


“I FINISHED COLLEGE DURING THE PANDEMIC”: IN THE WORDS OF GRADUATES OF THE BUSINESS ADMINISTRATION COURSE AT A BRAZILIAN PUBLIC UNIVERSITY

“TERMINEI MINHA FACULDADE DURANTE A PANDEMIA”: COM A FALA, EGRESSOS DO CURSO DE ADMINISTRAÇÃO, DE UMA UNIVERSIDADE PÚBLICA BRASILEIRA

“TERMINÉ LA UNIVERSIDAD DURANTE LA PANDEMIA”: EN PALABRAS DE EGRESADOS DEL CURSO DE ADMINISTRACIÓN DE EMPRESAS DE UNA UNIVERSIDAD PÚBLICA BRASILEÑA

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ABSTRACT

The objective of this study was to analyze the perceptions of graduates of the Administration Program at the Amazonas State University (UEA), Brazil, regarding remote classes during the COVID-19 pandemic. The qualitative approach, using interviews, emphasized aspects related to Emergency Remote Learning (ERE) and the teaching-learning process. The sample included eight graduates who completed the program during the pandemic. The data were processed through content analysis, and the main results, regarding ERE, indicated that most graduates had good internet service and adequate and comfortable spaces to attend classes. Efficient time management presented a challenge. Regarding the teaching-learning process, it was emphasized that it was average and did not negatively impact academic development. Finally, in times of crisis and remote classes, activities that offer greater integration between students and teachers should be valued, as they enhance the teaching-learning process.

Keywords: Emergency Remote Teaching. Teaching-learning Process. Graduates.

RESUMO

O objetivo deste estudo foi analisar as percepções, quanto às aulas remotas, dos egressos que finalizaram o Curso de Administração, da Universidade do Estado do Amazonas (UEA), no Brasil, durante a pandemia de Covid-19. A abordagem qualitativa, com a utilização de entrevista, enfatizou aspectos concernentes ao Ensino Remoto Emergencial (ERE) e ao Processo ensino-aprendizagem. A amostra contemplou 08 (oito) egressos que finalizaram o curso durante a pandemia. Os dados foram tratados por meio de análise de conteúdo e os principais resultados, no que tange ao ERE, indicaram que em sua maioria os egressos tiveram bom serviço de internet, espaço adequado e confortável para assistir às aulas. O eficiente gerenciamento do tempo se apresentou como um desafio. Quanto ao processo ensino-aprendizagem ressaltou-se que o mesmo foi mediano e que não implicou negativamente na formação acadêmica. Por fim, em tempos de crise, e aulas remotas,

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atividades que ofertem maior integração entre discentes e docentes devem ser valorizadas, pois potencializam o processo ensino-aprendizagem.

Palavras-chave: Ensino Remoto Emergencial. Processo Ensino-Aprendizagem. Egressos.

RESUMEN

El objetivo de este estudio fue analizar las percepciones de los egresados del Curso de Administración de la Universidad Estatal de Amazonas (UEA), en Brasil, sobre las clases a distancia durante la pandemia de Covid-19. El enfoque cualitativo, mediante entrevistas, enfatizó aspectos relacionados con la Enseñanza Remota de Emergencia (ERE) y el proceso de enseñanza-aprendizaje. La muestra estuvo compuesta por 08 (ocho) egresados que finalizaron el curso durante la pandemia. Los datos fueron procesados mediante análisis de contenido y los principales resultados, respecto a la ERE, indicaron que la mayoría de los egresados contaban con buen servicio de internet y espacio adecuado y cómodo para asistir a clases. La gestión eficiente del tiempo se presentó como un desafío. Respecto al proceso de enseñanza-aprendizaje, se destacó que fue regular y no incidió negativamente en la formación académica. Finalmente, en tiempos de crisis y de clases remotas, se deben valorar las actividades que ofrezcan una mayor integración entre estudiantes y docentes, ya que potencian el proceso de enseñanza-aprendizaje.

