EDUCATION AND PANDEMIC: THE FINAL YEARS OF ELEMENTARY SCHOOL IN AN EDUCATION SYSTEM

EDUCAÇÃO E PANDEMIA: O ENSINO FUNDAMENTAL ANOS FINAIS EM UM SISTEMA DE ENSINO

EDUCACIÓN Y PANDEMIA: LOS ÚLTIMOS AÑOS DE LA EDUCACIÓN PRIMARIA EN UN SISTEMA EDUCATIVO

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ABSTRACT: The research highlights the changes in educational processes, during the social isolation caused by the pandemic of COVID-19, looking for evidence of new processes adopted in a private SE, with more than 800 schools in EB, with a cut in EFAF. The objective is to describe and analyze the SE procedures to promote teaching and learning in the pandemic period. The methodology used was documentary research. We analyzed the SE actions during the pandemic in support of school units. Focusing on pedagogical planning, alignment with the BNCC and pedagogical practices during the ERE, management of the EH and applied MA's, aiming to promote quality learning, usability satisfaction and engagement of digital resources. It was found that in the period 2019/2020 there was low use of the entire digital ecosystem of SE and that it was necessary to have a learning curve for users to have more autonomy to increase the use exponentially in the following year.

KEYWORDS: COVID-19. Hybrid education. Educational technologies. Digital learning objects. Digital platforms.

RESUMO: *A pesquisa destaca as alterações nos processos educacionais, durante o isolamento social provocado pela pandemia da COVID-19, buscando evidências de novos processos adotados em um SE privado, com mais de 800 escolas na EB, com recorte no EFAF. O objetivo é descrever e analisar os procedimentos do SE para promover o ensino e aprendizagem no período pandêmico. A metodologia utilizada foi a pesquisa documental. Analisou-se as ações do SE na pandemia em apoio as unidades escolares. Focando o planejamento pedagógico, alinhamento com a BNCC e as práticas pedagógicas durante o ERE, gestão do EH e MA's aplicadas, visando promover aprendizagem de qualidade, satisfação de usabilidade e engajamento dos recursos digitais. Averiguou-se que no período 2019/2020 houve baixa utilização do todo ecossistema digital do SE e que foi necessário ter uma curva de aprendizagem para que usuários tivessem mais autonomia para aumentarem a utilização de forma exponencial no ano seguinte.*

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PALAVRAS-CHAVE: *COVID-19. Educação híbrida. Tecnologias educacionais. Objetos digitais de aprendizagem. Plataformas digitais.*

RESUMEN: *La investigación destaca los cambios en los procesos educativos, durante el aislamiento social causado por la pandemia de COVID-19, buscando evidencias de los nuevos procesos adoptados en una SE privada, con más de 800 escuelas en EB, con un recorte en EFAF. El objetivo es describir y analizar los procedimientos de SE para promover la enseñanza y el aprendizaje en el periodo de pandemia. La metodología utilizada fue la investigación documental. Analizamos las actuaciones de la SE en la pandemia en apoyo de las unidades escolares. Centrándose en la planificación pedagógica, la alineación con el BNCC y las prácticas pedagógicas durante el ERE, la gestión del EH y el MA aplicados, con el objetivo de promover la calidad del aprendizaje, la satisfacción de la usabilidad y el compromiso de los recursos digitales. Se constató que en el periodo 2019/2020 había un bajo uso de todo el ecosistema digital de la SE y que era necesaria una curva de aprendizaje para que los usuarios tuvieran más autonomía para aumentar el uso exponencialmente en el año siguiente.*

PALABRAS CLAVE: *COVID-19. Educación híbrida. Tecnologías educativas. Objetos digitales de aprendizaje. Plataformas digitales.*

Introduction

On the 11th of March 2020 the United Nations (UN) declared a worldwide outbreak of a pandemic. The COVID-19 pandemic, also known as the Coronavirus pandemic, is an acute respiratory illness caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The global effects caused by the pandemic include social, psychological and economic instability, and the closure of face-to-face classes in basic education schools.

