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### ABSTRACT

This work reflects a critical reflective look at the pedagogical coordination of public basic education in the context of the pandemic and post-pandemic and aims to understand the limits and possibilities for hybrid teaching practices in basic education in the post-pandemic of covid 19, to know these

possibilities that emerged within the school in the post-pandemic context and promote scientific and technological education mediated by TDIC. It is configured as an experience report from the performance of the pedagogical coordination in 01 (one) public school, in the interior of Bahia, which takes reference to the period between 2020 and 2022. It presupposes that, in the post-pandemic period, hybrid teaching practices can emerge within the school, considering that the teacher has accessed other possibilities to manage student learning, has known numerous digital interfaces, that is, has reference to digital interfaces that he did not previously have, and that you can add them to your pedagogical practice and promote hybrid teaching practices within the classroom.

**Keywords:** Remote Teaching, Hybrid Teaching Practices, Post-Pandemic.

## 1 INTRODUCTION

The context of the pandemic has brought numerous challenges to society, negatively impacting all social sectors. The health area was one of the first to be impacted by the voracity of the virus, there were more than half a million deaths in Brazil, also directly affecting the area of education with the interruption of face-to-face classes.

The school is a permanent space for crowding people and the recommendation for coping with the pandemic by the scientific community was isolation and social distancing, that is, non-crowding. Given this, the school had to migrate compulsorily to a teaching format that did not result in crowding of people and, in this process, the Digital Technologies of Information and Communication (TDIC) assumed a central position. Through them, teachers and students were able to meet virtually and establish synchronous and asynchronous communication, that is, a real-time communication and a communication in which the sender and receiver of the message were not *online* at the same time.

In this context, education professionals began to become familiar with the digital interfaces that enabled education in this period. In this search, the repertoire of teachers was expanded about the possibilities of pedagogical use of these digital interfaces. Thus, after the return of face-to-face activities with the slowdown of the pandemic, hybrid teaching practices may emerge within the school by considering that the teacher has accessed other possibilities to manage

student learning, has known numerous digital interfaces and the potentialities of TDIC that previously did not have, and that you can add them to your pedagogical work, promoting within the classroom a hybrid practice of teaching.

We understand the hybrid practices of teaching from the perspective of online teaching, that is, not a mere convergence between physical and virtual territories, nor transposition into the virtual spaces of what is done in the classroom. As a phenomenon of digital culture, *online* education is already potentially a hybrid education that enables the co-creation of processes, products and architectures. However, the mere insertion of DICs in *online* situations or face-to-face activities is not configured, *per se*, as a hybrid teaching practice, as pointed out by Nolasco-Silva and Lo Bianco (2022).

In this perspective, this article aims to understand the limits and possibilities for hybrid teaching practices in basic education, in the post-Covid-19 pandemic, to know the possibilities that have emerged within the school aiming at the promotion of one scientific and technological education mediated by the TDIC. In this sense, the study reflects a reflective critical look at the pedagogical coordination of public basic education in the context of the pandemic and post-pandemic. For this, specifically, the study aims to identify the obstacles that hinder the use of digital interfaces by the teacher in the context of the post-pandemic; to envision the favorable conditions that help to operationalize the digital interfaces by the teacher in the context of the post-pandemic and to know the hybrid teaching practices that have emerged in basic education in this context.

## 2 THEORETICAL PERSPECTIVE

The Digital Technologies of Information and Communication (DICT) have substantially modified the way of life, perception of the world and relationship of people in society. The twenty-first century is marked by the exponential development of DICs and this phenomenon is implicated in several other segments of society, namely, in the automotive field, evidenced in intelligent, autonomous cars (state-of-the-art multimedia centers, on-board computer, digital air conditioners of one or two zones, speed sensors, proximity sensor with automatic braking system); In the area of security, as an example the security cameras with facial recognition software, which even see everything that happens in several places at the same time (known to many as the eye of God), just a connection to the intranet, extranet or the internet; radars to control speed on the roads, monitoring of highways in real time. In addition, in the computational field, stand out, for example, smartphones, personal computers, notebooks, tablets, also, implicated in this perspective, the field of social engineering, that is, internet of things (IOT - acronym of the English language for *Internet of Things*), social networks, digital life, information security and communication in the virtual

space.

