

**CROSSINGS IN UNIVERSITY TEACHING IN THE CONTEXT OF THE
PANDEMIC: PEDAGOGICAL INNOVATIONS IN QUESTION**

***ATRAVSSAMENTOS NA DOCÊNCIA UNIVERSITÁRIA NO CONTEXTO DA
PANDEMIA: INOVAÇÕES PEDAGÓGICAS EM QUESTÃO***

***CRUCES EN LA DOCENCIA UNIVERSITARIA EN EL CONTEXTO DE LA
PANDEMIA: INNOVACIONES PEDAGÓGICAS EN CUESTIÓN***



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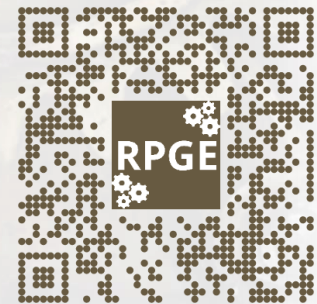
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ABSTRACT: The objective of this article is to present an analysis of the process of reflection-action of teachers in the context of the SarsCov 2 pandemic and, to this end, we compare some educational policies and practices of teacher training developed in the Faculty of Education and other spaces of the Fluminense Federal University. We conduct research in action and about action, experiencing intercultural and interdisciplinary dialogues to understand, produce and intervene in university educational culture. The debate led us to collectively define democratic, innovative, intercultural and interdisciplinary strategies. The analysis of the conjuncture and the didactic-methodological resizing demanded, predominantly virtual, made us conclude that between crossings, the construction of intersubjective actions boosted instituting and insurgent actions in the face of the tensions of a time of human suffering that required us to build strategies to, in this collective action, celebrate and value life. For writing, we adopted a descriptive-analytical perspective, historicizing some of the processes of participatory and dialogical self-organization.

KEYWORDS: University teaching. Remote learning. Dialogism. Pedagogical innovation.

RESUMO: O objetivo do artigo é apresentar uma análise do processo de reflexão-ação de docentes no contexto da pandemia do SarsCov 2 e, para tal, cotejamos algumas políticas e práticas educacionais da formação docente desenvolvidas na Faculdade de Educação e em outros espaços da Universidade Federal Fluminense. Realizamos pesquisa na ação e sobre a ação, vivenciando diálogos interculturais e interdisciplinares para entender, produzir e intervir na cultura educacional universitária. O debate nos levou a definir coletivamente estratégias democráticas, inovadoras, interculturais e interdisciplinares. A análise da conjuntura e o redimensionamento didático-metodológico demandados, preponderantemente virtuais, nos fizeram concluir que entre travessias e atravessamentos a construção de fazeres intersubjetivos impulsionaram ações instituintes e insurgentes diante das tensões de um tempo de sofrimento humano que nos exigiu construir estratégias para, nesse fazer coletivo, celebrar e valorizar a vida. Para a escrita, adotamos uma perspectiva descritivo-analítica, historicizando alguns dos processos de auto-organização participativa e dialógica.

PALAVRAS-CHAVE: Docência universitária. Ensino remoto. Dialogismo. Inovação pedagógica.

RESUMEN: El objetivo de este artículo es presentar un análisis del proceso de reflexión-acción de los docentes en el contexto de la pandemia SarsCov 2 y, para ello, comparar algunas políticas y prácticas educativas de formación docente desarrolladas en la Facultad de Educación y otros espacios de la Universidad Federal Fluminense. Realizamos investigación en acción y sobre acción, experimentando diálogos interculturales e interdisciplinarios para comprender, producir e intervenir en la cultura educativa universitaria. El debate nos llevó a definir colectivamente estrategias democráticas, innovadoras, interculturales e interdisciplinarias. El análisis de la coyuntura y el redimensionamiento didáctico-metodológico demandado, predominantemente virtual, nos hizo concluir que entre cruces y cruces la construcción de acciones intersubjetivas impulsó acciones instituyentes e insurgentes frente a las tensiones de un tiempo de sufrimiento humano que nos exigió construir estrategias para, en esta acción colectiva, celebrar y valorar la vida. Para la escritura, adoptamos una perspectiva descriptiva-analítica, historizando algunos de los procesos de autoorganización participativa y dialógica.

