


## Experience report on presential and remote teaching during the COVID-19 pandemic

 <https://doi.org/10.56238/emerrelcovid19-004>

**Crislaine Sartori Suzana-Milan**

University of Passo Fundo

**Gabriela Manzke**

Federal Institute of Education, Science and Technology  
Sul-rio-grandense

### ABSTRACT

The need for teacher training is a reality among teachers with a bachelor's degree. Based on this, the present work was developed to describe the experience report of a student of the Pedagogical Training Course for Unlicensed Graduates, about

the mandatory teaching internships, drawing a parallel between the internships for reflection. The choice for this report was motivated by seeking to understand the main difficulties and challenges during this period. The activities carried out, from document analysis to conducting classes (face-to-face or virtual) were a unique preparation, the conversations with students, the exchange of experiences with teachers from the technical school, and also with colleagues from the training course, were fundamental lessons learned for preparing for teaching in the classroom.

**Keywords:** Pedagogical practice, Teaching, Remote teaching.

### 1 INTRODUCTION

The need for teacher training is a reality among teachers with a bachelor's degree. Several courses are offered at the level of specialization or degree in pedagogical training, aimed at university professors and technical education.

I have a bachelor's degree in agronomy, a master's, and a doctor's degree in agronomy, and I currently work as a professor at a community university. Throughout the postgraduate courses, improvement through teaching in the classroom was not a priority, but scientific research was. Starting teaching, I realized that I was missing knowledge about teaching methodologies to perform better in the classroom and that's why I looked for the Pedagogical Training Course for Unlicensed Graduates. Thus, the objective of this work is to describe the experience report of a student of the Pedagogical Training Course for Unlicensed Graduates about the mandatory teaching internships, drawing a parallel between the internships for reflection. The choice for this report was motivated by seeking to understand the main difficulties and challenges during this period.

According to Pachane and Pereira (2004), when teacher training is mentioned, the connotation of teacher training for basic education is common and it is difficult to understand the need for teacher training for other levels of education. This is because, for many years, there was the conception that theoretical knowledge or experience in the area was enough to be a good teacher (CASTAMAN; VIEIRA; OLIVEIRA, 2016). For many years, university teaching training was linked solely to research activities, based on the idea that a good researcher would be enough to be able to be a good university professor (KOURGANOFF, 1999), a fact that does not reflect the current reality.

Associating this complexity with the responsibility of the teacher's performance, teacher training is the tool to face the challenges of education (SPEAR; COSTA, 2018). Due to the requirement of many higher education institutions to hire teachers, masters, or doctors with teaching training, many postgraduate students, in addition to teachers who already work in teaching, needed to seek pedagogical training.

Different teaching methodologies were used during internships I and II, since in the pedagogical training course it is necessary to carry out two mandatory supervised internships, providing a better understanding of the teaching-learning tools and reflection on the teaching methodologies, bringing us about the future of teaching.

## **2 EXPERIENCE DETAILS**

The methodology applied in this report is qualitative research, based on a literature review on teacher training and an exploratory report of supervised internship in person and remotely, due to COVID-19.

The approach is qualitative, emphasizing not the quantification or description of the collected data, but the importance of the information that can be generated from a careful and critical look. With a reductionist character of many important aspects that influence the arrangement of the observed phenomenon.

The exploratory research was divided into two stages, related to supervised stages I and II. Exploratory research is the initial contact with the theme to be analyzed, providing greater familiarity with the problem, with the subjects to be investigated, and with the available secondary sources (GIL, 2010).

In the Pedagogical Training course for Unlicensed Graduates of IFSul, the internships are supervised by the advisor professor and the supervisor professor (in the internship field) of the class in which the student is assigned to work, receiving instructions from the educational institutions that receive them and develops its classes, based on the learning obtained during the training course.

To carry out the Supervised Internship I, it was necessary to carry out document analysis, observation of the teaching action, conducting, and reporting.

In the discipline of Supervised Internship II, in which the undergraduate student takes on the teaching function again, intending to integrate the dimensions of teaching in Brazil, at the current moment. The curricular component was developed through studies and activities in the Moodle virtual learning environment. Initially, the theme of the seminar that replaced the face-to-face stage II, seminar preparation, presentation, and report was determined.