The advent and development of DIDs made it possible for human beings to experience a way of life different from that lived by previous generations, based on analog technologies. In the context of the twenty-first century, the human being has the opportunity to access the virtual space, interact in this cyberspace with the other people who are there, even if they are physically in different geographic regions, resulting in the ubiquitous mobility pointed out by Santos (2019), which is the ability of the subject to interact, to the at the same time, in two distinct worlds, but interconnected by a worldwide network of computers and mediated by a digital interface.

In the field of education, the challenge is to promote an educational process that contemplates in its pedagogical proposal the potentialities of the TDIC, in the sense of promoting a hybrid education, in which one works as Christensen points out, Horn and Staker (2013), using "[...] the best of both worlds"—that is, the advantages of online teaching combined with all the benefits of the traditional classroom" (p. 26).

The need to insert TDIC in education was quite evident in the period of peak contagion of the Covid-19 pandemic, with physical isolation, in which education professionals had the challenge of guaranteeing the right constitutional to the learning of the learner, without disobeying the norms of social distancing emanated by the health agencies, which found in the emergency remote teaching a strategy to make education happen, as Nolasco-Silva and Lo Bianco (2022) point out, resulting in "the driving current of the educational rites, through the necessity of the physical distancing has revealed cyber-situated teachers, creating classes inspired by the principles of cyberculture" (p. 39).

Regarding emergency remote learning, implemented during the physical distancing period of the Covid-19 pandemic, Moreira and Schlemmer (2020) clarify that

The term remote means distant in space and refers to a geographical distance. The Remote Teaching or Remote Classroom is configured then, as a modality of teaching or class that presupposes the geographical distancing of teachers and students and has been adopted in the different levels of education, by educational institutions around the world, due to the restrictions imposed by COVID-19, which makes it impossible for students and teachers to physically present themselves in the geographical spaces of educational institutions (MOREIRA; Schlemmer, 2020, p. 8).

However, Santos (2020) emphasizes that "remote learning is not distance education and much less Online Education" (p. 3), noting that in the pandemic period, the curriculum was "[...] practiced remotely with audiovisual mediations of modern web conferencing platforms" (p. 4), intending to ensure education to the student without endangering the health of the school community. However, the challenge was immense in the school environment to manage student learning during this period. The pedagogical coordination, the teachers, the school collegiate, the

management team, that is, the managers of the students' learning had great obstacles in the process of implementing remote teaching.

However, Galvão and Saviani (2021) present a scathing critique of the way the process was conducted during emergency remote teaching. The authors note that political issues overlapped with scientific issues when it came to coping with the pandemic. They claim that the Federal Government has moved in a direction contrary to what the health agencies guided and the States and Municipalities to another, that is, science was put in check and even denied, to the point that many did not take the vaccine because they believed in alleged conspiracy theories.

In addition, Galvão and Saviani (2021) highlighted that remote teaching was fallacious, that is, this process excluded a significant portion of students. Now, remote teaching proposed to guarantee the student the constitutional right to learning, because it was not possible to have face-to-face teaching and, paradoxically, this same process excluded a significant portion of students who did not have access to the internet network, fitting in this, by itself, a pedagogical rethink, a Redesign.

Galvão and Saviani (2021) point out that according to DataSenado, in a survey conducted at the end of July 2020,

Among the nearly 56 million students enrolled in basic and higher education in Brazil, 35% (19.5 million) have had classes suspended due to the Covid-19 pandemic, while 58% (32.4 million) have switched to remote classes. In the public network, 26% of students who are taking online classes do not have access to the internet (AGÊNCIA SENADO, 2020 apud GALVÃO; SAVIANI, 2021, p. 37).

In this sense, most Brazilian public schools found this phenomenon in the process of actively searching for students, a consequence of the lack of structure (computer, smartphone, broadband internet) for monitoring classes by the student community, which drove an exacerbated school dropout in the period when classes cannot be held face-to-face. In addition, Galvão and Saviani (2021) warned about the precariousness of teaching work in this context of remote teaching, because there was "uberization" of teaching work, triggering work overload for student learning managers.

On the other hand, there was also a portion of students who were able to follow the mediated classes through digital interfaces, given that the learning managers sought pedagogical strategies, making use of digital communication and information technologies to make the process viable. Thus, they were able to expand the repertoire on the productive use of the various existing technological interfaces. To this end, in the face-to-face return in the post-pandemic context, learning managers have developed and enhanced digital competencies that can be implemented in a hybrid classroom practice.

