with the provisions of article 10 of this resolution, while the situation of social isolation lasted, educational institutions, in order to carry out non-face-to-face pedagogical activities, should prepare a strategic pedagogical plan and forward it to higher bodies. In the case of Basic Education, the plans should be sent to the Pedagogical Advisory Services linked to the State Secretariat of Education (SEDUC), and Higher Education and Technical Secondary Education, to the State Secretariat of Science, Technology and Innovation (SECITEC) (MATO GROSSO, 2020).

Based on these recommendations, remote pedagogical actions were authorized, both in the state and municipal education networks. This condition required efforts to program the necessary changes in education systems and ensure the educational process, even at a distance.

As stated by Taborda and Mello (2021, p. 27, our translation), there were many pedagogical strategies developed by Higher Education and Basic Education, such as: “synchronous, asynchronous classes, recording classes, remote meetings, WhatsApp groups, availability of content on platforms digital and e-mails, among other strategies.” However, in view of the lack of technological resources and the difficulty of accessing the internet for parents of public-school students in Juara/MT, “Basic Education schools prepared printed handouts that were initially made available to parents or guardians by students who did not have internet access and, subsequently, for all students” (TABORDA; MELLO, 2021, p. 27, our translation).

However, the difficulties were not limited to students from public educational networks, teachers also faced numerous challenges related to:

[...] the use of technological platforms and tools, mastery over the use of these tools to develop remote classes, lack of access to these tools and digital media by a significant number of students, as well as the difficulty faced by several families in the monitoring and mediation of the children's schooling process (TABORDA; MELLO, 2021, p. 28, our translation).

As can be seen, the difficulties of the students directly implied the difficulties of the teachers, both in Basic and Higher Education. As one supervisor described in the monthly report:

[...] a considerable number of students do not have access to the internet and the program offered by the state network is not compatible with some cell phones, and it is not possible to operate it only with mobile data. In this way, the school provides a booklet to all students, those who can access it, have the possibility to watch the video lessons and ask questions. However, those who do not have access to the internet, only use the booklet and carry out activities with the help of their parents (Report, subproject supervisor Pibid / Pedagogy /Juara, 2020, our translation).

Despite the efforts made by educational institutions, education professionals and families so that the learning process was not interrupted, Emergency Remote Teaching, as an alternative for the continuity of the educational process, impaired the learning of a significant number of students, in reason for the inequalities of access to technological resources and digital media, as described by the supervisor, as these resources have become elementary in the context of the pandemic.

Unfortunately, many students, both in Basic Education and Higher Education, did not have access to the necessary and adequate resources. Often, a family with several children who are students would have a single cell phone, not of good quality, to serve everyone and no internet signal at home. This reality has led many students to take to the streets, hoping to find a public internet signal. Also, among Higher Education students, such as the ID scholarship holders who participated in this survey, a significant number did not have the necessary technological resources. Old and outdated computers and cell phones did not work properly. The internet signal was not favorable, added to these difficulties, they experienced moments of anguish with the loss of loved ones, were contaminated with Covid -19, became unemployed. Or, in other situations, they needed to work and were not available to participate remotely in meetings with supervisors, coordinators and synchronous classes with students in the Early Years.

The situations experienced by teachers and students were very challenging. Teachers sought all possibilities to train themselves in the use of Digital Information and Communication

Technologies (TDIC), to plan and develop remote, synchronous and asynchronous classes, which would achieve the learning objectives and skills provided for in the National Common Curricular Base (BNCC) (BRASIL, 2018). Work increased consubstantially, as classes were recorded and made available to those who could not participate in synchronous classes, which required teachers to attend, often individually, to answer questions and guide students.

Students had to adapt to the dynamics of non-face-to-face classes, which require technological tools, access to digital media, availability of space and time to dedicate themselves to studies in a family environment, concentration, as well as monitoring and mediation by teachers, parents or guardians, in the teaching and learning process. The non-face-to-face classes demanded a dialogical and collaborative relationship between the professors and the students' families; however, this relationship was not always possible, due to the countless factors that affected the economic, cultural and social reality of each family.