Palabras clave: Enseñanza Remota de Emergencia. Proceso de Enseñanza-Aprendizaje. Graduados.



1 INTRODUCTION

The World Health Organization (WHO) announced, in March 2020, the Covid-19 pandemic, which required several personal and collective safety measures, with a view to avoiding and/or reducing the impacts of a health crisis worldwide. Among such deliberations, social isolation stands out, which had numerous socioeconomic consequences, especially in the educational field. Thus, face-to-face activities were paralyzed in educational institutions at all educational levels, both public and private.

The extremely necessary isolation measure was crucial in academic activities, since its daily life is configured by the coexistence and proximity between the subjects who circulate in it, in addition to its organized structure with classrooms, which cause agglomerations, as well as in bathrooms, cafeterias, libraries and other environments.

The pandemic, by virtue of its proportion and countless victims in the world, is still a valuable topic in scientific content, since its consequences and impacts have reached several sectors. With regard to education in higher education and its repercussion during emergency remote teaching, Brazilian studies bring different approaches such as adaptation to the use of technology and innovation (Camacho et al., 2020); the assessment of student satisfaction with classes (Ferreira et al., 2024); interaction in synchronous classes (Silva et al., 2024); the teaching-learning process (Singh et al., 2022); the pleasure and suffering of the teacher (Sousa et al., 2024), among other themes that do justice to the moment experienced at the time.

The international production, in turn, presents some studies from national perspectives, such as Funk (2021) which addresses and compares the public policies of universities in Chile, Canada and the United States alluding to the issues of financing, logistics for learning and social inequalities, thus showing how each country responded to the educational challenges imposed by Covid-19. A review of the main difficulties in implementing higher education policies during the pandemic in Vietnam was carried out by Nguyen and Bui (2023). Zaimakis and Papadaki (2022) discuss online learning in higher education in the age of coronavirus, examining the context of its emergency implementation in Greek universities. A study developed by Flores et al. (2021) sought to identify the difficulties in distance teaching-learning during the confinement of Portuguese academics. In this regard, Tejedor et al. (2021) present a comparative study between three countries - Spain, Italy, and Ecuador - based on the perceptions of teachers and students, emphasizing how the transition from face-to-face to virtual has affected the educational process.



Thus, when analyzing research on higher education in times of pandemic, there were few publications that emphasized the experience of finalist students in relation to emergency remote teaching and the teaching-learning process. In this way, it was possible to study this group and their perceptions, as they finished college in such a specific situation. The period referring to the conclusion of the course, according to Schleich (2006), corresponds to a moment of vulnerability, in which the student will be faced with new tasks that will require adaptation to the internship, course completion work, leaving higher education and entering the labor market.

Given this, the target audience of this study were graduates of the Administration course at the University of the State of Amazonas (UEA), in Brazil, who finished college remotely, during the Covid-19 pandemic. The end of higher education is distinguished by a feeling of achievements and accomplishments, on the other hand, it is marked by pressures derived from personal questions about the professional and scientific preparations received and the future entry into the labor market (Costa & Oliveira, 2015). Assis et al.(2013), add that it is mainly in the last year that the student is subject to a different disturbance of emotional reactions, thus constituting a moment of greater stress.

Thus, the objective of this research was to analyze the perceptions of these students about the remote classes they participated in during the Covid-19 pandemic and their experiences regarding the teaching-learning process. The choice of this peculiar group, finalists, was due to the magnitude of this moment in life and academic trajectory, as well as the scarcity of investigations involving them in the pandemic period.

As for the social justification of the study, it is known that university education was severely impacted by the Covid-19 pandemic, so it is pertinent to know the experiences of finalist students in this context, considering their routines, the advantages and disadvantages related to the learning processes. Theoretically, it is intended to strengthen the debate on what worked properly and what cannot be the subject of future errors regarding remote classes. With regard to the managers of higher education institutions, such findings can support more assertive planning and decision-making in situations of future crises, which require social isolation again.

