

**IMPACT OF COVID-19 ON THE ACTIONS OF THE GRADUATE PROGRAM IN
MEDIA AND TECHNOLOGY AT SÃO PAULO STATE UNIVERSITY (UNESP),
CAMPUS BAURU**

***IMPACTO DA COVID-19 NAS AÇÕES DO PROGRAMA DE PÓS-GRADUAÇÃO EM
MÍDIA E TECNOLOGIA DA UNIVERSIDADE ESTADUAL PAULISTA (UNESP),
CAMPUS BAURU***

***IMPACTO DEL COVID-19 EN LAS ACCIONES DEL POSGRADO EN MEDIOS Y
TECNOLOGÍA DE LA UNIVERSIDAD ESTATAL PAULISTA (UNESP), CAMPUS
BAURU***



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ABSTRACT: In the face of the health emergency of COVID-19, a broad range of activities was forced to fully adapt to the virtual and remote model, especially in the education sector. In this scenario, universities and, particularly, postgraduate education had the urgency to develop a set of mechanisms capable of sustaining the continuity of teaching and learning activities. The use of appropriate equipment, access to specific software, and the health and psychological monitoring of students and teachers became a top priority. Therefore, this is a qualitative, exploratory, and field research with a case study presenting the results of the evaluation of the impact of the coronavirus pandemic on the Media and Technology Postgraduate Program (PPGMiT), a doctoral program at São Paulo State University (Unesp), Bauru campus. The results were positive in terms of internet access and expectations regarding the offering of remote classes; however, they were negative in terms of workload and psychological conditions.

KEYWORDS: COVID-19. Education. Postgraduate. Postgraduate Programme in Media and Technology. Unes.

RESUMO: À luz da emergência sanitária de COVID-19 um conjunto amplo de atividades foram forçadamente obrigadas a se adaptar integralmente ao modelo virtual e à distância, notadamente o setor da educação. Nesse cenário, as universidades e, destacadamente, a pós-graduação tiveram urgência em construir um conjunto de mecanismos que fosse capaz de dar sustentação à manutenção de atividades docentes e discentes. O uso de equipamentos adequados, o acesso à softwares próprios, o acompanhamento sanitário e psicológico dos alunos e professores tornou-se agenda prioritária. Este trabalho trata de pesquisa qualitativa, exploratória, de campo com estudo de caso com os resultados de avaliação do impacto da pandemia de coronavírus no âmbito do Programa de Pós-Graduação em Mídia e Tecnologia (PPGMiT), curso de doutorado, da Universidade Estadual Paulista (Unesp), campus Bauru. Os resultados foram positivos quando avaliados o acesso à internet e as expectativas em relação ao oferecimento de disciplinas remotas, entretanto, ruins em termos de sobrecarga de trabalho e condições psicológicas.

PALAVRAS-CHAVE: COVID-19. Educação. Pós-graduação. Programa de Pós-Graduação em Mídia e Tecnologia. Unesp.

RESUMEN: A la luz de la emergencia sanitaria de COVID-19, un amplio conjunto de actividades se vio obligado a adaptarse completamente al modelo virtual y a distancia, especialmente en el sector de la educación. En este escenario, las universidades y, especialmente, la educación de posgrado tuvo la urgencia de desarrollar un conjunto de mecanismos capaces de sostener la continuidad de las actividades docentes y discentes. El uso de equipos adecuados, el acceso a software específico y el seguimiento sanitario y psicológico de estudiantes y profesores se convirtieron en una agenda prioritaria. Por lo tanto, se trata de una investigación cualitativa, exploratoria y de campo con un estudio de caso que presenta los resultados de la evaluación del impacto de la pandemia de coronavirus en el Programa de Posgrado en Medios y Tecnología (PPGMiT), un programa de doctorado de la Universidad Estatal Paulista (Unesp), campus Bauru. Los resultados fueron positivos en cuanto al acceso a Internet y las expectativas con respecto a la oferta de clases remotas, sin embargo, fueron negativos en términos de carga de trabajo y condiciones psicológicas.

PALABRAS CLAVE: COVID-19. Educación. Posgrado. Programa de Posgrado en Medios y Tecnología. Unesp.

Introduction

In the light of natural sciences, the global health emergency due to the SARS-COV-2 virus is the subject of cross-border studies. According to Fullan (2020), with the arrival of COVID-19, the weaknesses of the educational system were exposed and worsened, at the same time that opportunities emerged to promote significant changes amid widespread confusion. The author also highlights that the complexity of current change reaches unprecedented levels and the dynamics faced daily reveal an intricate network of challenges and transformations. We face what can be described as "the battle of the decade" when it comes to education systems, and uncertainty about its final form adds a significant element of challenge.

For Franco, Franco and Longhi (2022), the management of higher education during the new coronavirus pandemic highlighted challenges in achieving academic autonomy by mobilizing human and technological resources, involving academic and community leaders. For the authors, the reframing of concepts, such as technology and science, acquired new meanings in the pandemic context and technology is now linked to the sustainability of human beings in all their environments. In this way, Higher Education management plays a vital role in the reframing of science and technology for the survival and valorization of teaching as a collective and authorial process, articulated with research and extension, which is crucial for the advancement of Higher Education.

A distinct set of areas of knowledge has sought to equalize the impact of the pandemic on their respective sciences. This study seeks to present the socio-educational impacts of the pandemic on the Postgraduate Program in Media and Technology (PPGMiT), a doctoral course, at the Universidade Estadual Paulista "Júlio de Mesquita Filho" (Unesp). The program is linked to the Faculty of Architecture, Arts, Communication and Design (FAAC), located on the Unesp campus in the city of Bauru, in the interior of São Paulo, approximately 330 km away from the capital of São Paulo.

The first PPGMiT activities took place in 2008, at the Professional Master's level, in the context in which the guiding principle was guided by the development of the Brazilian Digital Television System – Terrestrial (SBTVD-T), at that time in the initial phase of implementation in the country. In July 2015, the former Postgraduate Program in Digital Television: information and knowledge (PPGTVD) became officially called Postgraduate in Media and Technology (PPGMiT). The program's doctoral course was implemented a few months later, through Unesp Resolution No. 23, published in the Official Gazette of the State of São Paulo on March 24,

2016. Currently, the PPGMiT doctoral course is concept 4 according to the CAPES Academic Programs Assessment Form.

Since then, the program has stood out for its current and innovative character, bringing together teachers with training in the areas of Applied Social Sciences, Exact and Technological Sciences, Human Sciences, as well as the specificities of the professions of Journalism, Audiovisual, Public Relations, Linguistics, Literature, Architecture, Arts, Information Technology, Computing, Engineering, Education, Design, among others (UNESP). The interdisciplinary profile of the PPG follows an international trend in the field of academic research related to media and technology studies, specifically in the development of languages, methods, technology, processes and products available to societies.

