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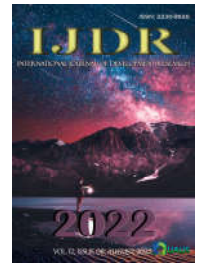
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## FROM BLACKBOARD TO SCREEN: AN INEVITABLE AND THORNY PATH FOR TEACHING DURING THE PANDEMIC

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### ABSTRACT

In 2020, the world was faced with the pandemic of COVID-19 and the social distancing to contain the transmission of the new coronavirus, SARS-Cov2. In education, there was a transition from face-to-face to virtuality, indicating possibilities, dilemmas, and even illness among those who engage in teaching practice. Mobile devices connected to the internet have been the bridge between the teacher and the student, between the family and the community; however, they are far from being savior resources in Education. In the current scenario, where the teacher finds it difficult to separate leisure from his working life and, by respecting the health surveillance norms and the rules of his employer, this professional, who will be called machine-teacher here, forgets himself and his human nature. This paper seeks to reflect on the current times, marked by overwork and the home office. Based on some concerns, we intend to promote a dialogical weaving with authors by discussing points that disturb and motivate this discussion: How to institute working conditions with less thorny ways of living? Is it possible to work without the burden of productivity and prioritize, within professional valorization, the career's well-being?

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## INTRODUCTION

In early 2020, the World Health Organization (WHO) established a Public Health Emergency of International Concern in order to prevent the spread of a new virus called SARS-CoV-2, the cause of COVID-19, with a frightening potential for morbidity and mortality. As early as March 11, COVID-19 was declared a pandemic (Organização Pan Americana de Saúde, [2020?]). The Brazilian Ministry of Health initiated safety protocols, following international WHO guidelines in line with the epidemiological bulletins of health surveillance. On March 17, 2020, the Ordinance No. 343, determined the closure of schools and the replacement of classroom classes by remote classes, through digital resources (Brasil, 2020). Despite being known and even desired, this resource was poorly stimulated in the educational field, so the unpreparedness of students and teachers in the face of the virtual domain was immediately noticed. The obstacles emerged and highlighted the regional differences, a phenomenon already known, but veiled in educational policies and curricular guidelines. Added to this, other pandemics were exposed, such as the colossal cultural, social, economic and technological inequality (Prata-Linhares et al., 2020). This period of social isolation did not mean respite for citizens; on the contrary, it meant extra work, insecurity and

adaptation (Saraiva et al., 2020). Arruda and Mill (2021) highlighted that, before the pandemic, educational policies and curricula did not provide the appropriation of digital technologies by teachers. The proposal of digital inclusion in teacher training, although not embryonic, was moving at a slow pace. Thus, in the pandemic, the problem related to the integration of digital technologies in education grew in dramatic proportions (Prata-Linhares et al., 2020).

## METHODOLOGY

This study is characterized as exploratory, with a qualitative approach, through bibliographic research in articles that report the dilemmas encountered, during the pandemic, with the realization of emergency remote teaching. It is worth mentioning that the articles analyzed served as a basis when incorporated into the polyphony of this text. This article is the result of reflections in a course, Educator Training and Contemporary Issues: Policies, Conceptions and Practices, in a Graduate Program in Education, and proposes a reflection on the scenario of the teaching work at this unique moment. To do so, it intends to point out some of the obstacles that teachers, from different levels of education, have encountered on the thorny and inevitable path of the pandemic.

Bringing them to the light of reflection is necessary so that, as a group of teachers, we can redefine our practice.

## RESULTS AND DISCUSSION

Pimenta (1999) described about training teachers with professional identity and knowledge such as experience and knowledge. In the pandemic context these were put to the test because, despite all the knowledge and expertise in their work practice, they did not have digital fluency. It was a point of suffering. Affliction disregarded by the educational public policies in the state of emergency. In adapting to the new reality, the human nature of the teaching work was supplanted, which gave way to what we will call the machine-teacher. To these superprofessionals who have adapted, the concrete classroom with the blackboard, the brush and the paper has left, and the screen, the keyboard and the virtuality have entered. Cyberculture has invaded the school, making room for technodottrination<sup>1</sup>. The disregard of the martyrdom experienced by teachers, on the part of managers who promoted measures to confront the pandemic, amplified and validated the devaluation of the class. This devaluation, already famous in the past centuries, was even implemented in this singular moment. In this way, the question arises: What is the point of improving education, developing knowledge and professional identity, when it remains invisible in the process of building this 9 country?.