In addition to this introduction, the article, in its theoretical framework, addresses emergency remote teaching and the teaching-learning process. Next, the research methodology is described and, after the presentation and analysis of the data, the final considerations are made.



2 THEORETICAL FRAMEWORK

2.1 EMERGENCY REMOTE TEACHING

Global society, due to the pandemic, had to adjust to the health restrictions recommended by the World Health Organization (WHO), including social distancing and isolation, in order to prevent the spread of the virus. The education system was one of the services that felt the effects of the pandemic the most, resulting in the closure of schools and universities around the world, which led to the abrupt interruption of relationships between students and teachers (Gopal et al., 2021).

Thus, educational institutions had to shift, in an unscheduled way, from the standard of face-to-face classes to the standard of Emergency Remote Education (ERE), resorting to the intense use of digital information and communication technologies (Hosseini et al., 2021). ERE is a temporary, unstructured and online method, through which teaching-learning is carried out, given the impossibility of teachers and students being present in the classroom (Shisley, 2020). Such a standard comprises extensively remote didactic-pedagogical procedures, whose main objective is not to establish an organized and planned long-term system, as occurs in distance education, but rather to offer training and access to teaching supports quickly and effectively, during a period of emergency (Hodges et al., 2020).

In Brazil, with the closure of Higher Education Institutions (HEIs), emergency measures were taken by the rectors. Therefore, remote classes were adopted, so that activities were not paralyzed and students, consequently, harmed in their learning process. Such actions allowed classes to be held virtually, through digital platforms such as *Meet*, VLE (virtual learning environment), among others.

Due to the urgency in decision-making by Higher Education Institutions (HEIs), ERE was put into practice without the necessary *expertise* and preparations, and disregarding the didactic-pedagogical and technological aspects fundamental to the remote teaching modality. This need to adapt to a new reality highlighted some socioeconomic vulnerabilities for some students, such as: difficulty in accessing quality internet and an environment that allows focus, concentration, and absorption of the content taught (Barros & Vieira, 2021).

Finally, when focusing on the group of graduates from a public university, approached in this study, it should be taken into account that it is at this moment, of preparation for leaving college, that expectations about employability, skills and competencies obtained for it, continuity of studies at the graduate level and new projects



that take into account academic training are generated. After all, how was emergency remote teaching presented to academics who finished the Administration course at UEA during the Covid-19 pandemic?

2.2 TEACHING-LEARNING PROCESS DURING COVID-19

According to Anastasiou (2015), teaching contains, in itself, two dimensions, one focused on the intentional use and the other on results, that is, it requires the intention to teach and the realization of the intended goal. The verb learn, derived from apprehend (to hold, to hold, to take, to assimilate mentally, to understand) by syncope, means to take cognizance, to retain in memory through study, to receive information from. In other words, only the role fulfilled by the teacher does not mean the immediate attendance of the second dimension. And in the pandemic, how did such dimensions unfold with the group of graduates?

In addition, for Gil (2020) learning is defined as a process of knowledge construction, where the student becomes independent and creator of his own learning. Meaningful learning implies that the student not only assimilates the content but is also able to critically apply it in reality, making it relevant and meaningful. Did the teaching-learning process during the Covid-19 pandemic ensure quality learning for finalist academics? Has it achieved its ends?

As for online learning, Lall and Singh (2020) show that as well as the potential difficulties, it is also possible to find advantages in this teaching modality, such as cost reduction and the positive impact on the achievement of learning, since students and teachers join different platforms where teaching is facilitated. For Straub and Rummel (2020), the possibility for teachers to devise different activities using communication technologies to promote student interaction with each other, with teachers, and with content, is advantageous for the teaching-learning process.