### **3 DISCUSSION**

The Teaching Internship was divided into: supervised internships I and II, and these were subdivided according to the schedule of the internship disciplines of Pedagogical Training for Non-License Graduates, and at the end of each internship a complete report was prepared on the experience and experiences.

The Supervised Internship I provided face-to-face teaching experiences at a technical school with weekly, pre-scheduled meetings. The internship was carried out in person in the second half of 2019, at the State School of Professional Education of Carazinho-EEPROCAR, in a subsequent technical training class. This school was chosen because it has technical education in agriculture, in addition to being located in a city close to my place of work. Initially, a documentary analysis of the internship location was carried out. The documentation was provided by the teaching coordinator and analyzed according to the organizational and physical structure of the school and the socioeconomic context of the school.

The Curriculum Organization of the Technical Course in Agriculture in the subsequent modality offered by EEPROCAR is organized in three stages distributed in 1st, the 2nd, 3rd stage, lasting 1,920 hours of face-to-face, theoretical and practical classes, and Supervised Mandatory Curricular Internship with the workload of 400 hours of, making a total of 2,320 hours, with student registration at the beginning of each stage, according to the current Curriculum Matrix. The school aims to integrate with the community, acting as a rural development hub, supporting and promoting community education activities, collaborating for the growth of local and regional agriculture, promoting the integral formation of the student as a citizen, developing habits, values, and attitudes, so that its graduates are agents of transformation of the family and the community, developing socially just and ecologically viable agriculture.

After the documental analysis, together with the teaching coordinator, the class that would do the internship was defined, as being a subsequent 2nd-year class of 12 students in the Great Cultures discipline. The students in this class already had a good base in terms of the agricultural context, they were students aged between 16 and 20 years old, most of them from rural backgrounds. Talking to the head teacher of the discipline, it was possible to verify the programmed content and plan the contents that could be worked on with the class.

In a second moment, the teaching observation was carried out, to get to know the class and the teaching methodologies of the regent teacher. In this class, students learned to identify diseases and pests in wheat crops by observation. First, the teacher reviewed the theoretical content seen in other classes, explained the purpose of the class, and the students were sent to the field. The teacher used questioning as a strategy to instigate students' curiosity about the subject addressed in class. It was

possible to verify the integration of this class with the course curriculum, in addition, the students had prior knowledge of previous classes about the theoretical content. To verify the degree of achievement of the proposed objectives, a questionnaire was applied and material was collected in the field. The objective of monitoring the crop for pests and diseases was partially achieved because only diseases were present during the field visit. Thus, the presence of pests was not observed. The students were given the task of finding a pest and a disease of importance in the wheat crop, which is extremely important for learning and practical application of the content seen in the classroom. At the end of the class, the students returned to the classroom to discuss the collected material. It was possible to verify that the teacher's behavior interfered directly with the student's behavior and learning. Already in this first activity, it was possible to observe the challenges of the teacher, and the need to instigate students to participate. Some students are not proactive, in fact, they need the teacher to call them “constantly” for the activity.

This first contact with the class and conversation with the conducting teacher was important for planning the classes as conductor, regarding the content for the defined time, in addition to preparing for the student's questions.

In the following week, I started teaching practice, as a conductor, I taught seven classes and in these classes, the activities developed were based on insect pests of soy, wheat, and corn. I taught practical and theoretical classes, consisting of dialogued and practical expository classes (technical visits), reading of the recommended bibliography, directed studies, works (individuals, pairs and/or groups), critical-descriptive readings of texts related to the discipline, debates and discussions in the classroom. The objectives of the activities were to train the student in terms of scientific and technological knowledge and skills, for the management of soy, wheat and corn pests, to recognize and describe the main pests of large crops and to know the main control methods for these pests.

For the conducting classes, it was necessary to plan the content, seeking to distribute the content in the seven planned classes. I tried to prepare myself, and study, the topics I would address, bringing up-to-date, relevant information that would encourage students to interact.