Cunha (2018) described the concept of professorality as teaching in action, that is, in movement. However, knowledge based on common sense is still strong. This empirical behavior maintains the devaluation of teachers and does not consolidate teacherhood. At this moment, when the pandemic has transformed practical knowledge into something unstable, an extra resource is imperative: technological fluency. This metamorphosis of knowledge sedimented by unusual wisdom, with digital technologies, was not easy. It demanded, from the teacher, effort and a lot of discipline. Among lives, online courses, virtual classrooms, virtual learning platforms and social networks, an obscure environment has emerged, little used so far as a pedagogical practice. It is essential to bring the school, teachers and students together, to fulfill the working day and, minimally, to propose teaching tasks. Among thorns, teachers develop telecommuting and transform their homes into classrooms, a home office, improvised and not experienced before. Telecommuting was the option found; however, the digital culture mediating all these processes brought several implications for the professional. The mobile devices connected to the internet that, are directly connected to the employee. The work comes to the worker, with possibilities of immediate access and with notifications to remind him of his omnipresence. It is urgent to reflect on the burden of the invasion of privacy for the worker (Oliveira & Mill, 2020). This form of apparent availability for 24 hours enables "anxiety, anguish and overload of activities" which can be called overwork (Oliveira & Mill, 2020, p. 48).

The worker, in the remote modality, has no control of time or time for his personal affairs. Personal and work lives are mixed together. This posture impacts on creativity and problem solving, promoting inattention and exhaustion, especially mental, caused by ultraconnectivity (Oliveira & Mill, 2020), as well as makes it difficult for teachers to realize what is most dear today: *reflecting on their own practice*. The home office work was exhausting, in the sense of learning new teaching strategies to replace the daily school routine. At the same time, it was up to the teacher to keep the students motivated, to prevent them from dropping out of school, to comply with the rules with the employer, and to maintain the sanitary norms of social distance. All this effort had its burden; after all, the classroom was transported to his home. We have to consider that the teacher was not spared from being a victim of the new coronavirus:

he also got sick and lost loved ones. The discourse of professors in relation to work precariousness, in this period, showed direct impacts on their health, characterized by "emotional exhaustion, extreme tiredness and lack of concentration" and, expenses without compensation, emotional and labor overload, use of personal social media to perform their work (Ferreira et al., 2021, p.329). Lavino and Koga (2021, p. 21) verified the social representation of teachers about their own work that reported terms such as: "challenging, stressful, hard work, and dedication". They also emphasized the "lack of recognition and devaluation of the teaching work by society" (Lavino & Koga, 2021, p. 22). And then, the participant was asked to draw a representation of their work: the results were drawings of animals, slave labor, and machines, in addition to feelings related to prison and lack of freedom. Saraiva et al. (2020) wrote about the exhaustion of the basic education teacher due to uninterrupted availability. They emphasize that this transfer of school activities to the home may even seem innovative, but it was a reason for exclusion and intensification of work. And, in an attempt to maintain the schooling process, teachers feel fatigued and forget to take care of themselves. Souza and Teles (2021, p.86) evidenced that teachers are experiencing "distressing moments, a generalized fatigue provided by the accumulation of demanded activities, excessive screen time, and the domestic routine itself" and added the need for "boredom, solitude, contemplation, meditation" as remedies to avoid these illnesses. But is it possible to take care of oneself? It is necessary that teachers reflect on their health and their working conditions. Professional disconnection is necessary, but in a globalized society, where virtuality is the only work resource, the offline mode can imply unemployment, even if the worker is "fatigued, worn out, disturbed, thwarted, devastated, on the verge of exhaustion, with no time for himself and his own" (Amado, 2018, p. 262). To be healthy, is the right to disconnect possible?. Prata-Linhares et al. (2020) pointed out that in times of crisis; it is possible to verify advances. An example are the claims and social mobilizations that, even if insipient, bring favorable changes. Perhaps, in the not so distant future, financial, social, and political investments will be made in education.

## CONCLUSION

Will there be a new post-pandemic time? Will humanity be more efficient in technological terms? This is a fact, given the ability to manufacture a vaccine in record time. There is still no answer: what will school and teaching be like after the pandemic? Will the dilemmas related to technodottrination and the precariousness of their work be overcome? This is a reflection that can no longer wait! It is up to the teacher to prioritize his physical, mental and emotional needs, recognizing himself not as a machine or a binary combination of the digital society. He is the programmer and driver of the machine! The thorns encountered on the inevitable path of the COVID-19 pandemic need to become points for reflection on the future of teaching. One cannot lose sight of the fact that thorns are, for Biology, adaptive forms of leaves that have formed in a long process. In this sense, it is expected that the teacher, besides being committed and resilient, is able to make his or her thorns his or her defense, fighting for the valorization and professional health.

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<sup>1</sup>Integration between teaching and Digital Information and Communication Technologies in an interdisciplinary way and with methodological changes in teaching practice (Lima & Loureiro, 2016).

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