In this regard, the success of the teaching-learning process lies in the involvement of students in the proposed learning activities and in the planning of classes by teachers, so that students feel enthusiastic about building knowledge and developing the skills demanded by the market (Gil, 2020). But in the pandemic, how did this process take place? That is why studies such as those by Ali (2020) have shown that learning in times of coronavirus required, in addition to physical and technological resources, the readiness and integration of the pedagogical team, trust between the parties involved, accessibility, and student motivation. Thus, studies like this one, which aim to know the technological



and physical structure that academics had access to at the time of the crisis, and how they managed the challenges proposed by the pandemic scenario, have their relevance.

Quintana and Afonso (2018) also reinforce that learning in ERE, to be effective, needs the involvement of the student and the teacher. It is up to the teacher to mediate the teaching-learning process, guiding the student in the establishment of knowledge. The student, on the other hand, must be the protagonist of his learning, fostering his autonomy and not restricting himself to the materials made available by the teacher. Finally, for the successful achievement of the teaching-learning process, interaction between the actors involved is imperative.

Given these considerations that weave the framework of this article, we now move on to the exposition of the methodology adopted in the study.

3 METHODOLOGY

To achieve the objective of the research, to analyze the perceptions of graduates who completed the Administration Course, at the University of the State of Amazonas (UEA), about the remote classes they attended due to the Covid-19 pandemic, a descriptive-qualitative study was carried out, which aims to describe in depth the characteristics of populations and phenomena or enable the establishment of relationships between variables (Gil, 2008). As for the procedures, the research was developed through a case study, delimiting a group of people and exposing the characteristics of this group, in this case, the graduates, who finished the course in the second semester of 2021. This audience attended the seventh and eighth periods of the course, remotely. Through the academic secretariat of the course, their telephone contacts were raised, which made it possible to carry out the interviews in November 2024. In this way, already as graduates, they were able to remember and narrate their end-of-course experiences in graduation in the middle of the pandemic.

The study had as its unit of analysis the graduates who finished the course during the pandemic (2nd semester of 2021). To choose the interviewed subjects, the accessibility criterion was used (Vergara, 2009), with participation occurring according to their availability to participate in the study. Data collection was carried out through interviews with semi-structured scripts, with eight (08) graduates being interviewed. It is noteworthy that the collection was terminated at this point due to the criterion of data saturation (Gil, 2008). The interviewees were guaranteed the confidentiality of the data



collected, being identified by codes, such as E1, E2, E3, and even E8, so that they could not be identified.

At the beginning of the interviews, after clarification about their objectives, the Informed Consent Form (ICF) was signed, as stated in Resolution No. 510 of the National Health Council (CNS, 2016). Next, the participant filled out an identification form with their sociodemographic data. The interviews lasted an average of 40 minutes each, during which time they answered about their perceptions as finalists, in relation to the online classes they participated in during covid-19 both with regard to emergency Remote Teaching (technological structure; physical structure for classes; advantages and disadvantages of the remote model; integration) and the teaching-learning process (quality of classes; self-assessment of learning; suggestions for improvement). With the authorization of the interviewees, the dialogues were fully transcribed, allowing for content analysis (Bardin, 2008).

The content analysis was developed using procedures according to configurations proposed by Melo et al. (2007), in three phases: i) preparation: the data were transcribed and ordered to the following stages; ii) quantitative tabulation: the data were presented in the form of tables seeking to identify recurrences, contradictions and relevance in the reports and iii) thematic analysis or categorization: through readings and rereadings of the data, it was possible to extract ideas that went beyond the central theme.

Once the methodology is clarified, the results are analyzed.

4 ANALYSIS OF THE RESULTS

In this section, the research data will be presented and analyzed, involving the profile of the interviewees, the issues related to Emergency Remote Teaching and the themes related to the teaching-learning process.