Although remote learning admittedly failed to reach all students, the few who were able to participate were allowed to learn. The TDIC assumed a central role in this mediation process and facilitated the interaction between the teaching team and the school community. In addition, this process instigated learning managers to seek to know productively several digital interfaces, which allowed to expand the repertoire of these professionals, developing and expanding their digital skills.

During social distancing, we worked with several digital interfaces, such as video conferencing through Google Meet platforms, *Microsoft Teams*; virtual classroom via *Google Classroom*, *chat class* via *WhatsApp* group and live streaming via Youtube Channel, intermediated by the *StreamYard* platform. The school was transported to cyberspace, the credentials to access it became other, that is, in the face-to-face school the student needed to be in full uniform (pants, closed shoes, uniform) to access the school environment. In the space of the virtual classroom this student needed internet access with good quality, equipment such as computer or smartphone connected, in addition to the *login* and *password* access credentials in his institutional account.

In this sense, emergency remote teaching stimulated the development of new digital skills, and teachers began to have several references of digital interfaces, providing the development of hybrid teaching practices in the return to face-to-face activities in the post-pandemic. In this movement, teachers were able to interact synchronously with their classes, present video, audio, slides as spaces for co-creation. In addition, they met the *chat class*, in which they created specific groups of the disciplines in the virtual space to establish a closer dialogue with the students, developed numerous metaphorical figurines to color the conversations and bring a playful perspective to that space.

In addition, the teachers also learned about digital interfaces for the creation of audio content, such as podcasts; creation of short videos for posting on social networks, such as *Reels* for Instagram, *Shorts* for Youtube, or short video for Tik Tok or Kawai; cloud creation of central words of what is being discussed at the time of the class, in real time through *Mentimeter* and other interaction applications. In addition, they learned about building collaborative texts in real time through *Google Docs*, for example. To this end, such lived experiences subsidized the implementation of hybrid practices in the post-pandemic face-to-face return.

In this perspective, Christensen, Horn and Staker (2013) point out that the hybrid is a combination of the new disruptive technology with the old technology and represents a sustained innovation over previous technology. That is, the old technology had some limitations and could be improved, improved. In the field of education, the authors reflect that "online teaching is currently undergoing this upward transformation. Several sustained innovations are making online

learning better" (p. 6), and that "blended learning allows these students to learn online while benefiting from physical supervision and, in many cases, face-to-face instruction" (p. 7). In this sense, blended learning represents the best of both worlds, "[...] that is, the advantages of online teaching combined with all the benefits of the traditional classroom" (p. 26).

In this same sense, Sales and Albuquerque (2020) contribute to the discussion by debating the "hybrid practices of learning subjects" and bringing "a modeling proposition for the analysis of the forms of hybridity present in the formative institutions" (p. 164). In their approaches, they point out that "the learning subjects already perform in a hybrid way the access, construction and sharing of knowledge, since the technological insertion is an inexorable reality in the contemporary context" (p. 163).

In this way, is hybrid teaching imbricated in the context of digital culture? We realize that the practice of hybrid education is directly related to the reality of digital culture, since society is increasingly immersed in the digital age. The advent of the Covid-19 pandemic has brought to light the importance of DIDs in the mediation of human interactions, allowing these subjects numerous possibilities of using digital interfaces in everyday activities, leaving people increasingly connected to virtual spaces, interacting with the full time between these two worlds, urban space and cyberspace, as Santos (2019) points out.

Are there possibilities for interaction and co-creation in blended learning? The proposal of hybrid teaching allows interaction in online spaces, while debating in the classroom, promoting the participation of students as learning subjects, with teachers and students active in this process, allowing them to create and co-create content and not simply access the contents in the repositories of the environments Virtual. The process of co-creation goes beyond access to information, that is, it becomes essential to the processes of hybrid teaching that teachers and students can co-create and interact and not only be limited to being just the sender/receiver of the message in cyberspace, as it points out Santos (2019).

### **3 METHODOLOGICAL PERSPECTIVE**

In this experience report, the research methodology used in the study contemplates a qualitative approach, reflecting the reflective critical look of the Pedagogical Coordination of Public Basic Education, in the context of the pandemic and post-pandemic. It takes as a reference the performance of 1 (one) pedagogical coordinator, active in the State Education Network of Bahia, in the process of managing student learning, in the period of physical distancing due to Covid-19.