PALABRAS CLAVE: Docencia universitaria. Enseño remoto. Dialogismo. Innovación pedagógica.

Introduction

The SARS COV-2 pandemic has taken a toll on everyone's lives. Isolation, fear, pain, and loss directly impacted routines. Many doubts were presented and mobilized actions that gained an instituting dimension in the context of mandatory physical isolation.

In the federal institution of higher education in which we work, the participants of the International Observatory of Inclusion, Interculturality and Pedagogical Innovation of the Fluminense Federal University (OIIIIPe-UFF) intervened powerfully in meetings of sharing and analysis of the measures to deal with the chaotic framework that has interposed itself to the lives of all.

At the Faculty of Education of the Fluminense Federal University (FEUFF), we were crossed by the inevitability of remote teaching. We organized ourselves within the possibilities that circumstances imposed. Some questions guide the path of the analyses we produce here: How do we interact with internal and governmental norms? What were the reflections and contributions of OIIIIPe UFF members in the transition from face-to-face to remote activities? What have we learned about the configurations of teaching at the university with the health crisis? What do we consider important to highlight about the tensions that have been accentuated in the intersubjective sphere, since human suffering, paradoxically, has driven actions of resistance and insurgency? What did we learn together?

We adopted a descriptive-analytical perspective. We historicize some of FEUFF's self-organization processes based on the performance of OIIIIPe-UFF members during 2020. The centrality of the reflection is in the theoretical-methodological debate on the complexity of the didactic-political-pedagogical implications that involve the different aspects of the class at the university, in the context of the pandemic, in the crossings and crossings that led to the establishment of norms and ordinances. As a result of these, significant transformations took place in the daily life of higher education during the months of physical isolation, extended by more than at first it was possible to predict. We explain, from our point of view, tensions, decisions, solutions, and analyze what the experience has provoked in us. We historicize some of the processes of self-organization. We conduct research in action about action, with a participatory character.

OIIIPe at UFF

On March 19, 2020, the health authorities in Niterói-RJ determined the start of remote work. The researchers of the OIIIPe at UFF actively participated in the meetings for the interpretation and appropriation of norms emanating at the national and local level, by the higher collegiates of the UFF, aiming at coping with the pandemic, maintaining academic activities, improving teaching strategies and also interpersonal relationships established by means of communication on the internet.

Perplexed, we feel the loss of relatives and friends to whom we dedicate our tributes and expression of deep respect. Despite the strong impact caused by the crisis, individual anxieties, instead of paralyzing us, intensified the search for collective actions of the members of OIIIPe-UFF, since the political-pedagogical challenges of university teaching, in the group, had begun in 2019, when we became interested in studying the training of university professors and in dialoguing with and about digital communication and information technologies (TDIC). Epistemologies, didactics, curricula, technologies and educational policies were part of the debates, initially anchored by the perspective of Cunha (2016) on innovation in university teaching.

We held some meetings with a hybrid communication profile. We had been debating about how each member of the Observatory was experiencing what Cunha (2016) calls pedagogical innovation. This interest was part of a movement of self-identification of the group, activating even the socialization of the themes and methodologies of research, teaching and extension of its components. The process began in the meetings of the Didactics Nucleus of FEUFF, which was formed by several members of the Observatory. This nucleus, which is based on the Innovation and Curricular Advisory Program of the university (PROIAC/PROGRAD-UFF), had been mobilized to reflect on the challenges of university education, considering the difficulties encountered for the inclusion of the diversity of students in the daily life of undergraduate courses.

The policies of quotas, access and permanence have been demanding an evaluation of teaching practices based on studies in the field of curriculum and didactics, considering the identity character of the set of social actors of the institution defined by ethnic-racial, gender and sexuality cuts, as well as socioeconomic aspects and inclusion of people with disabilities.