The class was dedicated, they sought to participate and interact in the classes. Students come from rural areas, that is, they live in the agricultural context daily, which adds positively to the discussions during classes. Many students brought situations of their own to be clarified in the classroom. In general, the class had a good performance, interacting, and showing interest in the subjects addressed, in addition to good retention of the content. During classes, she asked questions to use as a form of evaluation and, after finishing the internship, the regent teacher applied an evaluation (test) with questions about the content taught. According to the information provided by the regent teacher, the students perform very well in the evaluations.

In the first class I taught, I worked with some projected images, based on the images I questioned the students and sketched out on the whiteboard some relevant points about the subject. I realized that I had captured the attention of the class, they were interested in the subject, and it was a positive first experience. Over the weeks, I worked on some content using projected material, I noticed that many students did not pay attention or ended up dispersing with other subjects. At this moment I realized that I needed to take a break from class using the projector and activities that would provide greater interaction with the students.

In the field class, held to collect and identify insects, the students' interaction was very positive, through questioning and proactivity, demonstrating that the teaching-learning process, when practical and theoretical methodologies are used, results in the best result. In this class, the students used an entomological net, cutting shovel and entomological aspirator. The entomological net allows the collection of adults, with emphasis on the high infestation of the scraper bug in black oats and white oats, and moths in several cultures. With the use of the cutting shovel it was possible to carry out a sampling of coros in the corn crop and fallow areas, the students were able to collect and identify them. The entomological aspirator made it possible to collect small insects, such as ants, aphids and bedbugs. I realized that, for the best performance of the class, it is important to carry out more field activities during the semester, because a class to show the content of six theoretical classes in the field is not enough time. In this way, the importance of prior planning of classes returns.

Despite the interest of the students, as already reported, it is important to highlight that it was possible to identify among the students that some were attending technical education of their own free will and others attended at the initiative of their parents. These issues become clear when talking to students about practical experiences and activities that can be developed based on the content I was teaching. It is worth noting that knowing is not enough, it is important to know how to transmit it to someone, it is important and necessary to understand knowledge, be able to organize it, reorganize it, elaborate and re-elaborate it and adapt it whenever necessary in the classroom (SILVA & BARBOSA, 2019).

At the end of the internship at the technical school, it was necessary to prepare a report, which was structured as follows: introduction; development, with the identification of the internship field; characterization of the institution, observation and teacher management; Theoretical Reference; final considerations; and evaluation sheets of the guiding and supervisory teacher. The elaboration of the report was an important activity for the reflection on the teaching practice performed. Making it possible to verify that in some classes I taught the result was positive, but in others, there was a lack of planning and with that, the objective was not achieved. I arrive at this perception after comparing the performance of students in classes that I dedicated more time to planning, comparing classes in

which this did not happen. I see that prior planning of classes, and throughout the two months or semester, is of paramount importance because in such a period it is necessary to work with certain subjects in class. The lack of planning can lead to a “lack” of time to work on certain content.

The second stage, Supervised Internship II, provided contact with remote teaching strategies. This was carried out remotely, via Google Meet, due to COVID-19. In this way, the internship was adapted, with seminar presentations for the students of the Polo UAB Constantina-RS class, initially it was necessary to divide the class into smaller groups, which were the groups for which the seminar was presented. Seminar presentations lasting 40 minutes per student. The seminars had as their central theme the impacts caused by Covid-19. This adaptation allowed the use of different tools, certainly a challenge in terms of adapting to the reality of teaching. The groups, together with the pole tutor, defined a schedule for the presentations and topics for the seminars. After that, having defined my theme as “Higher education, agronomy course, in times of pandemic”, I organized a presentation and defended it for the training course class, teachers and tutors. I believe that the adaptation of stage II was of great value since at that moment all educational institutions were adapted to remote teaching.

The curriculum component was developed through studies and activities in the Moodle virtual learning environment. The resources used to carry out the activities were diversified, including discussion forums, observations, descriptions, various analyses, reports, reading texts, production of slides, and production of videos on the topics addressed. Every two weeks, the guidelines and activities that were carried out were published in the discipline's space.