Regarding the experience report as a methodological option, the authors Mussi, Flores and Almeida (2021) clarify that "[...] the manuscript of the experience report type allows the critical

presentation of scientific and/or professional practices and/or interventions" (p. 61). In addition, the authors point out that the "report of experience in an academic Background intends, in addition to the Description of the lived Experience (close Experience), its valorization through the academic-scientific explanatory effort, through the critical-reflective application with theoretical-methodological support (distant experience)".

The reflections of this study come from the sensitive listening of the pedagogical coordination to the teachers of Basic Education, in the moments of analysis, planning, reflection and evaluation of the pedagogical work and the professional performance within the school, in a dialogical movement and with a view to the construction of a pedagogy contextualized and approximated to the sociocultural reality of the students.

Data collection occurred through participant observation, with sensitive listening, to teachers during the analysis, planning, replanning, evaluation of pedagogical work in the scope of student learning management. In this sense, Gil (2008) points out that "participant observation, or active observation, consists of the real participation of knowledge in the life of the community, group or a given situation" (p. 103). Thus, this listening happened, above all, in the moments of complementary activity (CA), in the moments of class council and pedagogical journey, in a School of the State Network, in the interior of Bahia, in the period between 2020 and 2022.

## **4 RESULTS AND DISCUSSION**

The context of the pandemic has brought numerous challenges to education and this has become It reverberated post-pandemic. To this end, the pedagogical planning of the State Network of Bahia, for the post-pandemic, was based on a proposal of a curricular continuum, that is, the 2022 school year began, above all, with a pedagogical proposal that aimed to rescue the learnings that were not built in the previous year, either by lack of adaptation of the student to emergency remote teaching, either because they have been Interrupted by the Lack of Structure, Access to the Computer OR Merely the smartphone connected to the internet.

The post-pandemic has brought to the school environment characteristics that were not observed in the period before the pandemic. Disruptions to in-person classes at the start of the 2020 school year have caused learning managers and students to seek to develop digital skills to enable education mediated by the TDIC.

### **4.1 FROM THE PROCESS OF TRANSITION FROM REMOTE TEACHING TO THE RETURN TO FACE-TO-FACE IN THE STATE PUBLIC SCHOOL SYSTEM OF BAHIA**

The Pedagogical Plan to Confront the Pandemic of the Secretary of Education of the State

of Bahia (SEC-BA) established in its scope the prediction of three major phases for the 2021 school year, as evidenced in Table 1.

Table 1: Phases for the 2021 school year

Phase 01 - 100% remote	Phase 02 - Hybrid phase	Phase 03 - Face-to-face return
It was in force during the first 2021 Semester	It started in the second half of the school year	It started in the last quarter of the year 2021
Bed occupancy rate above 70%	Bed occupancy rate by 70%	Bed occupancy rate below 70%

In the Pedagogical Plan, the SEC-BA defined that as the occupancy rate of hospital beds decreased, teaching would migrate from the remote to the hybrid phase and then to the face-to-face phase. The hybrid phase was divided into two pedagogical periods, that is, home time and school time, being organized as follows: in classrooms that had an average of 40 students per class, the hybrid phase consisted of working with half the class in each face-to-face meeting, with 20 students, at which time the Another half would be home time.

The concept of hybrid adopted in the Pedagogical Plan of the SEC-BA constituted a distinct dichotomy between face-to-face classes (school time) and non-face-to-face classes (home time), to avoid that all the students of the class came at once to the school, generating crowding of people. The students of the school time had face-to-face classes, in which the teachers normally worked on the programmatic contents and, at the end, explained about the activities that would be carried out in the time at home. The pedagogical accompaniment of the time at home, in some moments, was mediated by the technological interfaces with the accomplishment of synchronous and asynchronous activities, through the virtual rooms (Google Classroom, WhatsApp groups, videoconference via *Google Meet*).

With the improvement of public health conditions, the occupancy rate of hospital beds was below 70% in the State of Bahia, this caused that, in the last quarter of 2021, the school entered the face-to-face phase. This moment was quite troubled, because the public power believed that it was opportune to face-to-face, however, the union bodies, which represent the teachers, opposed this decision because they believed that it would put at risk the health of the server.

At the end of this academic year, SEC-BA issued Ordinance no. 2008/ 2021 (BAHIA, 2021) that brought the guidelines and procedures for the finalization of the Curricular Continuum 2020/2021, with a view to the transition to the 2022 school year. This orientation showed the effort of SEC-BA to sensitize the school community to consider the minimum productions and the participation of students throughout the school year.