Given this context, PPGMiT is architected under a single Concentration Area, called “Media and Technological Environments”, categorized into two lines of research: “Media and Technological Management” and “Media Technologies”. This condition reflects a flexible curricular structure marked by transdisciplinarity between its programmatic contents, weaving a network of knowledge that permeates subjects such as: the use of innovative media and their effects; media convergence; digital cultures; creative industries; virtual reality and augmented reality; interactive virtual worlds; media and interactivity; serious games; e-learning, e-commerce, e-business, e-government; photography; audio-visual; edutainment; digital television; digital cities; knowledge management; planning and management for media and technology systems; graphic design of media interfaces, among others.

As a starting point, an opinion survey was carried out, that is, a systematic investigation that sought to measure the opinions, attitudes and preferences of participants in relation to the impacts of the COVID-19 pandemic on PPGMiT. The teachers and students involved were duly informed about the research objectives, the procedures involved and the absence of risks associated with their participation. In this way, the confidentiality of the information provided was guaranteed, both in the data collection process and in the dissemination of results, as well as the anonymity of the participants, especially as these were sensitive issues related to their experiences during the pandemic. By considering these ethical aspects and incorporating them appropriately into the planning and execution of the research, we ensure that the investigation was conducted in an ethical and responsible manner, respecting the rights and dignity of everyone involved. Thus, to understand the impacts of the pandemic on the course, two surveys were carried out based on a Likert Scale (Cañadas Osinski; Alfonso Sánchez, 1998; Luna, 2007) via Google Forms: a survey with students and another with the Program's teachers, so that for

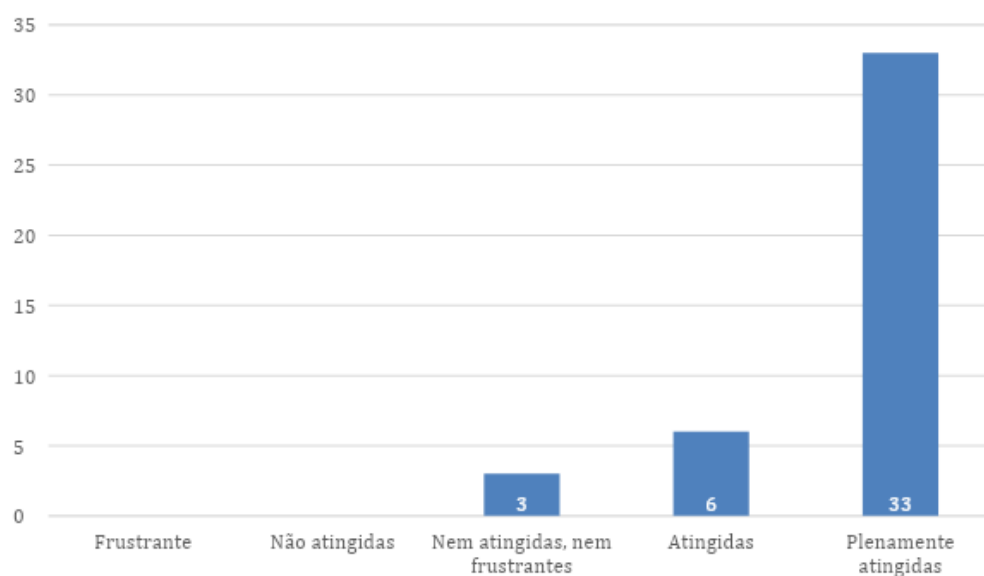
each statement there is a five-point scale, corresponding at the extremes to "totally agree" and "totally disagree" and thus interpreted in light of its numerical correspondence of marked responses (Nogueira, 2002). In 2020, the program's student body consisted of 64 enrolled students, 53 of whom were active and 11 inactive. Of these, 42 participated in the survey. At the same time, the teaching staff was made up of 15 permanent professionals and no employees, with 12 being the number of employees who responded to the survey. The methodology used is qualitative, exploratory, field research with a case study. The results are presented below.

Impact of COVID-19 on program actions

At PPGMiT, face-to-face teaching and research activities are carried out, as well as actions to promote knowledge through round tables, lectures, training, study groups, academic exchanges, collaborative projects and other scientific activities. Given the interdisciplinary profile, the intensity of contact between local, national and international researchers can be noted, where the creation of spaces for the exchange of knowledge is encouraged.

Initially, the students were asked about meeting expectations regarding the activities and administrative and coordination demands of the program. For 33 students, or 78.6% of respondents, the evaluation was maximum, therefore, expectations were fully met. In 6 responses, 14.3% of the total, grade 4 was assigned – partially achieved; and another 3 responses, 7.1%, marked response category 3, therefore, students who did not consider that their expectations and needs were exceeded were not frustrated either (See Figure 1). Therefore, we concluded that the impact of the pandemic on administrative and coordination activities and demands were not significant.

Figure 1 – Meeting expectations regarding PPGMiT’s administrative and coordination activities and demands.



Source: Prepared by the authors.

Similarly, the same question was applied to teachers with the following results: all 12 responses agreed that administrative and coordination demands were fully met and, therefore, we concluded that for teachers there was no impact of the pandemic related to these activities either.