As this new reality of the pandemic and with social isolation, we ended up having changes in the processes that were previously carried out in person and that needed to be abandoned by security measures. Thus, some school themes have become challenging and require new perspectives such as the teaching-learning process in times of pandemic, virtual relationships between students and educators, remote teaching, hybrid teaching, which within this historical scenario are being latent, extremely relevant and are based on a new method of teaching, which need support and attention from everyone to guarantee quality in the integral formation of an individual and harmony with values, morals and ethics in our society. It is noted in advance that during this period, it is necessary to integrate technology into educational processes, not only in dealing with the student, but also in terms of general provisions of education, emphasizing interpersonal relationships that were interrupted due to need for social isolation.

According to Ordinance No. 343 of 17 March 2020, the Ministry of Education (MEC) provides for the replacement of in-person classes of a physical nature, with classes in digital media (whatever the platforms) while the pandemic situation lasts. COVID-19. In this aspect, all the technological means present, such as the internet, digital media, cell phones, smartphones, television, are fundamental and indispensable in this process. In order to better organize educational processes during this period of crisis, the National Education Council (CNE) in May 2020 published an opinion with guidelines for the reorganization of the school calendar so that it will serve teachers and students, to ensure that its process of development will not be missed, opening some exceptions, such as the possibility of calculating non-face-to-face activities for the purpose of complying with the minimum annual workload, giving validity to activities delivered in compliance with them, due to the pandemic and the impossibility of attendance in the classroom caused by it. However, not revoking previous maxims, as is foreseen by Article 26 of the Declaration of Human Rights.

Carvalho (2020) tells us about one of the possibilities to face the pandemic in terms of education, is the insertion of technological means in the processes, in which she refers in meaning and importance as being essential for pedagogical practices. Thus, to ensure that the work developed within the educational processes is not developed in a banking way as Freire (2011) expose, but to bring meaning, we need to seek to understand how to mediate these relationships and these issues in atypical periods, when personality cannot be make present as Moreira and Schlemmer (2020) tell us.

In opinion no. 30/2000-CNE/CEB, education systems are the set of fields of competences and attributions, aimed at the development of school education that materialize in institutions, executive and normative bodies, resources and means articulated by the competent public power, open to the collaboration regime and respecting the general rules in force (BRASIL, 2015).

Throughout Elementary School – Final Years, students are faced with more complex challenges, mainly due to the need to appropriate the different logics of organization of knowledge related to the areas. In view of this greater specialization, it is important, in the various curricular components, to resume and re-signify the learning of Elementary School - Initial Years in the context of different areas, aiming at deepening and expanding students' repertoires. In this sense, it is also important to strengthen the autonomy of these adolescents, offering them conditions and tools to access and critically interact with different knowledge and sources of information (BRASIL, 2018, 60).

The present study aims to investigate the pedagogical planning, the learning methodologies used and the practices of use of the digital ecosystem during remote teaching linked to the management of hybrid learning in a teaching system following Elementary School Years Final.

Material and methods

The present study encompasses documentary research, which is guided by the investigation and exploration of various information about the nature and characteristics of content analysis that agglutinate data collection, classification, diffuse selection and use of all kinds of information, including also the techniques and methods that facilitate their search and identification.

Content analysis is a research methodology used to describe and interpret the content of all kinds of documents and texts. This analysis, leading to systematic descriptions, qualitative or quantitative, helps to reinterpret the messages and to reach an understanding of their meanings at a level that goes beyond a common reading.

According to Olabuenaga and Ispizúa (1989), content analysis is a technique for reading and interpreting the content of all kinds of documents, which when properly analyzed open the door to knowledge of aspects and phenomena of social life that are otherwise inaccessible.

The raw material of content analysis can consist of any material from verbal or non-verbal communication, such as letters, posters, newspapers, magazines, reports, books, autobiographical reports, records, recordings, interviews, personal diaries, films, photographs, videos etc. However, the data from these diverse sources reach the researcher in a raw state, needing, then, to be processed to, in this way, facilitate the work of understanding, interpretation and inference to which content analysis aspires.

Among the education system data sources, we will investigate the General Guidelines Manual (MOG) versions 2020 and 2021, the Pedagogical Manual (MP) 2020 and 2021, materials from teachers and students from the private education system, management reports from digital platforms and graphics.

The MOG presents information related to the educational solutions (didactic materials and services) of the network that include: description, structure, composition, dates of delivery and use, etc. The MOG is a document that guides the day to day of schools in the application of the didactic system in its entirety and foresees possible difficulties in the

implantation and application. The Educational System's Pedagogical Manual, on the other hand, presents the theoretical foundation of educational solutions, offering schools important subsidies for the fulfillment of the curriculum.