The pedagogical planning designed for the 2022 school year consisted of a proposal for a

curricular *continuum*, taking as a reference the 2021 school year. The construction of this planning took place the following year, in the week of pedagogical planning. To this end, in the pedagogical journey of 2022, a plan was drawn up in which the central objective was to reconstruct the learning of students, which, due to the pandemic, could not be done in the previous year.

#### 4.2 ON THE HYBRID TEACHING PRACTICES THAT HAVE EMERGED IN BASIC EDUCATION POST-PANDEMIC

The context of the in-person classroom in the post-pandemic brought together students and teachers who experienced emergency remote teaching, who therefore had their repertoire of digital skills expanded in the process. In this perspective, teachers learned to make available, to propose activities, as well as to interact in the space of the internet.

Based on this assumption, the context of emergency remote teaching favored the development of hybrid teaching practices in the face-to-face return. However, when observing the development of education in the post-pandemic, an obstacle was identified, which was the false expectation of some learning managers, who believed that the face-to-face would be able to meet all the gaps of teaching, especially those who had greater difficulty in the use of TIC in the context of remote teaching and who wanted the return to face-to-face.

All the teachers of the school were trained in an analog pedagogy and, consequently, their practices refer to this pedagogy of initial formation. In the context of remote, they were compulsorily transported from face-to-face to non-face-to-face school, but were all the time in conflict, desirous of face-to-face. Differently, students are social subjects, born and inserted in a digital culture, in which their ways and times of learning are very different from those of their trainers.

In this sense, the current education is in crisis and this was evidenced in the Class Council of Unit I of the school, which was held at the end of the first quarter of the year 2022, in which it was identified that students had great difficulty to reinsert themselves in the context of education, which is based on the same model as always, chairs lined up, content in "black and white", while the student is a subject of cyberculture, accustomed to access the information of the whole world in the palm of his hands, through his smartphone, and that this information is very well produced, through an intuitive, interactive and colorful language, as Sales and Albuquerque (2020).

Indeed, this is evident because the digital environment has established a dynamic way to attract the attention of young people with short and objective content, which explains the viralization of social networks such as *Tik Tok*, *Kawai*, Instagram, through *Reels*, in addition to the Youtube Channel with the *shorts* (the first two released at the height of the pandemic). Such social networks

unite the best of the multiple audiovisual languages in one place, video, audio, music and, above all, it constitutes a network in which the subject himself is the main protagonist, he can consume and also create, co-create, share, suggest and interact with the contents, in an open space for amateurs and professionals. In this sense, the "[...] cyberteachers play with the predictable, bewilder the compasses, invent in the cracks what seemed impossible", in the words of Nolasco-Silva and Bianco (2022, p. 37).

However, the construction of a logic of programming, of artificial intelligence that is employed in these processes is not carried out randomly, because it is the result of scientific research, experimentation, the constant search for technological innovation, to follow the dynamics of development of society. In this perspective, in the field of education it is necessary to build a Pedagogical Political Project that aims to follow the social rhythm of emerging social changes, that is, that seeks to develop a pedagogy that dialogues with the current context of digital culture in which the learner is inserted in their daily lives.

For this process to occur, it will be necessary to re-signify the proposal of education, sometimes based on outdated practices, described by Freire (2004) as banking pedagogy and present in some contemporary teaching and learning contexts. It becomes necessary the continuous investment in initial and continuing training of teachers, concatenated with the digital society that we are immersed in. Indeed, Lemos (2021, p. 96) warns us that "every educational process must set in motion virtualizing processes (potentiate questions) on the topic under discussion, make students update what they have learned and can give answers and sustain questions."

In addition, the digital inclusion of students is a fundamental factor to enable the promotion of hybrid teaching practices in the school environment. According to Sotto and Cortese(2021, p. 01), from "data compiled by IBGE in 2019 indicate that, at the time immediately before the pandemic, 12.646 million families still did not have access to the internet at home." In addition, the authors point out that "about 39.8 million Brazilians aged 10 years or older did not use the network; and 34.9 million people in this same age group did not have a cell phone device" (p.01).