4.1 PROFILE OF THE INTERVIEWEES

The subjects participating in the research were eight (8) graduates who completed the Administration course in the second semester of 2021, remotely. Regarding the characterization of the participants, most were female (75.00%). Regarding the age group, most were between 23 and 27 years old (75.00%) and 25.00% between 28 and 32 years old at the time of the survey. Most of the interviewees reported being white (62.50%), followed by those of brown skin color (37.50%). All reported not having any type of disability.



4.2 EMERGENCY REMOTE EDUCATION (ERE), ACCORDING TO THE INTERVIEWEES

The interview regarding the ERE covered questions focused on the following categories: a) technological structure (equipment and internet); b) physical structure (comfort necessary to participate in classes); c) advantages and disadvantages of the remote teaching model; d) strategies established to overcome difficulties during the ERE; e) integration with colleagues, and f) integration with teachers.

a) Technological Structure

The answers of the graduates who were most repeated regarding the technological structure (notebook, tablets, cell phones and internet) that they had to carry out their studies during the pandemic are concentrated as follows, as shown in Table 01:

Table 1

Technological Structure

Situations experienced:	Frequency
Adequate equipment, good internet	E1, E2, E3, E4, E5, E6 and E7

Source: Prepared by the author

The issue of technological structure was mentioned by most of the interviewees as good and adequate, as highlighted in the statements of E3 and E5, respectively. "I evaluate that, in general, I had a good technological structure to participate in online classes, including quality Wi-Fi, my own notebook and cell phone" E3; "Good. It had Internet service via Wi-Fi and a computer of not very good performance, but which met the needs" E5.

b) Physical Structure

In terms of physical structure (tables, chairs, comfort and adequate space to follow classes remotely), the interviewees also exposed their experiences, and the answers that were most present in their statements are those that follow in Table 02:

Table 2

Physical Structure

Structure Type:	Frequency
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Simple but suitable
Inadequate structure

E1, E3, E5, E6, E7 and E8
E2 and E4

Source: Prepared by the author

When asked about the adequacy of the physical structure they had to follow the remote classes, the answers emerged both in terms of adequacy, in terms of comfort, and the inadequacy of spaces and furniture. For some students like E1 this aspect was not problematic, highlighting "I was able to follow the online classes with a simple but functional structure, which included a table and chair sufficient to ensure the minimum necessary comfort". But in other reports such as E4, such aspects reveal some obstacles experienced by highlighting that "Reasonable. Since I attended classes at home and I don't have adequate space."

c) Advantages and Disadvantages of the remote teaching model

When asked about the advantages and disadvantages of having studied remotely, the answers that were most repeated can be grouped as follows, as shown in Table 03:

Table 3

Advantages and Disadvantages of ERE

Situations experienced	Frequency
<i>Advantages of ERE:</i>	E1, E2, E3, E5, E6 and E8
- Flexible schedules	
- Comfort from studying at home	E4, E6, E7 and E8
<i>Disadvantages of ERE:</i>	
- Time management	E3, E5, E6 and E7
- Orientation of the Course Completion Work (TCC)	E1, E2, E4, E6, E7, E8

Source: Prepared by the author

In this category of analysis, the advantages of the remote teaching model were highlighted by the graduates, such as flexible schedules, comfort for studying at home



and easy access to classes. Such situations are well clarified in the statements of E2 and E6 when they share that "The main advantage was the flexibility of schedules, which allowed me to better organize my time and reconcile it with other responsibilities" (E2) and also "Being in a pleasant and less anxious environment, being able to study with headphones listening to music made me more attentive and relaxed to absorb knowledge" (E6). The disadvantages are related to time management issues and obstacles in the orientation of the TCC, as presented by E1 and E8, respectively: "The need for more discipline to manage time and study autonomously were challenges"; "Remote TCC guidance ends up making it a little more difficult to understand the correct execution of the article". Thus, the finalist academics had some specific difficulties related to the demands of the course.