Our experience was shared at the VIII Meeting of OIIIPe, hosted by UNESP (São Paulo State University "Júlio de Mesquita Filho") of Bauru, in December 2019. We also had, in this event, the opportunity to experience the face-to-face and the online simultaneously, in order to

contemplate the possibilities and impossibilities of time and space for the participation of the members.

The monthly meetings of the observatory at UFF took place in person and virtually simultaneously, often in order to correspond to the availability of time-space of the participants (SILVA *et al.*, 2020). We found, with the pandemic, that we anticipated the technological and interaction conditions that came to be demanded, months later, to carry out the teaching work in universities and also in basic education units.

Considering the importance of reflecting on the concept of class, we held an Internal Seminar of OIIIIPe-UFF, in June 2020, on pedagogical and technological innovation (CUNHA, 2016), university class (CORRÊA, 2016), class as an event (GERALDI, 2010) and the knowledge of experience (LARROSA, 2002), among other resulting themes.

When the debates at UFF on the objective conditions for the return to classes increased, the group had already built the consensus that the online class needed to focus on the protagonism of students and Bakhtinian dialogism (GERALDI, 2010). It was imperative to be aware that one had to advance from a technicist rationality (the basis of many distance education courses) to a dialogical and reflective rationality. In this sense, attention to the production of discourses and the interpretation of their meanings imposed the need for a sensitive and attentive look at social, historical-cultural and ideological conditioning factors – explicit and implicit – constitutive of human communication processes.

Non-face-to-face teaching could not be the reproduction of questionable distance education practices. We also found that there would not even be time, professionals with training, adequate equipment and university structure available to establish the "instructional" design practiced by the modality that we put in question. We were not interested in replicating neo-technicist approaches in face-to-face teaching, much less in remote teaching.

Thus, our focus was on the processes of otherness, constitutive of individualities; were the verbal interactions and their plurisignifications; were the various meanings attributed to pedagogical experiences and interactions. According to Geraldi (2013, p. 13, our translation), "we are, therefore, the otherness that constitutes us, but we are not a reproduction of this otherness because we are agentive by our counterwords." The same situation is not defined in the same way for everyone, since each one builds from their positions a sensitive internalization of the experiences. The sensitive experience that we needed to stimulate was fundamental among the teachers, so that new images-memories could be built on the process and with the process of remote study-teaching.

However, TDIC-mediated remote teaching, which was causing tensions in teachers and students, might not be emphasized from the polarization between resistance and submission. The preponderant criticisms among FEUFF professors were the fact that, in order to reach a much larger number of students, mass teaching strategies were used, lightening the process and consequently reducing the quality of training. The concerns were around the risk that the distance education system, so criticized by many, would end up being normalized in the face-to-face training of teachers, expanding, at the regimental level, beyond the 40% already provided for in MEC Ordinance No. 2,117, of December 6, 2019 (BRAZIL, 2019).

In addition to the resistance to distance education initiatives, many students and teachers did not have adequate equipment and internet for access and/or technical mastery of communication tools for teaching purposes. The virtual rooms were unknown to most, as well as the strategies for virtual setting of the disciplines. Some were holding synchronous meetings for the first time. We realized the risk of the linear transposition of classroom practices to remote work, which was confirmed as a didactic-methodological problem to be faced in the debate on education and virtuality in the pandemic (CANDAUI, 2020).

Amid uncertainties, non-knowledge and fears, in the first semester of 2020, we believed that the main subject of university professors should be to safeguard their own lives, seek collective protection, reconnect with students, establish human interaction, experiment with new modes and paths of interaction. Crossed by so many unexpected demands, we put ourselves in crossing in the environments mediated by the TDIC.

Normative crossings and our crossing

Brazilian education was (and still is in 2021) faced with many dilemmas related to the suspension and return of face-to-face activities. Changes occurred in the internal context of the university, both with regard to social tensions, political and sanitary discussions, as well as issues of federal, state and municipal legislation that regulate higher education at UFF - Niterói campus. As soon as the city published Decree No. 13,506/2020, on March 16, 2020, in-person activities were suspended and it was decided to postpone the beginning of the school semester. The decree was based on the classification of the community spread of COVID-19, which made it clear that we are living in a pandemic. This criterion was established by the World Health Organization (WHO) on 03/11/2020 and assumed at the three levels of the Executive branch.