Like the other teachers, the supervisors involved in the action-research had to work hard to deal with the new requirements imposed by remote teaching, such as the use of technological tools and digital media and the production of printed materials that could contribute to student learning. , especially the less favored. There was an overload of work, since remote teaching required new teaching learning for planning and preparing activities and didactic strategies for the development of classes, such as recording and providing explanatory videos to students, among other resources that required time and effort to all teachers. The notebook has become an indispensable tool, as well as the cell phone, the main means of communication in social distancing. WhatsApp has become the main resource for guiding the learning process, with the availability of recorded videos and activities related to the content covered, as well as communication between teachers, students and families. The professors' residences became workspaces, and the students', study spaces.

The aspects that we contextualize were highlighted by Folmer *et al.* (2020, p. 63-64, our translation): “The educators' residence, as resting places [...], became a school extension, a configuration that was necessary to develop their work during this period”. The housing, both for educators and students, had to be “adapted, restructured and, in some cases, deconstructed, in order to guarantee the teaching process during social isolation” (FOLMER *et al.*, 2020, p. 64, our translation). In this adverse and complex context, teachers, as well as many families of students, had to reconcile numerous work activities, family assistance, household chores, and health care.

In addition to all the challenges experienced and insecurity in the face of the risk of contamination by Covid-19, teachers were exposed to pressure from political authorities and part of society to resume face-to-face classes. They constantly experienced the embarrassment of answering the question of when they would return to work. In addition, they had to fight against denialist parents and authorities who did not recognize the imminent danger of the pandemic.

With the vaccination of the population, the pandemic was gradually controlled and face-to-face classes were resumed, but this process was gradual. At the end of 2021, educational institutions authorized blended learning, with rotations of groups of students going to schools for face-to-face classes and groups at home with remote learning. At this time, the teachers' workday became even longer, as they had to work in duplicate: with students in face-to-face classes and with students in remote classes. The overload in the pandemic scenario was inhumane and many teachers fell ill.

UNEMAT did not authorize, in this first moment of hybrid classes, the trip of ID scholarship holders to schools. In this sense, they continued activities remotely. Only at the beginning of 2022 did the ID fellows start face-to-face activities, but these lasted only two months, since the Pibid /2020 Edition ended on April 15, 2022.

Faced with the pandemic scenario, teachers were taken by a feeling of fear, insecurity and physical and mental exhaustion as a result of the efforts undertaken to ensure that the learning objectives were achieved, along with coping with learning and insecurity with the use of technological tools. These factors caused psychic suffering to teachers, since in addition to the impacts resulting from the pandemic, they were already suffering as a result of issues such as the “ fragility of public policies and the strenuous demands of work in teaching, it seems inevitable that negative impacts on the health of these professionals” (BISPO; SANTOS; SILVA, 2022, p. 113, our translation).

It was in this context that this research took place. With ID fellows, supervisors and coordinators experiencing an unequal and inhumane educational reality, with unprecedented and challenging didactic propositions. However, the confrontations allowed those involved in the action-research to understand the multiplicity or multidimensionality of teaching knowledge, which reaffirmed the importance of initial teacher training taking place based on the actual confrontations of the school, subsidized by different theoretical and methodological foundations.

The multidimensionality of teaching, as stated by Franco and Pimenta (2016, p. 551, our translation), with a view to subsidizing its commitment to learning, understood as a complex and multifaceted phenomenon, has a “clearly practical, but also theoretical, intention, as it makes it possible to better understand the practices, in a perspective that approaches scientific curiosity, but also ethics.” Thus, the multidimensionality of teaching “[...] points to the joint work between professors and researchers, in which [...]” the main function of the theoretical foundation is to broaden the understanding that one has of practice, in educational spaces, in order to find objective learning conditions, in the most adverse but real contexts, as happened with the development of this action-research, through Emergency Remote Teaching.