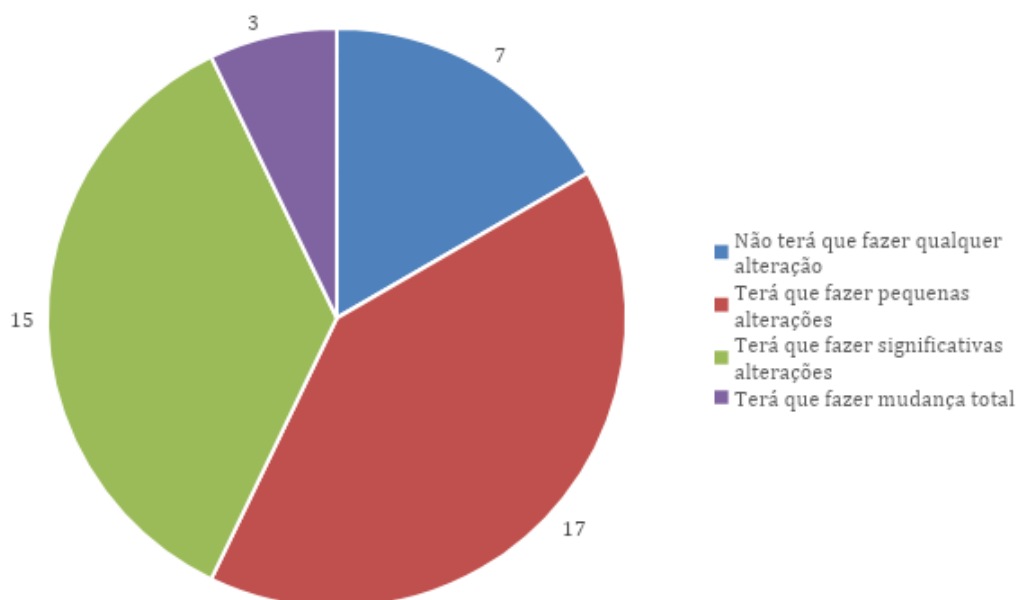
In this sense, there are two hypotheses that correspond to the non-impact of the pandemic in the mentioned sectors: the continuation of essential activities during the period and the operation of activities remotely. Prepared under the scrutiny of the digital structure and accustomed to the use of online tools, when distancing is imposed in work environments, teams can be readily readapted, a situation that is alien to the reality of other spaces in a period that became known as home office forced, marked by a lack of structure and a lack of adequate support from organizations across the country (Sutto, 2022).

Impact on research

When asked about the development of the research, the students presented the following considerations: 7 students (16.7%) said they did not have to make any changes to the execution of their work; the majority, 17 students (40.5%) claimed that they needed to make small changes to their respective research; another 15 students (35.7%) responded that they had to make significant execution changes; Finally, 3 responses, or 7.1%, pointed to a total realignment or

change of project (Figure 2). Therefore, only 16.7% of research projects did not undergo changes, which leads us to conclude that the pandemic significantly impacted research.

Figure 2 – Impact of the pandemic on students’ research development.



Source: Prepared by the authors.

The same situation is shared by teachers, with the survey showing that only one professional (8.3%) responded that they will not have to make any type of change, as opposed to 6 colleagues (50%) who will need to make small changes and another 5 teachers (41.7%) who plan significant implementation changes.

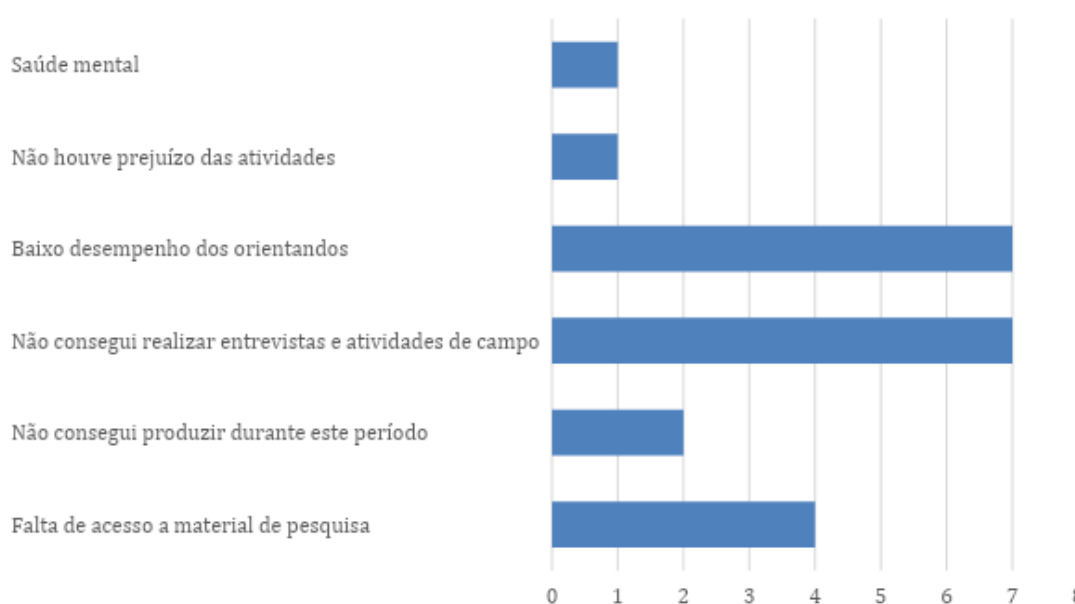
When asked about one or more causes responsible for losses in the development of the research, the impossibility of carrying out interviews and activities in the field was highlighted in the majority of cases – 21 observations, or 55.3%. Highlightingly, a significant number of researchers were also obtained who assessed that they were unable to produce during the pandemic period, with 20 responses or 52.6% of students. To a lesser extent, but no less important, 10 responses (26.3%) recorded the lack of access to research material and only 2 responses (5.3%) point to the failure to fulfill the credits necessary for qualification or defense. In 2020, the first year of the pandemic, a survey carried out by Datafolha showed that one in every nine postgraduate students in the country abandoned their studies (Saldaña, 2021).

Note the significant number of students (52.6%) who claimed productive incapacity, which may denote problems related to work overload and/or physical or mental health issues. Problems arising from isolation and social distancing were also highlighted, as well as difficulties in accessing the data and information necessary for the development of research.

Therefore, we conclude that there was a significant impact on the work carried out by the students. It is worth noting that financial difficulties, increased workload, health problems in family or friends and lack of adequate workspace were also mentioned by students.

On the part of the teaching staff, there were two main causes of impact on the development of the research: the impossibility of carrying out interviews and field activities and the low performance of students during the pandemic, both recording 7 responses, or 58.3%. Subsequently, 4 responses were recorded (33.3%) that pointed out the lack of access to research material, 2 responses (16.7%) that stated they were unable to produce during the period and a single statement about there being no losses in activities, that is, 8.3% of the total (Figure 3).