In addition, a study by the PwC Locomotive and Consulting Institute revealed that 71% of the population over 16 years of age does not have access to the internet every day, and about 8 million (21%) of students in the public basic education network do not even have access to broadband in their school unit (PWC, 2022). Such worrying data have opened the digital divide that limits the teaching and learning strategies enhanced by the TDIC. It is urgent to implement effective public policies for digital inclusion, capable of enabling the hybrid practice of teaching, without further leveraging the abyssal social inequality.

Despite the difficulties of connecting to the internet by most students, in the context of the post-pandemic some possibilities of hybridity in the classroom have emerged, evidencing the smartphone as the main TDIC used in the process of development of this practice. The first paradigm shift was evident with a teacher, who at the time she worked in the classroom, before the pandemic, did not allow the use of the device in the classroom, to the point of having already collected the students' smartphones during a class and only having returned them at the end, because she understood that that technological equipment diverted the attention of the students.

However, the appropriate pedagogical planning should consist of bringing such artifacts to the classroom environment, attributing to them pedagogical intentionality and adding them to the context of the classroom. In this sense, after the pandemic, the aforementioned teacher, who once confiscated the smartphone in her face-to-face classes, resigned her look, understanding it as a pedagogical ally.

Thus, with the proposal to use the cell phone in class, imagine the surprise of the students when the teacher asked them to use the smartphone, because it would develop an activity during the class with the mediation of technology. When they became aware of the request, there was astonishment on the part of the class, because they knew the once rigid posture of the teacher and were afraid, some even putting away their cell phone instead of picking them up, because they thought that the teacher would be using some figure of speech to say otherwise. The use of TDIC in remote teaching has enabled in the post-pandemic significant changes in teaching strategies, once even repressed by the lack of knowledge of their potential in the educational process.

This situation reported above demonstrates that the smartphone has become the main technological interface that allows teachers to develop hybrid teaching practices, since it is the digital technology that most students have, and easy to access. However, the challenge is internet connectivity, even considering that during the pandemic the SEC-BA supplied the schools of the state network with broadband internet of 100 mega and this was in force in the post-pandemic, which has facilitated internet connectivity for an entire class to the same time.

Thus, the hybrid practices implemented in the post-pandemic do not consist of and do not represent what was the hybrid phase proposed by the Pedagogical Plan of the SEC-BA, during the pandemic, in which it was divided into home time and school time. The perspective here is work on hybridity in the sense that Christensen, Horn and Staker (2013) point out, that is, "blended learning allows these students to learn *online* while benefiting from physical supervision and, in many cases, face-to-face instruction" (p. 7). However, beyond that, hybrid teaching practices in the context of cyberculture should provide spaces for co-creation, bricolage of images, sounds, memories and fictions in the words of Nolasco-Silva and Lo Bianco (2022).

Still in the classroom in the post-pandemic, teachers began to use cyberspace to indicate texts in various formats, such as PDF, videos, podcasts , *complementary* cartoons to what was addressed in class, and the availability was made at the same time as it was discussed in person, through digital interfaces such as WhatsApp *chat class*, created in the context of remote learning and maintained post-pandemic . Thus, students began to interact in different formats, while participating in the class in person, resulting in a more dynamic and interesting class for the student.

Thus, the context of emergency education contributed significantly to the expansion of the debate about the insertion of TDIC in the mediation of the teaching and learning process, so the new curricular matrix of Youth and Adult Education brought the discipline Digital Inclusion and Citizenship as mandatory. This discipline seeks, among other objectives, to equip students on the productive use of the most varied TDIC, as a possibility of a more effective citizen participation in society. The learning managers of the school under study took advantage of the possibility and extended the discipline to the regular High School within Elective I, because they understood the importance of reverberating this debate within the whole school.

In this regard, Nolasco-Silva and Lo Bianco (2022) introduce a discussion on the role of the teacher in the cybercultural context in which they approach cyberteaching and advocate that "they are ways of practicing teaching that are attentive to the repertoires created in our itinerancies by the networks" (p. 34). In addition, they point out that "cyber teachers recognize the danger of a single story and, therefore, diversify the sources and talk to the sources consulted by the students, weaving trusts to warn about *fake news*" (p. 34).

In the context of the post-pandemic, being on the phone is no longer synonymous with those who are not doing anything, as much was heard previously, *get off the phone, so-and-so, go to study, go to work*. People no longer charge so much of their awareness that being on the cell phone is synonymous with wasting time, because they have resignified their concepts and understood that somehow to be connected in the present day is to be learning in the classroom environment, producing, in the environment professional.