The suspension left the academic community on alert, but there was the expectation of

a brief return, because the situation was for us, who are of a generation after the one that experienced the pandemic of the Spanish flu (1918-1920), something totally unusual. Although the swine flu (H1N1) pandemic occurred in the year 2009 - the first of the twenty-first century - its impact was on a smaller scale than today. The social and economic repercussions of swine flu have also been differentiated from COVID-19, due to the lower degree of transmission and lethality. The conditions of medication and vaccination were made possible at the time by government measures undertaken quickly and by the existence of knowledge about medicines and treatments in relation to the Influenza virus (SCHUELE, 2020; BARIFOUSE, 2000a, 2020b, CEE-FIOCRUZ, 2021).

The dimension of what could still happen was unprecedented in contemporary collective memory and this panorama was the focus of reflections, debates and clashes within the UFF. The measures that were being forwarded by the governments and the managers of the institution crossed the departmental, collegiate course and unit meetings. We had the expectation of a brief return, but the panorama was one of waiting. The policies of the federal government pointed out ways to return to classes remotely through non-participatory determinations for both basic and higher education. There have been many debates and clashes over ways to organize work during the pandemic. It was impossible to return in person due to the profile of teachers, technical servers and students allocated in 128 face-to-face courses, many belonging to risk groups.

On March 17, 2020, the MEC published Ordinance No. 343 (BRAZIL, 2020, our translation), providing "on the replacement of in-person classes by classes in digital media for the duration of the Novel Coronavirus - COVID-19 pandemic situation." This document authorized higher education institutions (on an exceptional basis) to replace face-to-face courses with classes conducted through information and communication technologies. He vetoed, however, internship and laboratory practices in this format. Over the months, several actions were constituted, such as the strategic "Brazil counts on me", instituted by Ordinance No. 580, of March 27, 2020.

There was pressure from the federal government to speed up the completion of the training of health professionals in order to work, via residence, in the SUS care units, as a measure to cope with COVID-19. In the field of education, Provisional Measure No. 934 (MEC) was published, establishing exceptional standards for basic education and higher education. This had as one of its main premises the relaxation of the minimum amount of school days required. Then, MEC Ordinance No. 383 postulated the anticipation of graduation of students

in the health area with the justification of strengthening the group of workers on the front line of the fight against the pandemic. Such determinations were pressuring the university context with institutional developments of preparation and positioning to carry out its activities, such as Ordinance No. 66,704, of the Office of the Rector (GAR), which created the Working Group (WG) of Health to discuss measures of anticipation of the graduation of degree in undergraduate courses in the area of Nursing, Medicine, Physiotherapy and Pharmacy.

The UFF Research, Teaching and Extension Council (CEPEX) decided to suspend the 2020 academic calendar indefinitely (UFF, 2020a) (CEPEX No. 109/2020, on April 8). In the dynamics between the MEC norms and the real possibilities of an institution with more than 35,000 students and 3,000 professors in the face-to-face graduation, strategies were being built for the reality that was configured in the face of the "exceptionality of the situation and the need to adopt measures consonant with the confrontation of the pandemic of the new coronavirus" (CEPEX n° 109/2020, p.3) (UFF, 2020a).

On April 28, the National Council of Education (CNE) approved Opinion No. 5/2020, which deals with the "Reorganization of the School Calendar and the possibility of calculating non-face-to-face activities for the purpose of complying with the minimum annual workload, due to the COVID-19 Pandemic." The document presents an overview of the pandemic context and its repercussion on educational systems, points out possible consequences of the suspension of classes in basic education and higher education for a long period of time and presents possibilities of compliance with the minimum workload established by Law No. 9394/96.

As policies, decisions and referrals from the federal government were being presented, the UFF sought to trace paths for the complex situations we had. The Faculty of Education, in its different decision-making instances of Collegiate Unity, Collegiate Course of Pedagogy and Structuring Teaching Nucleus, as well as departmental meetings, sought to think proactively about the issues that were announced. With no face-to-face activities, no direct contact with students and no regularization of activities by the beginning of May 2020, it created initiatives to approach the development of extension actions.