It is interesting to note that Gomes et al. (2020), in their research with students, also mentioned the difficulty of concentrating during this pandemic period, where the concern was raised that, with access to the internet, they could connect with other pages, such as social networks. From another perspective as an advantage of ERE, Camacho et al (2020) highlights the student's ability to have permanent access to recorded classes, which was found in the present study.

d) Strategies to overcome difficulties

As for the strategies used to overcome the difficulties during the ERE, the most evidenced answers can be presented as follows, as shown in Table 4:

Table 4

Strategies used in the face of difficulties

Established Strategies:	Frequency
Better time management	E1, E2, E5 and E7
More frequent communication with classmates and teachers	E1, E5, E7 and E8
Further revision of the contents	E2, E3 and E4

Source: Prepared by the author

When approached about the strategies adopted to minimize the difficulties experienced and, consequently, the achievement of better academic results, the answers focused on better time management, the search for more frequent communication with colleagues and professors and a greater review of the contents according to reports from



E1 and E7, respectively. "I established a structured routine to improve time and discipline management" (E1) and "Have more frequent contact or more detailed meetings with teachers" (E7).

According to the report of the graduates, it is clear that there was an effort so that even in adverse times, they could obtain a better learning. As finalists of the Administration course, there is a behavior that denotes responsibility with their qualifications and academic training.

e) Integration with classmates

The integration with colleagues was mainly due to *WhatsApp*, and the answers regarding this question can be compiled as follows in Table 05:

Table 5

Integration with peers

Integration with peers took place:	Frequency
Via WhatsApp and Remote Classes	E1, E2, E4, E5, E6 and E7
Very limited	E3 and E8

Source: Prepared by the author

When asked how the integration with colleagues took place, in the last periods of the online course, they informed that the crucial point of this approximation was due to the online conversations in the Whatsapp groups, which already existed before the pandemic, and video calls, as informed by E5 and E7: "During the period of online classes, my integration with classmates occurred mainly through WhatsApp" and "Usually through the exchange of messages and video calls, something we were already doing even before the pandemic". But for E8, communication was limited: "Very little integration. I only had contact with two close colleagues. The rest, we practically lost contact during online classes".

Zhou and Zhang (2021) report the lack of interaction with classmates as an obstacle in the ERE environment, since the face-to-face classroom allows for the richest interactions. However, there is the possibility of creating groups allowing students to engage more and have a greater perception of social presence, even if through video conferencing, which is a form of real-time interaction, and an alternative that is close to the face-to-face reality (Yoon & Leem, 2021). Therefore, in times of crisis, and remote



classes, teamwork should be more emphasized, as it stimulates greater socialization among students.

f) Integration with teachers

Another point addressed in the study was the integration with the professors, and most of the answers indicated that it occurred sufficiently and for the minority, it was insufficient, as shown in Table 06

Table 6

Integration with teachers

The integration with the teachers was:	Frequency
Enough	E2, E4, E5, E6, E7 and E8
Insufficient	E1 and E3

Source: Prepared by the author

Sufficient communication with teachers during the pandemic was highlighted by E5 and E8, respectively, when they reported that: "Although the remote format limited face-to-face interactions, the available tools were sufficient to maintain contact and ensure learning"; "Enough as far as possible. They were very available via WhatsApp and emails to guide us." E3, on the other hand, highlights communication as insufficient when it mentions that "Insufficient. The distance got in the way a lot because we couldn't make exchanges as we would if it were in person". For Arruda (2020), remote education must maintain the link between students, teachers, and other professionals, making up a comprehensive view that also includes the complexity of confinement, family interactions, and fragilities. Therefore, in pandemic times, better communication between those involved must be achieved, outlining strategies so that communication between teachers and students is more effective.