Despite being challenging, action-research, which articulated teaching and university extension, provided new learning opportunities that re-signified teaching activities and pedagogical practices. The pandemic scenario imposed on coordinators, supervisors and ID fellows involved in action research to deepen theoretical and methodological knowledge so that school activities could take place remotely. Thus, the different profiles joined forces, discussed and reflected on the confrontations of the moment. As Freire (2001) states, teaching performance, anchored in a reflective, critical and autonomous conception, involves a dynamic and dialectical movement between doing and thinking about doing.

In this process of construction of teaching knowledge, two fundamental highlights emerged: the critical reflection of teachers on their own teaching activities and continuing education as a necessity. Critical reflection implies an epistemological search for answers to practical problems, while permanent training allows answers to epistemological searches and reinforces our incompleteness through the need to find answers to contemporary challenges (GATTI, 1996), such as those triggered by the new pandemic coronavirus.

That said, Taborda and Mello (2021) stated that the development of action research in the context of Emergency Remote Teaching provided opportunities for coordinating and supervisory teachers and ID fellows to expand their knowledge inherent in the multidimensionality of teaching, through a panorama of uncertainties. As Pimenta and Ghedin (2002) point out, teachers, in addition to knowing and interpreting reality, need to assume a reflective and critical posture in order to find answers and possibilities to move forward. This was the biggest challenge for everyone involved in the research, finding ways, possibilities, innovating so that students from public schools that partnered with the action-research project continued to learn even in the face of all the obstacles imposed by Remote Teaching.

In this sense, the multidimensionality of teaching can “value teaching work from the perspective of providing teachers with instruments of analysis and criticism, which help them to understand the historical, social, cultural, organizational contexts in which their complex teaching activity takes place” (FRANCO; PIMENTA, 2016, p. 551, our translation).

In the pandemic circumstance, it was possible for all those involved to realize the importance of Digital Information and Communication Technologies (TDIC) for the teaching and learning process, as well as the lack of a public policy aimed at democratizing access to digital tools, so necessary for Remote Learning. That said, it was clear that students from the most vulnerable strata, at all levels and modality, were the most affected in this period of Emergency Remote Teaching.

Final remarks

The activities planned for action research, as stated, were replanned and adjusted to the moment of the pandemic caused by the new coronavirus. However, this was only possible because the professors continued to work and their workloads were considerably increased, as they had to quickly learn numerous knowledge related to the handling of digital technological resources, such as: learning to deal with new digital platforms, replanning all activities and prepare handouts; reorganize the teaching strategies that can be used remotely for synchronous and asynchronous classes; guide parents and students to handle technological resources; respond to numerous messages and emails from students, parents and educational institutions; answer the countless phone calls; recording classes and making them available on educational platforms, reconciling the insecurity of the moment with irreparable losses of family members and colleagues to the workday, which no longer has a defined schedule to happen.

All the efforts of teachers and other education professionals were undertaken in order to ensure everyone's right to education, to try to avoid a setback in student learning, the loss of their bond with school, evasion and school dropout, without disregard the demands of the moment. ID fellows linked to Pibid /UEMAT/Pedagogia/Juara2020/22 subprojects had the opportunity to experience the educational experiences implemented in Emergency Remote Teaching in a more intense and direct way. These experiences, according to the statements of most ID fellows, greatly added to their initial training.

The activities of the subprojects, linked to the action research project, began in November 2020, after the referrals from the Coordination for the Improvement of Higher

Education Personnel (CAPES), and the broad discussion promoted by the general coordination with all the coordinators of areas of Pibid subprojects institutionalized by UNEMAT.

We started with an online meeting with the management teams of the partner schools to talk about the possibilities for the participation of ID fellows remotely. This moment was delicate, as the teachers were insecure and it was difficult to find supervisors to welcome the ID fellows. Schools even withdrew from the partnership signed before the pandemic, because no teacher was willing to welcome these participants.

We advise that ID fellows need to start activities by reading the Pedagogical Political Project of the schools that welcomed them to understand their organizational structure and their pedagogical proposal, as well as the other guidelines sent by the State Department of Education of Mato Grosso (SEDUC/MT) and the Municipal Department of Education of Juara/MT (SMEC) for the implementation of Emergency Remote Teaching.