In between, the first direct communication action of the university aimed at the academic community was the sending of a form by the Pro-Rector of Undergraduate Studies (PROGRAD) to map the conditions of digital access of students, professors and technical-administrative staff, which arrived at FEUFF on May 15, 2020. The mapping gave an overview of the profile of the students to subsidize institutional actions and policies aimed at the reorganization of academic-administrative activities as a result of the measures to cope with the

pandemic.

Parallel to the survey, actions were defined and resolutions were issued by CEPEX. Decision CEPEX No. 110/2020, of May 20 (UFF, 2020b), was published, which allowed graduating students to present monographs, conclusion papers and do complementary activities remotely. A new WG was created, chaired by PROGRAD and composed of members of CEPEX itself, to plan emergency academic activities during the pandemic. The WG was organized based on four main axes: 1. Human and Social, to identify aspects related to digital access, inclusion and health policies, with the production and analysis of the mappings carried out by the subgroup; 2. Technologies and Teacher Training, to evaluate the possibilities of using digital technologies and forms of teacher training; 3. Governance, to carry out a survey of good practices in other institutions; identify the set of regulations in force; think of possibilities or needs for a possible hybrid or face-to-face return; 4. Teaching-Learning and Evaluation Strategies, to seek and carry out new ways of boosting teaching in the classroom, mediated by the use of technologies and digital tools, having as horizon active methodologies, providing indication of reflective portfolio, problem-based learning, project-based learning, inverted classroom, among others, in addition to learning practices and competency-based assessment. PROGRAD made available an e-mail as a channel for the participation of the academic community so that contributions could be made to the debate and to the studies that were being carried out.

There were PROGRAD meetings with Coordinators and Department Heads, where some of the issues that were being discussed in the WG were posed. There was a great concern with the absence of training strategies for the graduates, alleging damages to the progress of the curricular flow and the movement of students. These facts were presented posing the risk of a negative repercussion regarding government investments and, consequently, in the maintenance of the university's activities, due to the direct relationship with the rates of graduates.

There was, then, a succession of decisions of PROGRAD and CEPEX, which were printing an accelerated pace for the resumption of teaching activities, without considering, in a systematic and procedural way, actions of integral and inclusive structuring for its implementation.

Resolution No. 156/2020 (UFF, 2020d, our translation), published on June 15, 2020, regulated "the creation of criteria for the planning and execution of Emergency Academic Activities (ACE)." It defined what would be "graduating/probable graduating" for the purpose of the Special Teaching Period regime, which took place from June 29 to August 31, 2020. In

this short semester, the profile of the graduates was defined as that of those who for the completion of the curriculum lacked to attend only 4 compulsory and/or optional subjects, plus the monograph and/or internship. Graduating students may or may not join the ACE. Faced with this deliberation, the undergraduate courses of the Federal Fluminense were looking for ways to organize themselves to meet the demands.

Inside FEUFF: consequences

To problematize our experiences at FEUFF, we chose to adopt a descriptive-analytical path. We explain the theories that supported some questions and stimulated instituting actions, which were rooted among other professionals and students directly and indirectly linked to the proposal of reflection.

The Faculty of Education has created means of approximation in continuous and long online meetings between teachers, students, technicians and managers. What was most accentuated, as an immediate demand, was the fact that we would need to focus, collectively, on strategies of distance dialogue, on interpersonal welcoming, meeting the principle of preservation of life. In this impactful context, conflicts made us prioritize subjectivities, affections, dialogue, in the search for ways to remotely reorganize the teaching work.

Inside FEUFF, we were following the process always in a questioning and very tense way. We experienced the decisions and forwarded the issues in a critical-reflective way. While the higher organs of the university thought and forwarded the procedures, in the Faculty of Education we mobilized to deal with the distancing of the students.