4.3 TEACHING-LEARNING PROCESS ACCORDING TO THE INTERVIEWEES

In this stage, questions related to the teaching-learning process were raised, which covered the following categories of analysis: a) the quality of the classes; b) the self-assessment of learning; c) the experience/experience of completing the online course, and d) suggestions for improvement to the university

a) Quality of Classes



When asked about the quality of the classes, most of the answers emphasized that the applied didactics and the issues related to the use of technologies were adequate and of good quality. The minority gave the opinion that classes were satisfactory, as shown in Table 7:

Table 7

Quality of remote classes

Opinions about the classes:	Frequency
Good quality classes	E1, E3, 36, E7 and E8
Satisfying lessons	E2, E4, E5,

Source: Prepared by the author

The good quality classes, during the pandemic, can be highlighted in the speeches of E3 and E6, respectively: "I took calculus classes, and I found it well managed at the time. The test ended up being online too, with cameras on, I found this modality very interesting"; "Classes themselves were very good. What could be improved: evaluative methods (tests), because 90% of teachers at the time only gave work and did not take tests". The evaluation of the quality of the classes as satisfactory emerged in those of E4 and E5, as follows: "Good classes, but still with few technological resources"; "Average, because as it was a surprise for everyone, we had to adapt together". Therefore, based on the responses of the graduates, who finished the last periods of the course remotely, it is essential to invest more with teachers in obtaining pedagogical and technological tools for better use of classes in times of confinement, including with regard to artificial intelligence.

b) Self-assessment of learning

When asked how they evaluate their learning during remote classes, most of the answers converged on average learning, followed by good or high and low, according to data presented in Table 08:



Table 8

Self-assessment of learning

Opinions:	Frequency
Good or high learning	E2
Medium learning	E1, E3, E4, E5, E6 and E8
Low learning	E7

Source: Prepared by the author

In this regard, E2 praised this process, informing that "High, because most of the subjects taught I was able to apply in my work activities". E7, on the other hand, evaluated it as low when he mentioned that "In particular, I did not have a good experience because I had never had online classes, and I had a lot of difficulties concentrating inside my home. I couldn't learn many things that, if it were a face-to-face class, the result would be totally different". Finally, the evaluation of learning as an average could be noted in some statements, such as those of E4 and E5, respectively: "The learning was good due to the joint effort of our teachers and us students. Of course, we did not absorb many teachings due to the distance, but we were able to make the most of it" (E4); "I consider my learning in the online semesters to be average. Although it was challenging, I was able to adapt to the remote format, and the flexibility of the teachers was a positive factor. However, the lack of face-to-face interactions and the difficulty in some moments of organization required more effort" (E5). Thus, based on the answers presented, it is suggested that professors and course coordinators pay greater attention to student learning in pandemic times, considering an analysis that escapes quantitative metrics, such as grades.

c) Finish a public college, online

When asked about the experience of finishing a public college remotely, due to the pandemic, and whether this fact affected their education, most of the answers were directed to "It did not affect my education", as shown in Table 09:

Table 9

Finishing college online

Perceptions:	Frequency
It didn't affect my education	E1, E2, E3, E4, E5, E6 and E7
Affected the formation	E8

Source: Prepared by the author



In the opinion of the graduates, completing the course remotely did not cause any damage to training, because "Finishing the Administration Course remotely was challenging, but satisfying. The flexibility of the online format helped me juggle my studies with other responsibilities, and digital platforms made it easier to interact with and follow classes. Despite the difficulties, I managed to complete the course with good performance" (E1). Other reports in the statements of E5 and E7 also demonstrate this: "Completing my online course did not significantly affect my education, as I was able to adapt and maintain a good performance" (E5) and "We had to maintain the objective, we just changed the way we executed it. This has already been a learning experience for us administrators, to know how to deal with changes and decision-making in variable situations" (E7). Only E8 judged negatively when he said that "Yes, I believe I could have learned much more in person". This listening to the perceptions of completing a course remotely, in a pandemic situation, brings to light the different experiences of the academics, abstracting strengths and weaknesses, in order to outline policies and plans for future events, if necessary.