In the context of the school under study, but in the service to the school community, the learning managers maintained the service via *WhatsApp*. The pedagogical coordination acts constantly in both spaces, face-to-face and at the same time in cyberspace. The most evident examples were in the periods of mobilization to issue the electoral title, registration for the Enem and registration in the pre-vestibular course University for All (UPT), which denote the importance of a cyber pedagogical coordination situated.

At the time for issuance of the electoral title worked in two perspectives, registration directly

through the site, and there in the classroom even the Pedagogical Coordination entered the WhatsApp group of the class and made available the link and they have already been connecting and taking the doubts that arose and making their registrations. To those who had not smartphone, or for some reason, could not perform it through the site, indicated the local service point of the Electoral Justice for the procedure. In addition, the interaction did not end there, many students who did not have a document proving residence in their name identified the certificate of enrollment as an alternative to remedy the problem. To this end, the request was made directly by the WhatsApp of the Coordination that, in real time, scanned the student's document and sent it.

In the registration process for the Enem the procedure was very similar, worked in real time in cyberspace and person through a workshop for awareness and mobilization for enrollment in the national high school exam. Linked to this, we also worked with the registration for the preparatory course UPT. This course is a Program established by Decree 20.004 of September 21, 2020 (BAHIA, 2020), which aims to strengthen learning and prepare students graduating and graduates of the state network for the selective processes of admission to higher education. As stated by Sales and Albuquerque (2020, p. 169), "the learning subjects already autonomously use hybrid practices, as a result of their insertion in the contemporary context. Our immersion in this era of continuous connection no longer allows for the dichotomy between face-to-face and digital."

Thus, the development of hybrid teaching practices is in emergence in the context of the classroom of the present day, which were greatly favored by the experiences arising from the process of emergency remote teaching. The TDIC are seen here from the perspective of increasing the pedagogical work of the teacher in a perspective of formation for a society of cyberculture, as Santos (2019) points out, in which people are increasingly connected to the urban space and the space of the internet, creating and making content available, co-creating and interacting in both worlds at the same time.

## **5 SOME FINAL CONSIDERATIONS**

The context of the pandemic has brought several challenges to Brazilian education, put in check the face-to-face teaching disconnected from TDIC and caused a compulsory migration to virtual spaces, to meet the recommendations of health agencies and not generate crowding of people. This process has led student learning managers to develop or improve their digital skills, favoring the implementation of hybrid teaching practices in the face-to-face return in the post-pandemic context.

However, some obstacles were evidenced in the post-pandemic, such as the desire of many teachers to want the return in person to get rid of the screen, because they do not have ease and

identification with the current digital interfaces, that is, teachers who tried the remote, but could not understand the potential of online teaching. On the other hand, we identified a significant change in the student's posture within the classroom and this has required a resignification of the dynamics of conducting classes and the need for a Pedagogical Project aimed at a society immersed in cyberculture.

To this end, this article made it possible to understand some limits in the implementation of hybrid teaching practices in the post-pandemic, to the extent that, although teachers have expanded their repertoire of digital competencies, they have known different digital interfaces that allow communication, interactivity, creation and co-creation in the space of the internet, many do not identify with these possibilities, or even present some difficulty to feel active subjects in this process, and give up the teaching mediated by DID, sticking to the analog technologies of face-to-face teaching.

In addition, it allowed us to understand the possibilities of promoting hybrid pedagogical practices in the post-pandemic context, especially in the public education network, considering that the context of emergency remote teaching generated in the environment of the school the need to know the various digital interfaces, which allow to create, co-create, share and interact in the space of the internet and identified that the smartphone was the main TDIC used in the school environment for this purpose.

Thus, the context of the pandemic evidenced the importance of thinking about education in the context of Cyberculture, in which students are subjects who move through this virtual space usually, who create content, interact, share, and that society in general also does. Therefore, the proposal to implement hybrid teaching practices is to allow to benefit from the best of both worlds and bring to the classroom an education contextualized and integrated to the daily practices of the subjects within a perspective of education approximated to the reality of the learner.

Therefore, the evolution of technology will require the continuation of this discussion, because new digital interfaces will be developed over the years and will need to be the object of research and will need to be analyzed to apply to the educational context, with a view to the development of a pedagogy contemporary, scientific and mediated by Digital Technologies.

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