The pandemic has placed us before the necessary discussion of the knowledge-teacher-student relationship mediated by digital technologies. The debate was intense. There were voices that argued about the danger of lightening the educational process due to the insertion of technologies as a fundamental element and, in a certain way, conditioning for its realization. They presented the dimension of the threat to the structure of the public university, which could be immersed in a program of implementation of distance education in place of face-to-face education. They punctuated criticisms related to the risks of deprofessionalization and teacher autonomy. There was also the question of the copyright of our classes.

Such understandings, traditionally constructed at FEUFF, stood as an obstacle to advance towards discussions about the context and the pressing need for interactions carried out in a virtual way in a perspective that went beyond the technical and technical logic to move

towards the dimension of praxis in the relationship - now so close - between virtual communication technologies and education. The strong position against distance education and the use of information technologies in education extended in discourses, representations and in the imaginary against any initiative that could be associated with the perspective of pedagogical innovation (DOMINICK; ALVES; SILVA, 2020; CORRÊA, 2016; CUNHA, 2016; GERALDI, 2010; LARROSA, 2002).

During the ANPEd meeting (2021) we identified, especially in the speech of Andrea Lapa, in table 2: "Challenges, opportunities and consequences of remote education in higher education, basic education and literacy/family", tensions very similar to what we experienced at FEUFF.

Faced with the situation that was intervening, the interest arose to know how the students were living and also to provoke a dialogue so that they would not be disconnected from the academic discussions and would not be expanded the evasion in such a challenging context as the one that crossed us.

In meetings of the academic community, the Project "Festival at Home with FEUFF" was conceived, built and developed, leading several teachers and students to offer activities in an innovative way in an online environment. This initiative developed after reaching the understanding that it would not be characterized as a replacement for classes, but as an extension activity. The proposal was to bring students closer together, to activate the debate on various topics and to enhance participation. When the project was in the process of completion, Resolution CEPEX N° 156/2020 (of June 15, 2020) was published, (UFF, 2020d) which determined the start of Emergency Academic Activities from June 29, 2020, which brought us, in a way, by surprise. Despite this, several collaborative actions continued the process in which we were already involved, among them the creation of several WGs internal to the Unit to discuss themes that influenced the discussions in various decision spaces of the UFF and that especially involved the undergraduate degrees.

On July 22, 2020, CEPEX Decision No. 111/2020 (UFF, 2020c) was published, which approved the reorganization of the regular School and Administrative Calendar for the 2020 academic year, allowing the adoption of the remote teaching regime in place of the exceptional regime of face-to-face academic activities for all undergraduate students of the university. The duration of the first regular academic semester was from September 14 to December 15, 2020 and the second from February 1 to May 10, 2021.

In the sense of ordering the actions at UFF, Resolution CEPEX N° 160/2020, of August

14, regulated emergency remote teaching, presenting the guidelines of the activities. It was determined that the enrollment in courses taken before the suspension of face-to-face activities should be used, ensuring an adjustment period for students to reorganize themselves for the academic semester.

The Faculty of Education, in articulation with the entire process of collaborative and collective planning linked to the Direction of the Unit, to the Coordination of the Pedagogy Course, and to the heads of the Department, made very important contributions to principles and guidelines for implementation. This movement culminated in several initiatives, among them the preparation of the document "Didactic-Pedagogical Reorganization for the 2020 Academic Semester.1" prepared by the Structuring Development Center (NDE) and approved by the Collegiate of the Pedagogy Course. Through sharing, exchange and collective work, fundamental subsidies were also created and provided for actions of the General Forum of Undergraduate Degrees and the Division of Student Practice, linked to PROGRAD, with the elaboration of the document "Guidelines for the compulsory internship disciplines of Bachelor's degree courses, on an exceptional and temporary basis, while the health restrictions of the COVID-19 pandemic last" (UFF, 2020e, our translation).

The institutional decisions of FEUFF were developed as threads of a tessitura carried out by many hands with the objective of thematizing higher education during emergency remote teaching. Faced with the sea of decisions that crossed us, we built a collective mobilization that caused important instituting experiences. More than responding to the complicated process of the pandemic and external determinations, a community of dialogue was created, based on the commitment of many to the production of a culture of participation (SHIRKY, 2011), which OIIIIPe-UFF had already been developing since its conception.