To this end, this manual is organized into four sections. The first presents the legal and official basis for Basic Education, indicating the public documentation and legal provisions that guide the collection of the Final Years of elementary school. In addition to these aspects, the pedagogical pillars of didactic solutions are presented.

The teacher material and the student material of the *Infinito dos Anos Finais* of Elementary School collection contain all the learning objects and/or contents of the subjects that are contained in the National Common Curricular Base (BNCC) of the Final Years of Elementary School.

The data were collected in electronic environments available on the Education System page, as well as information that the education system provided through its pedagogical consulting team, commercial consulting, team of digital systems analysts and educational technology consultants who act on the whole the pedagogical and digital ecosystem (mandala) of all digital resources of education system platforms.

The research also analyzes the progress of the actions and/or performance of the education system during the pandemic period towards its units of partner schools of basic education. Research was encouraged on the pedagogical planning of the education system in the face of the pandemic scenario, the alignment with the National Common Curricular Base (BNCC) and the teaching-learning pedagogical practices during remote teaching, management of blended learning and active methodologies applied within this context that aim to promote quality learning, usability satisfaction and engagement on the platforms and digital resources available to the school community of the education system.

The relevance and choice of this study is due to the significant performance that the education system has in the private educational scenario, with more than 800 partner schools present in 25 states and with more than 210 thousand students. The study will emphasize the analysis referring to the final years of elementary school (6th, 7th, 8th and 9th year), investigating the pedagogical planning and practices used during remote teaching linked to hybrid learning and active methodologies.

The Final Years of Elementary School of the education system network have the collection of teaching materials called *Infinito*, which is a hybrid educational solution that favors interdisciplinary learning through printed and digital teaching content. The integration between digital and printed content takes place through a digital learning platform, which

brings interactive multimedia content, assessments, reports and lesson plans with teacher guidelines and methodological proposals, including a traditional expository approach, active learning and project development. In addition, the platform provides opportunities for formative assessment and reports that allow quick, accurate and relevant diagnoses that can support specific pedagogical interventions. The printed material of the collection is divided into four shipments and the program is distributed over 30 weeks, according to the pedagogical calendar.

With more than 58 years of experience in the private market of Brazilian basic education, the researched teaching system combines tradition, pioneering technology and quality of education, being synonymous with success and a reference in the Brazilian educational sector. Founded in 1963 in Ribeirão Preto (SP), the education system has more than 800 partner schools throughout Brazil. In addition, it is present in the lives of students during all stages of the educational cycle, from early childhood education to university entrance exams prep. Since 1994, with the arrival of microcomputers in Brazil, the Education System network has already used information technology to explore the full potential of technology in education. Today, the education system offers students in its schools an even more multi-connected education, full of educational solutions and digital content that help them prepare not only for the entrance exam, but for life. Thus, the system reached a generation of students that thinks differently, acts differently and asks for a different model of school, which is even more present in the student's life.

The Education System network also encourages and supports the sustainable growth of partner educational institutions, which help us to transform the lives of thousands of children and young people through excellent education. Therefore, the partner schools of this system have business solutions, market consultancy, marketing advice and a commercial and pedagogical team attuned to the trends in the education market.

Results and discussion

This education system operates throughout Basic Education, comprising Early Childhood Education, Elementary School and High School. According to the Brazilian Education Guidelines and Bases Law, section I, article 22, “Basic Education has the purpose of developing the student, assuring him the common formation indispensable for the exercise of citizenship and providing him with the means to progress in work and in further studies” (our translation).

Thus, the educational solutions of the Education System help the school to promote this integral formation of the student. For that, the System makes use of guidelines present in official documents, described below, which support the elaboration of its pedagogical proposal.

Law of Guidelines and Bases for Brazilian Education (LDB, Portuguese initials). Proposal of the teaching system: organization and structure of the materials of each segment (BRASIL, 1996).

National Curriculum Guidelines for Basic Education (DCN, Portuguese intials). Proposal of the education system: definition of the structure and organization of materials, modalities and assessment instruments and pedagogical principles (BRASIL, 2013).