Figure 3 – Causes responsible for losses in research development.



Source: Prepared by the authors.

When communication between advisors and advisees was assessed, 100% of students responded that they communicated virtually with their teachers. In observing the teachers, 11 of them stated that they had virtual contact with their students and only 1 indicated the absence of this relationship⁴.

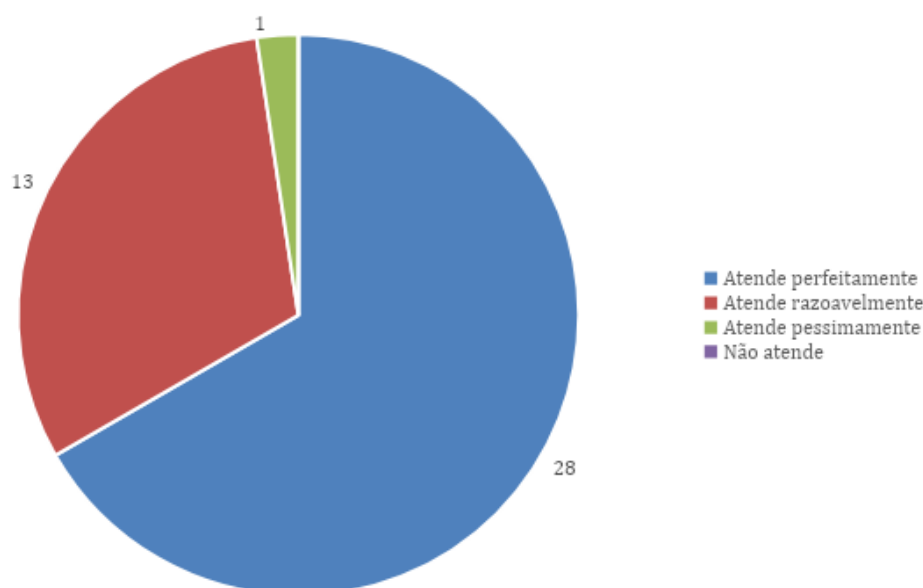
According to UNESCO, Brazil is among the ten countries in the world that were most affected by classroom closures, a period of 78 weeks in total and around 43 million students

⁴ The note even generated a statement from the coordination highlighting the importance of this contact at the time of the pandemic.

affected by 2022 (Unesco, 2022). Therefore, the transfer to remote teaching was a cause for concern for educational institutions that had to adapt, notably in relation to the internet structure available to teachers and students. In response to the unprecedented nature of this challenge, actions to distribute computers and mobile phone chips were promoted with the aim of mitigating possible losses in monitoring teaching and research activities (Silva, 2021).

When students were asked about the subject, whether the internet used meets and/or influences academic demands, 28 (66.7%) responded that it meets perfectly, for 13 students (31%) it meets reasonably and for 1 person (2.4 %) responds poorly (Figure 4).

Figure 4 – Quality of home internet in use for students’ academic demands.



Source: Prepared by the authors.

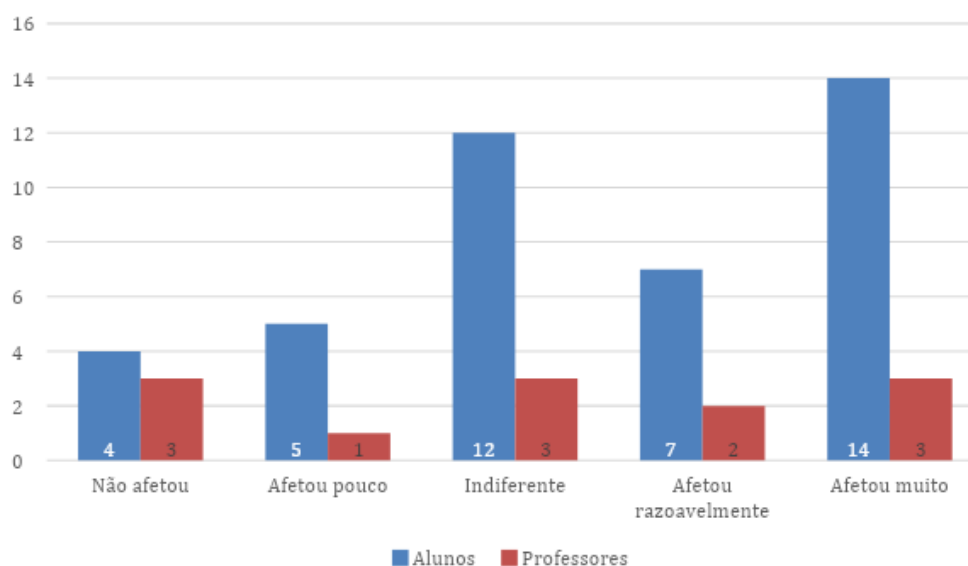
In the evaluation of the teachers, seven teachers (58.3%) indicated that the service they provided met the necessary needs. For five of them (41.7%), the connection they had available was only reasonable, which does not seem to have a significant impact on academic activities. From the point of view of technical requirements, the demand for activities was due to access to browsers – email, calendar, cloud storage; instant messaging applications – WhatsApp, Telegram, Google Chat; and live video calls – Google Meet, Zoom, Teams; mainly.

We assessed that from the point of view of access to the new technologies implemented, as well as the support and stability of the available internet service, the PPG did not suffer from serious impacts or deficiencies that could prevent the tasks from being carried out, a situation

adverse to the reality of high school. public, for example, where more than half of the students suffered from a lack of equipment and adequate connection (Ibge, 2021).

Regarding whether the lack of access to the university affected the development of the research, great disparities in the response pattern were computed. For 33.3% (14 responses) of researchers, the grade awarded was maximum, therefore, the lack of access to the university greatly affected the development of the research. In 16.7% (7 responses) of the assessment the grade assigned was 4 – reasonably affected, in 28.6% (12 responses) grade 3 – indifferent, in 11.9% (5 answers) grade 2 – affected little, and finally, for 9.5% (4 responses) of students the concept was 1 – did not affect (Figure 5).

Figure 5 – Impact on research development due to lack of access to the university by students and teachers.



Source: Prepared by the authors.