The preparation and presentation of the seminar was an important experience, as I was able to reflect on my “adaptation” regarding teaching methodologies, it was possible to verify that the activities did not stop. I started the presentation by showing that I had planned the first practical field activities with the students for the first semester of 2020. But, in the fourth week of classes, classes were interrupted due to the pandemic. An initial perspective projected the return of face-to-face classes in two weeks, meanwhile, it was necessary to send activities to students. Two weeks passed and the situation only got worse, it was necessary to adapt to remote activities. How to work with digital platforms and tools? This was not a reality for me, my classes were always based on a projector, field activities, and exercises. I needed to look for training, the university I work for, Universidade de Passo Fundo, provided us with some courses, but I saw that it wasn't enough so I took a short course at another institution.

In-person classes were interrupted due to the coronavirus pandemic worldwide. In April 2020, forecasts were for two to three months of isolation. But the scientific projections published from that same month onwards indicated the need to extend quarantine periods, albeit intermittently, and for the return to face-to-face activities to occur in a controlled manner. Using the “new” reality of higher

education as a basis, the general objective of the class/lecture is to train listeners/participants, in terms of general knowledge and particularities regarding adaptation to remote teaching.

The challenge had been launched, how to hold students' attention with synchronous and asynchronous activities? How to know if the student was present in the synchronous class? In fact, would the student be performing the asynchronous activity? Who is carrying out the assessment activity (test)? How to evaluate these students? And the work environment, how can I adapt my home to teach classes? How do we separate work and leisure time and environment? Countless uncertainties, an overload of work, a mixture of feelings and a lot of anxiety.

Reflection on these questions was extremely important a lot of adaptation was needed in teaching methodologies and terms of the use of teaching tools. I tried to evaluate students in different ways, using online questionnaires, and oral tests, among other ways. Some evaluation methodologies obtained a good return and I continue to use them, others were not successful because it was evident that the student had access to the support materials and in fact, could not know if the student had understood the content. A strategy that helped to reduce “cheating” was to carry out synchronous assessments with the camera and audio-activated, making it possible to see the movements and conversations of the students.

Working from home was not easy, adapting the environment, avoiding exposing my privacy, problems with internet quality, and interference with external noise were the main points during recordings or synchronous classes. Defining work hours and rest hours was and is the main problem for me, I feel obligated to be working because work is “there” by my side, and this leads to long-term anxiety issues.

Living in a different time in our lives, due to the pandemic, we need to collect ourselves, isolate ourselves, and look for ways to continue living, working, studying, and doing only what we are allowed, to protect ourselves and others. And, with that, the teaching of both basic education and higher education worldwide, in addition to the most different sectors of the economy, are suffering abruptly due to the pandemic of the New Coronavirus - Covid-19, which is being responsible for the stoppage of the entire world, since the beginning of 2020. This seminar addressed our doubts, our anxieties, as students, parents, teachers, nurses, and administrators, among other professionals, and enables integration aimed at exchanging experiences in this time of pandemic. Furthermore, it provided moments of learning, knowledge, and intellectual and human growth and seeks new perspectives to face the reality experienced.

#### **4 FINAL CONSIDERATIONS**

The internships provided unique experiences, and fundamental moments for teacher training, highlighting the importance of teacher training for my professional future. They were opposite realities of supervised stage I and II, as one before and during the COVID-19 pandemic. Initially, the search for pedagogical training aimed at preparing teachers for how they should work in the classroom with “traditional” methodologies, linking them to active methodologies. The first teaching internship held at an agricultural college made it possible to work with this reality, working with theoretical classes using presentations supported by projected slides and practical classes in the field.

The activities carried out, from document analysis to conducting classes (face-to-face or virtual) were a unique preparation, the conversations with students, the exchange of experiences with teachers from the technical school and also with colleagues from the training course were fundamental learning for the preparation for teaching.

Teachers must seek permanent training as their great challenge, seeking theoretical and practical subsidies to exercise their teaching and also seek to understand all the content to be worked on, conducting the class and transmitting knowledge in a way that causes concerns with the intention of these students. advance even further in the process of learning more and more (SILVA & BARBOSA, 2019).