National Common Curricular Base (BNCC). Teaching system proposal: selection of units and objects of knowledge that organize the contents of each subject and define the skills worked in the material and indicated in the content programming. Nevertheless, our solutions offer a list of contents that exceeds the set of contents and essential learning prescribed by the National Common Curricular Base (BRASIL, 2017).

National Curriculum Reference for Basic Education (RCNEI, Portuguese initials). Proposal of the teaching system: definition of the suggested school routine and pedagogical guidance (BRASIL, 1998).

National Curriculum Parameters (PCN). Proposal of the teaching system: definition of the didactic treatment of the subjects and pedagogical direction of the contents (BRASIL, 1997).

In the *Infinito* Collection (didactic material) of the Final Years, a particular model of formative assessment is proposed, applied in an editorial section called to confer, whose application provides for the possibility of instant reports to be generated by an online learning platform.

For Luckesi (2011) learning assessment is a rigorous practice of monitoring the student, with a view to their learning and, consequently, their development. Therefore, the rules of scientific methodology must guide us in the elaboration and use of data collection instruments. [...] It [the assessment of learning] allows you to know what has been learned and what has not been learned to reorient the student to overcome their difficulties and needs, since the important thing is to learn.

Also according to Luckesi (2011), the students' learning performance is described through data collection, having as relevant indicators the decisions taken in the elaboration of the school's political-pedagogical project and in the teaching plans - that is, what was decided

to teach (contents) and the way in which it was decided to teach (pedagogical proposal); 2. Next, the results obtained are qualified through a comparison of the performance described with the quality criteria established based on the teaching-learning indicators, established in the pedagogical project and in the teaching plans, enabling the diagnosis of the process or the certification of the final result in terms of learning; 3. Finally, if necessary, in the follow-up evaluation, an intervention is carried out to correct the action in progress, whose objective is to guarantee the satisfactory construction of the desired learning of the students.

The education system's blended learning proposal offers opportunities to alternate and integrate face-to-face and remote (online) moments, individual and collective activities, active learning strategies and classic methods. In this way, the various forms of interaction with the content must be integrated into a cohesive experience for the student.

To this end, the online components of the learning experience consist of exercises and additional content that enhance the development of the face-to-face class, for example, with the use of Digital Learning Objects (DLO) and formative assessment report generation. This integration promoted by the hybrid teaching of the education system does not reduce the time of face-to-face contact between teacher and student, nor does it transfer a significant part of the teaching-learning relationship to online environments.

According to Moran (2015) hybrid means mixed, blended. Education has always been mixed, hybrid, it has always combined various spaces, times, activities, methodologies, audiences. This process, now, with mobility and connectivity, is much more noticeable, broader and deeper: it is a more open and creative ecosystem.

For Horn and Staker (2015) blended learning is a formal education program in which a student learns, at least in part, through online teaching, with some element of student control over time, place, manner/or pace of study, and partly in a supervised physical location outside one’s home.

The theoretical content structured in hypertext makes it possible to organize blocks of information into alternative reading paths. Thus, the common associative sequence, traditionally predefined and fixed, is relativized.

The association between information blocks is guaranteed by the use of visual markup resources: vignette and icon. The vignettes identify types of textual blocks organized in information compartments, called boxes.

The icons, in turn, are simplified thumbnails of the vignettes, responsible for the reciprocal reference between the main and secondary text, thus guaranteeing hyperlinks between the blocks of information.

The graphic-editorial project presents, therefore, a hypertextual organization that explores the potential of digital and printed integration through boxes linked to the main content, as can be seen in this example of Art, extracted from the sixth year.

Figure 1 – Hypertextual organization (vignettes and icons)

Source: Pedagogical handbook of the education system (2021)

Several types of boxes and content markers are applied with the intention of visually organizing the contents offered in the hypertext as shown in the figure below:

Figure 2 – Boxes, icons and stamps

Source: Pedagogical handbook of the education system (2021)

The blended teaching proposal offers complementary content, tools and resources linked to printed books, to equip the teacher and support him in the preparation and execution of classes, thus enhancing the use of the collection.

The integration between the elements of the solution takes place through a digital platform for managing learning and offering content: the *Infinito* platform.

For each didactic sequence, corresponding to one or more modules, a lesson plan is suggested, presented on a single page and with five timed fixed sections: introduction, conceptualization, expansion, systematization and fixation. The lesson plan brings, whenever possible, technical alternatives and suggestions for teachers to improve their classes, such as the use of technologies, active learning techniques and suggestions for classic classes.