In relation to teachers, there was also a distribution of responses that included all scales offered. In 25% (3 answers) of the evaluations, grade 5 was assigned, for 16.7% (2 answers) grade 4, 25% (3 answers) grade 3, 8.3% (1 answer) and 25% (3 answers) for concepts 2 and 1, respectively.

The breadth of the response pattern denotes the variety of research carried out within the scope of PPGMiT. The pandemic impacted the functioning of academic activities, varying according to the specific needs of each project. For example, difficulties in accessing physical materials, such as books and magazines, that would normally be available at the university have increased. Furthermore, the lack of access to any software that is difficult to acquire and has high technical requirements present on the institution's computers may also have represented a

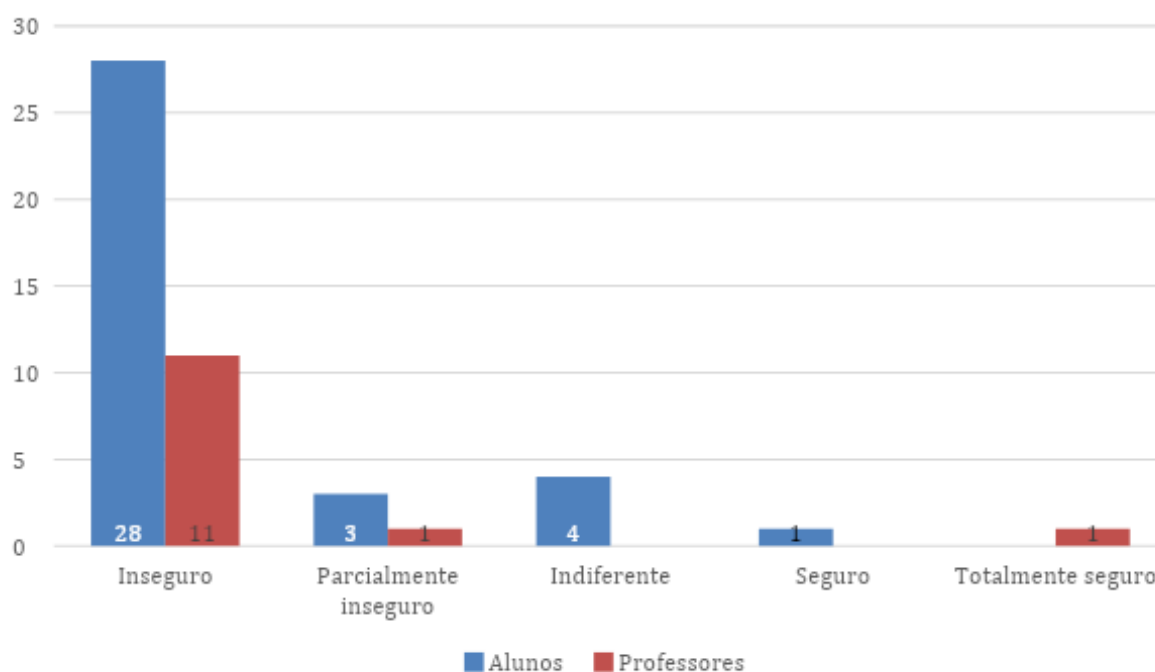
significant challenge. However, the use of online databases and free software available remotely for other categories of research helps to unravel the diversity of responses.

Another relevant aspect to consider is the impact on interactions with advisors and research groups, since social distancing may have affected the dynamics of meetings and encounters, making communication more challenging for some individuals. This aspect may have influenced the way students perceived the impact on the development of their research.

Return to in-person activities

During the survey context of this research, for students and teachers, the return to face-to-face activities was reaffirmed from the perspective of insecurity regarding the topic. On a scale ranging from 1 (totally insecure) to 5 (completely safe), no student responded that they were completely safe. In the remaining responses, 1 student (2.4%) gave a grade of 4, 10 students (23.8%) a grade of 3, 3 students (7.1%) a grade of 2 and the majority, 28 students (66.7%) grade 1, therefore, completely unsafe (Figure 6).

Figure 6 – Degree of student safety if activities returned to in-person teaching.



Source: Prepared by the authors.

In the evaluation of the teachers, the vast majority of them, 11 responses (91.7%) felt completely insecure about returning to face-to-face activities. In 1 case (8.3%), interestingly, the grade given was 5, therefore, the in-person return was considered completely safe.

In a scenario of almost unanimity between the parties, the assessment of insecurity was resplendent. The lack of ventilated environments, use of appropriate masks and prolonged exposure in classroom spaces can be highlighted as possible effects of the widespread fear. On the other hand, notably in Brazil, the daily news of the increase in the number of cases and the number of deaths on a geometric scale, added to the failure of public authorities (G1, 2021), seems to have called into question any possibilities of an early return to classes, as at this time the national vaccination program against COVID-19 had not yet taken shape.

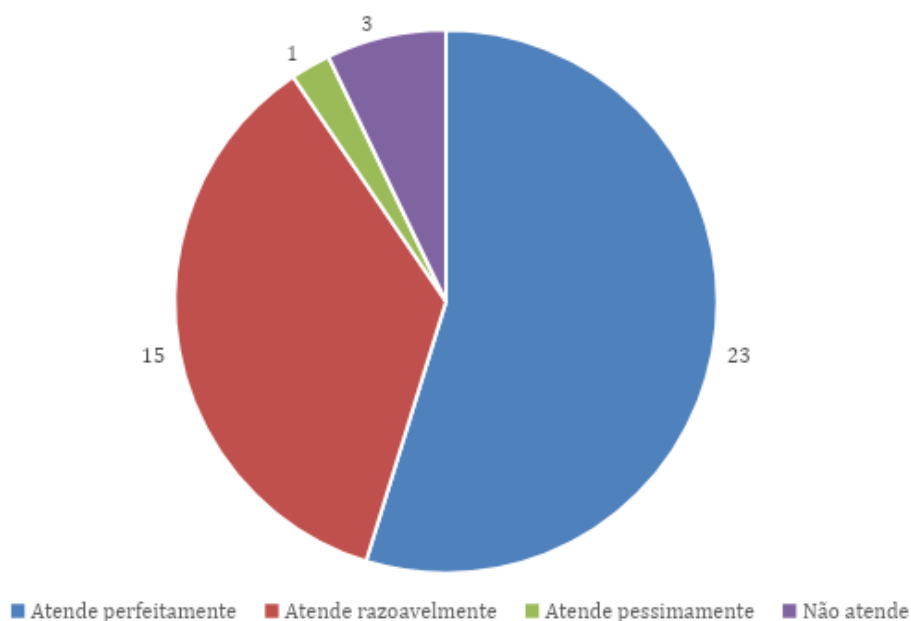
Impact on subjects offered

Since the beginning of the institutionally recommended isolation and social distancing measures, the program has adopted remote activities as a way of not paralyzing research and assistance to students. The subjects that were starting the semester began to be taught, exceptionally, in an online format with remote activities through the G Suite Educational Platform which, among other benefits, presents: email solution for the entire Unesp Community; integration with file sharing services; real-time online collaboration; video conferencing solution via Google Meet integrated with educational tools; Office Suite; Google Classroom; Unlimited cloud storage with unrestricted access anywhere.