## REFERENCES

- Almeida, m. I. De; pimenta, s. G. Estágios supervisionados na formação docente. São paulo: cortez, 2014.
- Arroio, a. Formação docente para o ensino superior em química. In: vii encontro nacional de pesquisa em educação em ciências. 8-13 nov. 2009, florianópolis. P. 1-12.
- Braga, n. L.; pinheiro, n. P.; feitosa, l. De b. Estágio em docência: o relato de experiência como recurso necessário na avaliação da aprendizagem. Caminho aberto—revista de extensão do ifsc, santa catarina, v. 3, n. 5, p. 66-70, nov. 2016. Doi: <http://dx.doi.org/10.35700/ca.2016.ano3n5.p66-70.1973>.
- Castaman, a. S.; vieira, a. M. D. P.; oliveira, d. De. A constituição da profissão docente: um estudo com professores da educação profissional. Revista diálogo educacional, curitiba, v. 16, n. 50, p. 1009-1028, out./dez. 2016.
- Cunha, m. I. Da. O professor universitário na transição de paradigmas. 2. Ed. Araraquara: junqueira & marin editores, 2005.
- Cunha, m. I. Da. Inovações pedagógicas: o desafio da reconfiguração de saberes na docência universitária. In: pimenta & almeida (orgs.). Pedagogia universitária. São paulo: edusp, 2009, p. 211-235.
- Cunha, m. I. Da. A indissociabilidade entre ensino e pesquisa como pressuposto da qualidade da educação superior: repercussões no campo da didática universitária. In: tommasiello [et al.] (orgs.). Didática e práticas de ensino na realidade escolar contemporânea: constatações, análises e proposições [recurso eletrônico]. São paulo: junqueira & marin, 2012.
- Freire, p. Pedagogia da autonomia: saberes necessários à prática educativa. São paulo: paz e terra, 1996.
- Freire, p. Pedagogia da esperança: um reencontro com a pedagogia do oprimido. Rio de janeiro: paz e terra. 16ª ed. 2009.
- Gil, a. C. (2010). Como elaborar projetos de pesquisa. 5ed. São paulo: atlas.
- Nóvoa, a. A formação da profissão docente. In: nóvoa, antónio. (coord.). Os professores e a sua formação. 2. Ed. Lisboa: dom quixote, 1995. P. 15- 33.
- Kourganoff, wladimir. A face oculta da universidade. São paulo: unesp, 1999.
- Morin, edgar. A cabeça bem-feita. 4. Ed. Rio de janeiro: bertrand brasil, 2001.
- Pachane, g. G.; pereira, e. M. De a. A importância da formação didático-pedagógica e a construção de um novo perfil para docentes universitários. Revista iberoamericana de educación. 2004;33(4):1-13
- Pimenta, s. G.; lima, m. S. L. Estágio e docência: diferentes concepções. Poíesis - revista do programa de pós-graduação em educação, tubarão, v. 3, n. 3/4, p. 5- 24, 2005.
- Ramirez, v. L.; stobäus, c. D. Profissionalismo docente e a docência na educação superior. In: cell-congresso lasallista de educação, 2010, niterói. Anais..., niterói- rj, 2010. P. 10- 16.

Sengik, a. S.; timm, j. W.; stobäus, c. D. Estágio docente como prática pedagógica. Educação temática digital campinas, sp v.21 n.4 p.979-993 out./dez. 2019. Doi: 10.20396/etd.V21i4.8652391.

Silva, k.; barbosa, v. A. Paulo freire: saberes da docência no ensino superior, uma reflexão na prática. Revista ensino de ciências e humanidades – cidadania, diversidade e bem estar. Vol. V, número 2, jul-dez, 2019, p. 164-182.

Spear, a; m.; costa, r. B. Da. Potential for transformation? Two teacher training programs examined through a critical pedagogy framework. Teaching and teacher education, v. 69, 2018, p. 202-209, 2018.

Vasconcelos, m; l. M. C. Contribuindo para a formação de professores universitários: relatos de experiências. In: masetto, marcos (org.). Docência na universidade. Campinas, sp: papyrus, 1998. P. 77-94.