In the research process, which took place through reflection on action and on action, we built educational policies and practices with a view to understanding the immediate context and understanding ourselves in it. We create strategies for the problems, guiding and intervening in the didactic-methodological scope and in the educational culture in different spaces of university teaching. In this process, we learn and potentiate different ways of configuring our teaching action. Educational policies and practices were analyzed in order to understand reality. Strategies were defined to cope with the circumstances, in an innovative way (pedagogical innovation and conversations), intercultural in the decolonial perspective proposed by Candau (2016) and Walsh (2008) and interdisciplinary (JAPIASSU, 1976; FAZENDA, 1998).

Didactic-methodological orientations have put into debate the university educational

culture hegemonized by European rationality in the social and human sciences, hierarchical and that mostly excels in the repetition of scientific and behavioral canons in undergraduate classes. Such a culture does not dialogue with the epistemic plurality of the sciences or with the socioeconomic and cultural origin of the students.

University teaching: crossings and crossings

Impacted by the crossings, we understand that the context demanded resizing woven in the collective - an uncommon practice in university life, which is largely based on an individualistic and productive rationality. Anxieties, doubts and the desire for resignification of many, potentiated the overcoming of isolations and allowed an instituting crossing.

The collective power of OIIIIPe-UFF stimulated dialogues with affections, policies and actions among colleagues from the university and the unit, generating "what to do" (FREIRE; NOGUEIRA, 2007) in our meetings, inspired by Paulo Freire's circles of culture. The contributions of these moments potentiated innovative meanings to university teaching. In the 1980s/90s, when, in basic school and higher education, the presence of students and teachers from the popular classes and social minorities increased, the teaching activities needed to be (re)signified. In these times of pandemic, we realized that it is indispensable to rethink our role in teaching. In the same way, rethinking contents and themes to be energized is done in a provocatively challenging dimension to the university canons. We understood that the conceptions of class as an event, of collaborative and interactive online university teaching needed to be resized from the principles of inclusion, interculturality and pedagogical innovation. Such principles have sustained our research, our practices, and have been made explicit in some of our productions (SILVA *et al.*, 2020).

We realized that thinking and other forms of self-organization were emerging in the imminence of remote learning in 2020. The suspension of the regular flows of daily life put everyone face to face with old problems that seemed to be taken behind a smokescreen. Opportunities were opened to think about and change the teaching actions based on some of the assumptions that have been defended by OIIIIPe, ANFOPe and FórumDIR, among other scientific entities.

We actively participate in study meetings on opinions and regulations, internal seminars, thematic working groups, sectoral meetings between teachers, students and technicians with lectures and continuing education on teaching - some organized and led by the members of

OIIIIPe-UFF.

The college's forms of self-organization have translated into landmark initiatives. Even before the beginning of online classes, the "Festival at Home with FEUFF", an initiative of the academic community, significantly brought students and teachers together through a collective stitching that was generated by questions and the political action of the professor at the university:

[...] This person who first asked himself, "What can I do for my students?" and who previously reflected, "Why do I ask this question?" well... This person is clarifying in himself. The political nature of this question-question is becoming clear. The political nature of this profession is becoming clear. For this teacher acts within different cultural forms. He (a) works within cultural characteristics and interests that are not equal (FREIRE; NOGUEIRA, 2007, p. 47-48, our translation).

The festival "At Home with FEUFF" was developed with the participation of people from all over the country. A powerful movement that articulated itself with networks of basic education, undergraduate and graduate students from various universities and also with social movements. There were more than 1000 participants and an overall evaluation very favorable to what was established as objectives of the proposal. It was a community response of planetary destiny (MORIN, 2000) in the face of circumstantial uncertainties. It had as an important unfolding the approximation of teachers and students with the issues related to virtual/remote/online teaching: accessibility, pedagogical aspects, availability and mastery of the use of information technologies.

From the meetings held, many tensions were (re)signified, because teachers and students who presented resistance to any teaching initiative mediated by informational technologies, experienced other possibilities, in addition to the controversial debate on Distance Education. The articulation of knowledge in the face of collective, interdisciplinary proposals, with cultural and aesthetic propositions of knowledge, was outlining a beautiful and instituting scenario of how to live relations of knowledge and exchanges in the face of the suspension of the face-to-face, potentiated by the virtual.