Thus, during the 1st semester of 2020, Data Science subjects were offered; Media hermeneutics: Foundations for new theoretical proposals in the digital context; Media, innovative culture and creative industries; Advanced seminars in management of media and technological environments and Advanced seminars in media technologies. In the second semester, two other subjects were taught: Fundamentals of cloud computing for teaching in the 21st century and Production, dissemination and scientific evaluation.

When students were asked about their expectations of the virtual format when offering courses, it was possible to verify that for 23 students (54.8%) this expectation was met (Figure 7). Furthermore, 15 responses (35.7%) assessed that the format was reasonably suitable. A single response (2.4%) assessed that the expectation was poorly met, and 3 assessments (7.1%) considered that the expectation was not even met.

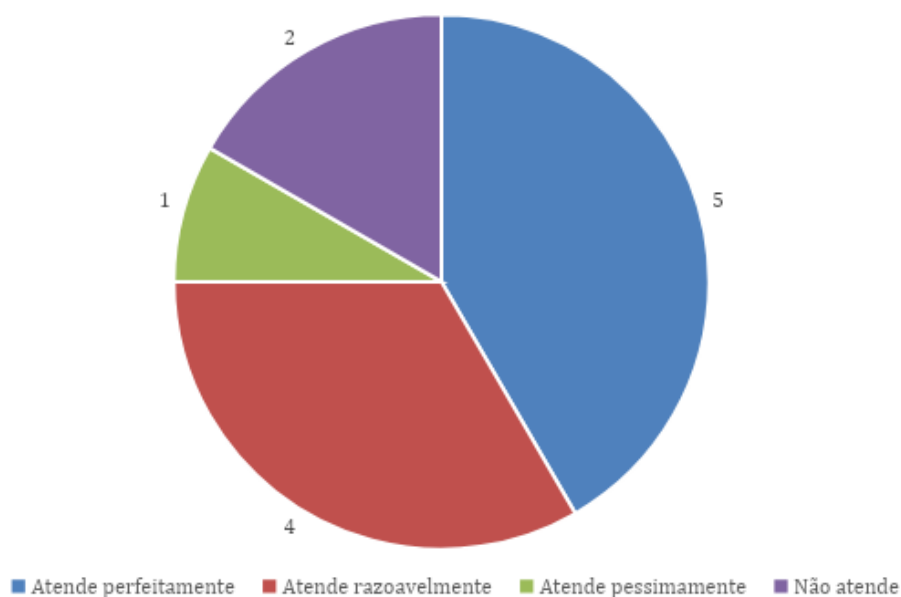
Figure 7 – Students’ expectations for offering courses in a virtual format.



Source: Prepared by the authors.

Among the 12 responses obtained from teachers, 41.7% (5 responses) assessed that the offering of courses in the virtual format met expectations (Figure 8). For 33.3% (4 responses) of teachers, the format served reasonably well. In one evaluation (8.3%) the perception was that the format met poorly and for two other teachers the expectation was not met (16.7%).

Figure 8 – Teachers’ expectations for offering courses in virtual format.



Source: Prepared by the authors.

In light of the results presented, we understand that the majority of teachers and students understand that, given the exceptional circumstances presented by the context of the COVID-19 pandemic, the use of offering courses in an online format with remote activities meets expectations.

Contrary to student perception, teachers share very different opinions, which resulted in a fragmented scenario. The hypothesis for the variety of responses may lie in the degree of adaptation and experience that each teacher has with hardware and software equipment. The sudden adaptation to the use of notebooks and smartphones, as well as the need for these devices to support specific software at the time, may have generated a certain degree of uncertainty and fear. Another important aspect is related to the degree of interaction between teacher and student. It is not uncommon for students to spend entire classes with their cameras closed, worsening feelings such as loneliness and lack of feedback on content that was previously possible in the face-to-face format (Delboni, 2021).

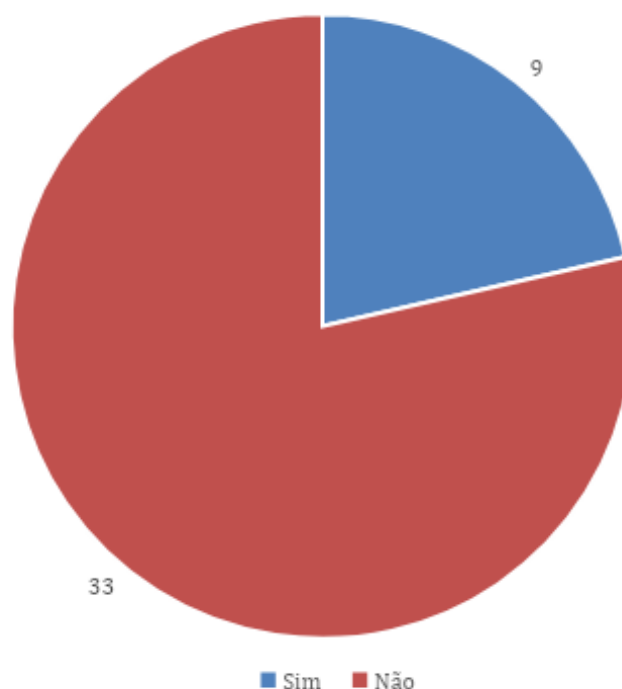
Impact on qualifications and thesis defenses

Security measures to mitigate the spread of the virus generated impacts in all sectors and/or activities carried out within the scope of PPGMiT, to a lesser or greater degree. However, the impact on the qualification and defense panel agenda was part of this new reality.