d) Suggestions for improvement to the University

When asked about suggestions for improvement for upcoming events that may require social isolation again, the recommendation that was repeated in several statements refers to greater integration between those involved in the teaching-learning process, so that online classes become more dynamic, as Table 10 illustrates:

Table 10

Suggestions for improvement

Main proposal:	Frequency
Greater interaction between students and professors	

Source: Prepared by the author

The theme "greater interaction between all those involved in the teaching-learning process", was something highlighted by the graduates, in case remote classes are necessary again, due to other pandemics or events that require social isolation, as reported by E3 "I suggest that, if there are remote classes in the future, the University promotes more live interactions between students and professors, as well as creating virtual events and mentorship sessions closer together. It would also be important to make graduation ceremonies more symbolic and engaging, even in the online format." In



the statements of E4 and E5, this issue was also highlighted: "Make it clear that teachers need to be more accessible" and "More efficient assessments and better interactions". E6, on the other hand, draws attention to the institutional support of internet access to those most socially vulnerable when he reports: "Better review the aid to students who need support from the University. I remember that in my period there were academics who signed up for the UEA initiative for those who needed Internet at home to access classes and it was done in a very disorganized way".

According to Silva and Navarro (2012), the teacher-student relationship is at the center and is a fundamental condition for changes in the learning process. In this sense, it is necessary to establish the premise that the student is not a passive being about whom knowledge is deposited, on the contrary, he is a being who thinks, reflects, discusses, has opinions, participates and decides. Thus, the teacher-student interaction must be permeated by the exchange of experiences and knowledge. Thus, both the teacher and the student learn from each other's realities, even if unintentionally.

5 CONCLUSIONS AND RECOMMENDATIONS

The present study aimed to analyze the perceptions, regarding remote classes, of graduates who completed the Administration Course at the University of the State of Amazonas (UEA), in Brazil, during the Covid-19 pandemic. The qualitative approach, with the use of interviews, emphasized aspects concerning Emergency Remote Teaching (ERE) and the teaching-learning process. The sample included eight (8) graduates who completed the course during the pandemic.

The main advantages of ERE, according to the interviewees, refer to greater flexibility in the schedule in relation to face-to-face classes and greater comfort for studying at home, at a time of collapse in public health. It is also noteworthy the fact that for most of them there were no obstacles regarding the availability of technological structure and adequate internet to follow classes, as well as a comfortable arrangement, such as tables, chairs and conducive space. As disadvantages, they mainly highlighted the challenge of correctly managing time for study and the orientation of the course completion work, remotely, which was complex. Another issue that is very evident in the interviews refers to the need for interaction between peers and that this should be fostered through team activities organized by professors, in order to bring students together during a period of social isolation.



As for the teaching-learning process, it is noteworthy that learning, for most of the graduates who took the last two semesters of the course, remotely, was average, and that, even so, the online classes did not bring negative implications on good academic training.

The results of this research can be useful to decision-makers at public universities, in more assertive planning for future events that require social isolation and remote classes again. Focusing on aspects such as teacher training, ways of integrating academics with each other and with teachers and coordinators, as well as support for the acquisition of an adequate internet service for the most socially vulnerable, can be important points to leverage the teaching-learning process.

As a limitation of this study, the fact that it only addressed finalist graduates of the Business Administration course of a Brazilian public university stands out. For future research, it is suggested to expand the field of study, approaching graduates from other courses such as medicine and law, who finished their courses in the same semester researched. These areas are historically frequented by wealthier social strata, and to compare to what extent the difficulties experienced by the graduates of the Administration course were also evidenced in the aforementioned courses. It is also suggested that other comparative studies with academics from private universities in different areas are also suggested.

Finally, research involving graduates and their experiences they had in the final stretch of their courses at universities should be highlighted more frequently in their cultural, emotional and social spheres, in order to shed light on better academic and learning practices.

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