The movement was aggrandizing us in the face of the determinations that were being forwarded by the university and meetings held in the various Collegiates. The College of Education understood that careful planning was necessary so that the return to classes, via online activities, did not occur within a technicist paradigm. The initiatives went against exclusions and reductionist logics. Propositions and pedagogical innovations were presented (CUNHA, 2016), collectively, connected to the specificities of that moment. When the

resolutions of the MEC began to be debated in the organs of the university, we were already in the process of organization and reflections on the developments and paths that we wanted to design for our daily teaching actions. There were no certainties, we were building and conducting internally. Our problematizations also reverberated in other university spaces in which we also had involvement and participation.

The way we are presenting the facts is not intended to be the only perspective, nor even to become an experiment to confirm theses. We decided to describe and analyze some historical-cultural crossings so that, by approaching them, as singular knowledge, as open narratives, we can attribute plural meanings of our experiences. Benjamin (1994, p. 221, our translation) states about the narrator, when describing what should be - if it is not:

We can go further and ask whether the relationship between the narrator and his matter—human life—is not itself an artisanal relationship. Would it not be your task to work on the matter of experience – your own and that of others, transforming it into a solid, useful and unique product?

We then conducted participatory research in action. We experienced a process of empowerment and placed ourselves as members of the community that was transformed when seeking to transform (THIOLLENT, 1997). We learn about limits, collective work and potentialities. We assume ourselves as learners about/with others and about ourselves.

Suojanen (1999) analyzes that, in action research, there is the creative and transformative exercise of a professional practice that can only be exercised by subjects who have the feeling of control of their lives and decisions. The author explains that the act of capacity building, personal and collective development, the apprehension of growing power of knowledge and the control of knowledge are part of a vision of profession that empowers. Not individually, but through cooperation, knowledge sharing and collective work.

We developed research in action and about action, experiencing intercultural and interdisciplinary dialogues with several peers and authors to understand, produce and intervene in the university educational culture and this could change at that moment, becoming an innovative pedagogical praxis. More than researchers, we were experiencing the experience of reflective teachers (SCHÖN, 1992), promoting analyses about our practices, our fundamentals and about the events that we would experience in synchronous and asynchronous classes.

We realize, as narrators, that we cannot forget that we are also dreamers, because daydreams accompany us as producers of arts of making (CERTEAU, 1998). The approaches developed here aim to build a look beyond the Cartesian perspective of science. They are cut

by influences of cultures and knowledge of the original peoples and by our trust in the collectivity and mutual respect. We work from the perspective of those who, when looking at the mountain, seek to feel its mood and who, when perceiving its sad, happy or threatening tone, seek to make ceremonies by singing, integrating into the universe, flowing with the rivers, making poetry for the sun, producing stories, portraying the life.

We are scientists who look at the world and perceive each element as part of a whole, seeing that a river mirrors the trajectories of indigenous men and women who have already bathed in it. We do not want to calculate how many *megawatts* the river will produce when they build a hydroelectric dam, a dam (KRENAK, 1992, p. 203). The sensitive gaze of the Krenak people, expressed by Ailton, questioning the Cartesian way of perceiving the world, instigated us to look at and tell the crossing and the crossings of that moment in a unique way, seeking in experience, in experience and in reflection on it to understand ourselves as integral beings of the same cosmos, in interdependence.

The paradigm of modern science, dominant even today, distrusted experience and tried to convert it into an element of the method, placing it on the "safe path". Experience is no longer a means for the construction of knowledge, forming and transforming life in its singularity. But the event, that which affects us and crosses us, can attribute to the world senses, which when read with their regularities and irregularities, allows us to know things (LARROSA, 2002). In our crossings and in the crossings that took place during the year 2020, we built intersubjective and objective actions that boosted insurgencies in a time that, of such intense human suffering, paradoxically imposes on us even stronger impulses for the struggle and for the celebration of life.

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