Of the total, only 04 students requested an extension of the qualification period due to the pandemic, which represents 7.1% of the total. Of those who requested an extension, 2 students (50%) did so for one month, one student (25%) for two months and one student (25%) for six months. Regarding the students who requested an extension in the deadline for defending their thesis, 9 students stated that they made the request (21.4%) and the remaining 33 students (78.6%) did not do so⁵(Figure 9).

⁵ We inform that requests for extension of qualification and thesis defense deadlines were supported by relevant legislation such as Ordinance No. 55, of April 29, 2020 and Circular Letter No.: 01/2021-PROPG/UNESP which indicates guidelines for sections UNESP Postgraduate Techniques and PPG Coordinators regarding extensions of qualification deadlines and thesis defenses as a result of the Pandemic, available at https://www2.unesp.br/Home/propg/projetosinternacionais/oficio_01_2021_propg_prorrogacoes-de_term.pdf. Accessed on: 30 Oct. 2023.

Figure 9 – Requests for extension of the thesis defense deadline.



Source: Prepared by the authors.

When asked whether they intended to request an extension of the qualification or thesis defense deadline, the answers were: yes, 9 answers (21.4%); no 18 responses (42.9%) and perhaps 15 responses (35.7%).

Regarding the possible extension period, the answer given by 21 of the 42 participating students was that 5 students (23.8%) intend to do it for 2 months, one student (4.8%) for 4 months, 6 students (28.6%) for 6 months and 9 students (42.9%) believe that they should request a 12-month extension. The results indicate a trend towards the impact of the pandemic on qualifications and defenses of future theses, since the initial defense deadline for a considerable number of students has been or will be changed.

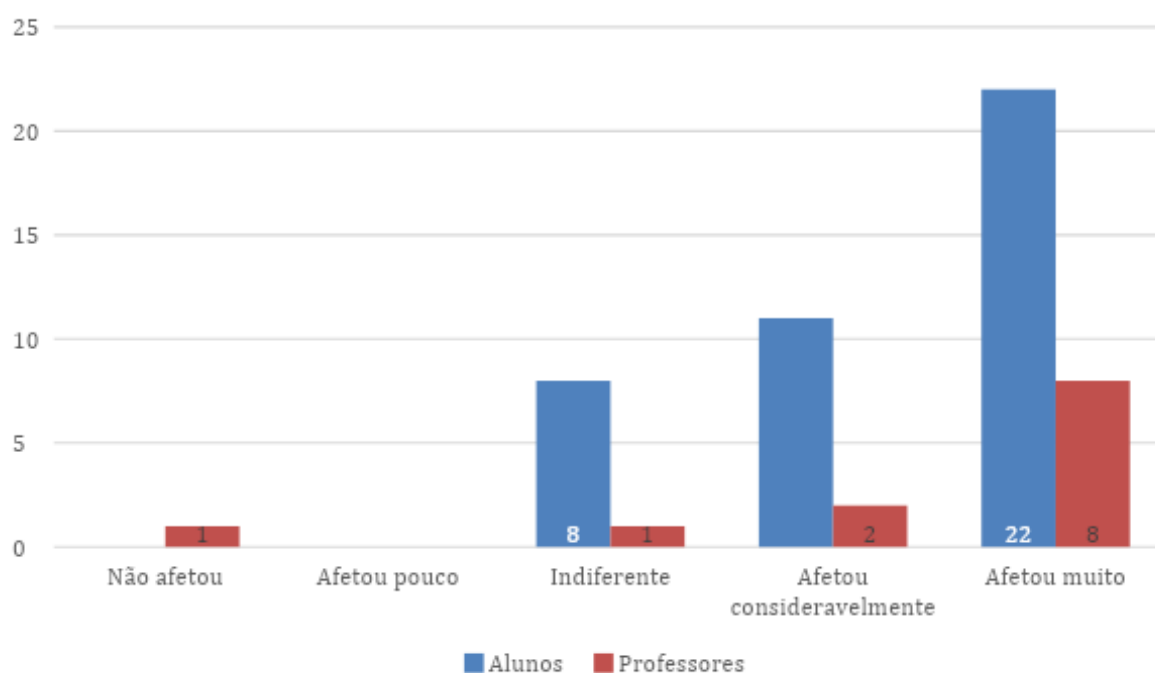
Psychological impacts

To try to understand the impacts of the COVID-19 pandemic on everyday life and consequently on research activities, three questions were proposed for both students and students, namely: 1) do you have young children or take care of siblings/parents/grandparents? or any other person who depends on your care with any limitations in carrying out daily activities? 2) how much has COVID-19 affected your academic and/or professional life? 3) do you currently have any of these psychological disorders diagnosed during the pandemic?

In relation to the first question, the response obtained from students shows that 31% of their representatives (13 students) are the main responsible for some third party; 31% (13 students) responded that they are responsible for third parties, but that they share this role with another person and for 38.1% of students (16 students) the answer was negative. As for teachers, 33.3% (4 responses) stated that they were primarily responsible, with another 16.7% (2 responses) stating that they shared responsibility with someone else and 50% (6 responses) not having this responsibility.

Regarding how much COVID-19 affected the academic and/or professional lives of students, on a scale that varies from 1, not affected, and 5, affected a lot, students responded that for 53.7% (22 students) of them, the pandemic greatly affected their respective academic and/or professional lives. Between grades 4 and 3, the responses of 26.8% (11 students) and 19.5% (8 students) of students were marked, respectively. There were no evaluations for concept grades 1 and 2 (Figure 10).

Figure 10 – Impact of COVID-19 on the academic and/or professional lives of students and teachers.