Figure 3 – Example lesson plan

Source: Pedagogical handbook of the education system (2021)

The digital content available on the education system Portal is often referred to in printed materials using QR codes. In it, the student and the teacher have access to current events, curiosities, deepening, tips, among other content.

60 digital learning objects are made available for each year, in different formats, whose scripts explore verbal and non-verbal texts conceived and planned to support pedagogical practice, both in the classroom and in other spaces. The three main types and

subtypes of digital object are listed below, based on different combinations of scripts and audiovisual resources.

- Audiovisual narrative.
- Interactive and non-interactive animation.
- Motion graphic, interactive infographics and exploratory content.
- Mini-documentary (subtitled or for listening).
- Demonstration, simulation and experimentation.
- Electronic game.

To ensure greater didactic freedom in pedagogical planning and in the use of these resources in class, the availability of these objects is notified in the schedule and in the printed book through an icon visible only to the teacher.

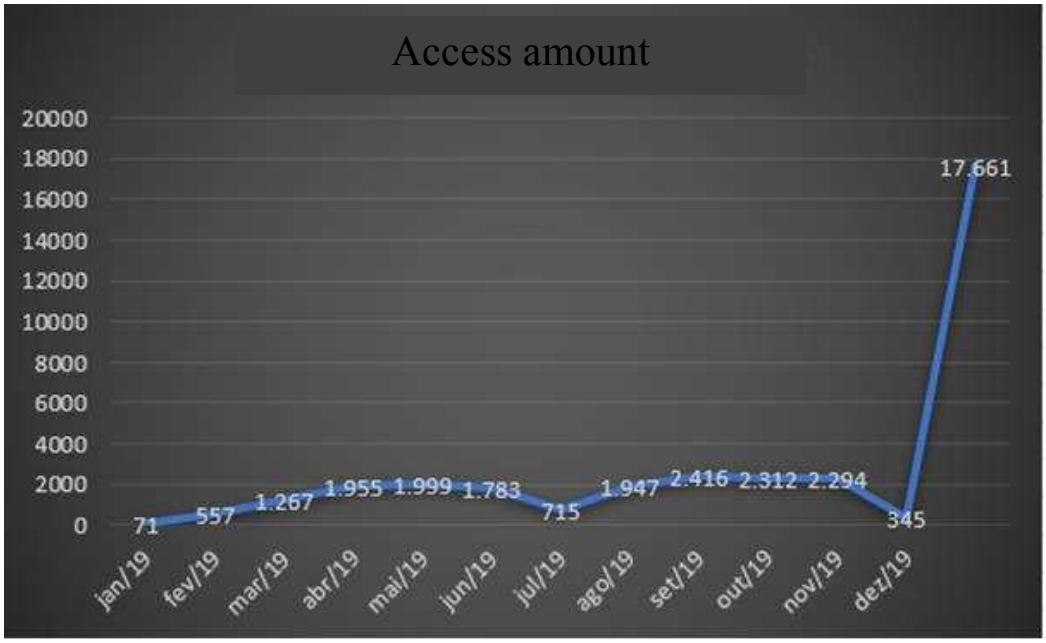
In addition, to pedagogically support the teacher, digital learning objects are always linked to the objectives described in the opening of the discipline and also related to the skills available in the programming.

Exercises inserted in the Infinito platform can be performed at home or during class, generating, in both cases, reports and data that can be used for different assessment formats.

The platform also offers the digital version of the printed material and the teacher's manual, discussion forum, message box, chat, calendar, update and alert notification, class progress, usage reports, etc.

We noticed that with the release of remote teaching in basic education schools, the use of the digital ecosystem of the education system grew exponentially with a scalability of accesses compared and represented in the 3 graphs below. The information was provided by the education system's market intelligence and performance team.