Meetings with weekly meetings held by supervisors and ID fellows, in addition to planning new activities to be carried out remotely with students in the Early Years of Elementary School, allowed reflecting on the activities carried out during the week and rethinking them for subsequent work.

The coordinators of the Pibid subprojects sent suggestions for reading to the ID fellows and supervisors for the recommended discussion on the peculiarities of literacy from the perspective of literacy and the learning problems of students enrolled in the Early Years of Elementary School. They held monthly meetings with the entire action-research team, in which the recommended readings were discussed. In these meetings, there were also moments of socialization of the experiences lived by supervisors and ID fellows. Among the many shared experiences, the collaboration of fellows with suggestions and planning of activities aimed at learning to read and write for students in the Early Years suitable for remote teaching, such as: recordings of short videos of literature readings for children, storytelling, explanation of how to play with educational games and explanation of contents of all disciplines.

Some of these experiences were shared at the XV Vale do Arinos Education Seminar, "Education and multiple languages – contemporary dilemmas and challenges", which took place, also remotely, from September 27 to October 1, 2021, with the publication of articles and abstracts in the annals of the event.

The activities of the Pibid /2020/2022 subprojects, linked to this action-research, ended in April 2022. All the profiles involved suffered the bad weather caused by the pandemic.

However, ID fellows, when included in the reality of schools with Emergency Remote Teaching, had the opportunity to:

[...] to know the multidimensionality that involves the teaching action and the challenges faced by the teachers so that the students' learning rights could be assured, mainly in face of the inequalities of access to technological resources and connectivity for a significant portion of students, as well as those who have this access, but families are unable to help in the teaching and learning process (TABORDA; MELLO, 2021, p. 37, our translation).

The teaching and learning process is, par excellence, “a multidimensional activity in all disciplinary spheres. [...] the teaching, of any discipline of knowledge, requires a dynamic of convergence in the acts and ways of teaching.” For this reason, the teaching and learning process “[...] requires essential pedagogical foundations, as it is a complex phenomenon carried out between teachers and students, situated in contexts, imbricated in historical conditions and mediated by multiple determinations” (FRANCO; PIMENTA, 2016, p. 543, our translation).

Through virtual meetings and participation in remote Basic Education classes, ID fellows related the theoretical and methodological foundations studied in the Pedagogy course to teaching practices developed in the context of Emergency Remote Teaching. With this, the development of action research contributed to the initial training process of fellows. Collective work was valued in all replanned activities and promoted training practices with collaborative exchanges between area coordination, supervising professors and undergraduate students. The interactive and collaborative relationship provided many reflections and, from them, adjustments emerged in the pedagogical action in the school context of Basic Education, as well as Higher Education.

The pandemic was controlled with the advancement of vaccination and face-to-face teaching was resumed, but educational institutions, students and teachers are struggling to overcome the gaps left by remote classes, especially for public school students, the most affected by not having at hand the necessary resources required for remote teaching. Faced with this reality:

The uncertainties and insecurities experienced by teachers and ID fellows in this period, further reinforce the need for consistent and contextualized initial and continuing training that contributes to improving education at all educational stages, with possibilities for different forms of offerings, whether these face-to-face, remote or hybrid (TABORDA; MELLO, 2021, p. 38, our translation).

Educational public policies reserved for initial and continuing teacher training cannot neglect the multiple dimensions of teacher training that directly affect student learning, at all levels and teaching modalities, such as those required in the context of the pandemic.

That said, it is essential that governments and political authorities look at the reality of public educational institutions, which welcome economically disadvantaged students, without access to the necessary resources that the scientific and technological advances of the 21st century have promoted, which considerably help in the learning process by ensuring teaching practices that include the multidimensionality of teaching and the teaching process.

As Franco and Pimenta (2016, p. 541, our translation) reverberate, stems from this “the contemporary role of Didactics that we are calling Multidimensional Didactics: A Didactics that focuses on the production of intellectual activity in the student and by the student, articulated to contexts in which the processes of teaching and learning take place.” Cognitive activities allowed from interactive pedagogy, based on dialogue, with learning mediated in mutual respect between those who educate and those who educate themselves.

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