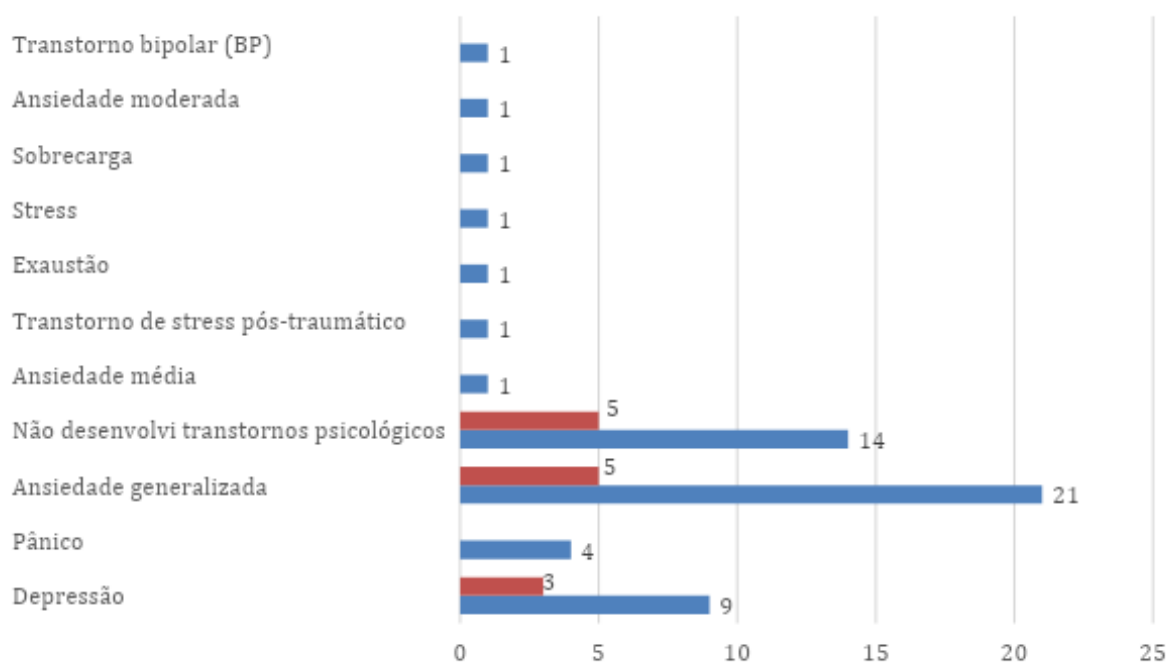
Source: Prepared by the authors.

On the other hand, the answers given by teachers presented an assessment of greater impact, with 66.7% (8 teachers) of teachers evaluating that the COVID-19 pandemic greatly affected their academic and/or professional life. For 16.7% (2 teachers) of them, concept 4 of

impact was highlighted, whereas for 8.3% (one teacher) the grade awarded was 3 and for the remainder, 8.3% (one teacher), the The grade given was 1, therefore, the academic and/or professional life was not affected.

Regarding the important question “do you currently have any of these psychological disorders diagnosed during the pandemic?” (Figure 11), the main answers offered by the students were that 21 of the respondents (52.5%) reported having generalized anxiety, 9 students (22.5%) depression and 4 answers (10%) indicated panic. Another 14 students (35%) said they did not develop a psychological disorder during the pandemic. Other individual responses also point to conditions such as: “post-traumatic stress disorder”; “feeling of exhaustion and certain intolerance to screens and meetings”; “overload with chores, work, children, homework and reading and deepening the thesis” and “bipolar disorder (BD)”.

Figure 11 – Psychological disorders diagnosed in PPGMiT students during the pandemic.



Source: Prepared by the authors.

The teaching staff indicated, according to the responses, that 5 professionals (41.7%) presented generalized anxiety during the pandemic. Another 3 responses (25%) said they had experienced depression and no professional reported panic. In 5 assessments (41.7%) it was found that no psychological disorders developed during the pandemic. Therefore, we can state that the psychological conditions of both teaching staff and students were significantly affected by the COVID-19 pandemic (Figure 11).

Final remarks

The COVID-19 pandemic, without a doubt, is on the list of the most important events in the last century. Interactions from the point of view of social interaction, consumption practices, demands and technological adaptations were completely redesigned, in addition, of course, to the millions who left around the world.

Peripheral nations of capitalism, such as Brazil, suffered from a lack of medical supplies, precisely in terms of the supply of vaccines, destined primarily for developed countries, delaying normal coexistence. Furthermore, latent inequality has limited the capacity for harm reduction actions, such as social distancing, since part of the population is self-employed and depends on its workforce for sustenance.

In the field of education, the period was marked by acute disparities which, nevertheless, could represent, on the one hand, the maintenance to some degree of school activities and, on the other, the complete damming of teaching. Notably, the situation was not different in the context of public universities, which were forced to migrate to a distance format, triggering a set of actions that sought to mitigate the pandemic effects, sometimes through adaptability to remote activities, sometimes through subsidizing material such as computers and mobile phone chips for access and monitoring. The response to combating COVID-19, as demonstrated around the world, could not be achieved without joint efforts from different sectors, including the State and the University, whether through scientific progress or the effective reception of those involved.

Of course, given the high degree of uncertainty, considering the concern with the continuity of academic activities, the maintenance of health and financial conditions, some aspects are beyond the control of the authorities and the mitigation mechanisms offered by PPGMiT. Within the scope of the program, we can state, in light of the results presented here, that this exceptional situation affects, in most teaching and research activities, the behavior and performance of students and teachers.

Although some results can be considered positive, such as meeting the expectations of activities and administrative demands, access to quality home internet, the development of skills in digital tools, in addition to the good expectations achieved in relation to the offering of subjects via remotely and online, losses were recorded and cause concern.

In this aspect, the insecurity regarding the return to face-to-face activities postponed the normality of orientations, disciplines and meetings with research groups, as was carried out in the period prior to 2020. We must consider that this absence of conviviality is decisive in

influencing aspects of well-being of everyday life, since these spaces are not entirely filled with professional discussions, but also converge themes related to particular issues, being conducive environments for sharing insecurities, successes and exchanging experiences.

Work overload, including due to daily tasks that involve caring for family members, should not be dissipated to psychological conditions during the period. The fear of the reasons already mentioned, added to the lack of exchanges between people and the increase in the number of hours on screen, notably affected the mental stability of students and teachers, causing relevant impacts on the program's activities and which point to the extension of qualifications and thesis defenses, including future ones, among other consequences.

Certainly, many challenges have still been exacerbated during the pandemic period, particularly in the area of education. What is certain is that the Postgraduate Program in Media and Technology will be able to overcome some of these impasses, either by accelerating the transition to the remote teaching model or by meeting the demands of those involved, however, effects of an economic, social and psychological nature will persist at some point. The impacts generated on PPGMiT teachers and students, and consequently on the development of research, from a scheduling point of view, tend to normalize as the “new normal” is established.

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