Figure 4 – Access to the system's digital ecosystem

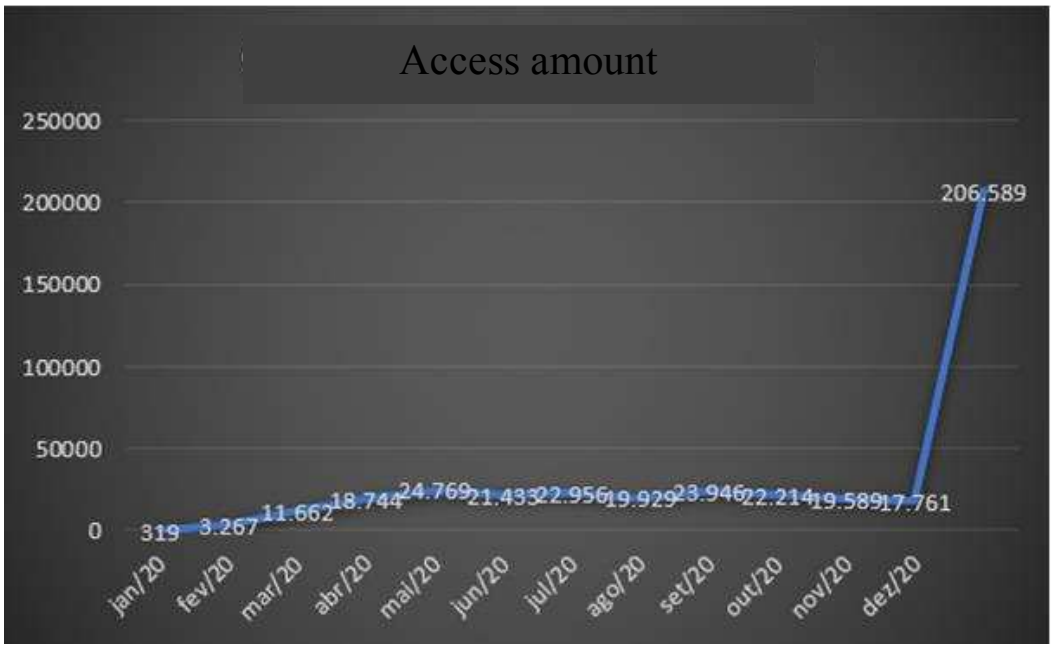


Note: * amount corresponding to the period from January to December 2019. Access to digital platforms.
Source: Department performance and market intelligence of the education system (2019)

In Figure 4 we have the representation of the accesses of the year 2019, in which we were not yet in a pandemic period and we realized that the engagement and use of teachers and students of the digital resources of the education system were not being used according to the proposal of the collection of the didactic material that is inherent and complements with the hybrid management resources.

Below we have Figure 5 that covers the year 2020, in which the pandemic period officially started in March.

Figure 5 – Access to the system's digital ecosystem



Note: * amount corresponding to the period from January to December 2020. Access to digital platforms.
Source: Department performance and market intelligence of the education system (2020)

In Figure 5 we have a graph, in which we notice that even being in a period of pandemic, the use of the digital ecosystem of the education system did not take off significantly with remote teaching in relation to the number of schools x students, and only in the month of December we had a surge of access from pedagogical management, teachers and students.

There was a considerable increase in December 2020, which corresponds to the need to close the semester. As a result, students, teachers and educational managers end up having greater assiduity on digital platforms and resources to comply with all content, assessments and closing grades.

Finally, below, we have Figure 6, which consists of the graphic representation of the year 2021 and which brings us expressiveness in the numbers represented, which follows below:

Figure 6 – Access to the system's digital ecosystem

Note: * amount corresponding to the period from January to April 2021. Access to digital platforms.
Source: Department performance and market intelligence of the education system (2021)

In Figure 6, which is represented by the graph referring to the current year in which we are still in a pandemic period, we realize that, unlike previous years, the engagement and use of the digital ecosystem, as well as the management of hybrid education that commune with the pedagogical proposal of the system of teaching took off once and for all and now we have a flow of use that shows that schools in the education system are more adapted and really had to adhere to the pedagogical proposal as a whole, making the direction of equivalence of the pedagogical management of the education system have meaning and works well in the teaching-learning process.

According to Cordeiro (2020) the crisis of the new corona virus will have perennial and permanent effects on the way of learning and teaching, as it has generated new ways of observing certain situations, because due to social isolation, new habits and behaviors are being created to adapt to this new reality, remembering that different realities require renewed actions and practices, both in families and in educational institutions, which are reviewing a series of processes, concepts, structures and methodologies. We learned that dealing with unpredictability and exceptional cases requires a much more aligned and consistent group work that, even physically distant, unable to be present, we can join efforts in favor of a greater good, education and the necessary processes so that she continues its flow.

Another very important aspect to be addressed is the social issue, to think about how the pandemic and its reflexes affect the school public and end up making the lives of parents,

teachers and students difficult, since the school, in addition to a place that comes to according to historical-critical pedagogy, transmit systematized and scientifically proven knowledge as it highlights "what has been established as fundamental, as essential. It can, therefore, constitute a useful criterion for the selection of the contents of the pedagogical work" (SAVIANI, 2009, our translation)

As Santos (2020) tells us in her work, in which she tells us that remote teaching has left its marks on everyone, in some cases, allowing affectionate encounters and good curricular dynamics, giving some students and teachers the possibility of carrying out new activities and guaranteeing everyone's mental health, and, in others, it has repeated massive, banking and technical models under using the potential of cyber-culture in education and not giving due attention to all the possibilities opened up by such a reality.

One of the main processes of educational planning consists of communicating with students and some guardians, in order to identify which aspects need to be improved by the school in order to efficiently contribute to the educational evolution of students. Communication between managers, teachers and students was identified as an organizational differential, showing how both could promote their activities in the best possible way.

Another relevant factor in school planning during this period of crisis refers to the learning objects that support knowledge, skills, habits, evaluative and attitudinal modes of historical-social action, pedagogically and didactically organized in teaching subjects, in view of the process of construction of knowledge by students and their relationship with the lived context.

Conclusion

In the course of this work, we noticed that the graph of the year 2019, which precedes the pandemic scenario, had a low engagement in the use of the digital ecosystem proposed by the education system. Even with robust digital platforms and products offered by the education system and operating throughout 2019, we had a very low monthly average of access by students and teachers. This result showed that the regularity of the use of the digital ecosystem was not a determining factor of the education system towards its partner schools. It is evident that until then the education system did not claim the assiduity of using the resources made available to partner schools and the entire educational process remained focused on a totally traditional model without common adherence to the technological tools of teaching and learning. In the 2020 graph, in which the pandemic officially started in March,

we noticed that we had a small increase in the monthly average of accesses, but still not expressive enough in relation to the number of schools x number of students x number of teachers. The year 2020 was a year in which the entire school community had to really go through a learning immersion with the beginning of remote teaching in the country, taking all partner schools, pedagogical managers, teachers, students and families of the aforementioned education system to went through a procedural learning curve to acquire skills and competences to operate and succeed in the usability and engagement of the digital ecosystem, as they felt the challenge of a pandemic scenario because they were not fully prepared for this new reality, requiring training and recycling so that they could put into practice the entire pedagogical proposal of the teaching system that provides for remote teaching and hybrid teaching combined with the use of didactic material (printed) as one of its pillars in the association and integration of digital platforms that have learning objects that interact with different types of active methodologies for a hybrid teaching management with emphasis on personalizing teaching for each individual according to the student's profile and needs. In the year 2021 chart we had an exponential increase in the use of digital resources. After the period based on the procedural curves of acquired learning and the determination of the education system for the regularity of the use of its digital ecosystem to maintain the quality and the organized documentation for equivalence negotiations with the official regulatory spheres, we understand that the school community assimilated and accommodated instances of skills and competences that ended up causing great engagement in the full use and application of the pedagogical proposal of the education system. The COVID-19 pandemic brought several challenges, teachings and learning that we were able to understand throughout this work that according to social need a new didactic transposition took over the moment leaving the face-to-face mechanism for the adaptation of a virtual school reality with many interactions between educational routines and technologies, one of the main procedures used throughout the pandemic to stabilize education processes and minimize the loss of quality in the teaching and learning process by teachers and students.

ACKNOWLEDGMENTS: I thank Professor Marcos Cesar Rodrigues de Miranda, for his patience, guidance and support for the construction of this work, which contributed significantly to my performance as a student..

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How to reference this article

PAULA, F. D.; MIRANDA, M. C. R. Education and pandemic: the final years of elementary school in an education system. **Revista online de Política e Gestão Educacional**, Araraquara, v. 25, n. 3, p. 2098-2116, Sep./Dec. 2021. e-ISSN: 1519-9029. DOI: https://doi.org/10.22633/rpge.v25i3.15492

Submitted: 13/09/2021
Required revisions: 14/10/2021
Approved: 13/11/2021
Published: 08/12/2021