Pandemic and Education: notes from the Brazilian context

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Abstract

This is an essay that addresses issues related to learning and its possible enhancements through the use of technologies. In the year 2020, amid the moment when all of humanity was affected due to the advent of a pandemic, caused by COVID-19, abrupt changes occurred in all instances. Schools did not go unscathed by all the changes that millions of people were affected by. In the present essay, the authors discuss the problems of this pandemic moment, inviting readers to think about the current moment, having at sight the unequal possibilities that have risen by the educational process mediated by technologies and digital medias.

Keywords: Learning; Pandemic; Inequality.

In the hall

The buzzer rings

Backpacks being dragged

Tight hugs

Smiles that wait

Endless conversations

In the school's yard

Blowing wind

Child   singing

Boy in the swings

Endless running around

In the classroom

Windows opening and closing

A Rolling leaf

Children getting up

Classes being dragged

Endless noise

In recess

Ball rolling

Boy kicking it

Round dancing

Endless life

"Any day of 200 School Days", Lucas Pacheco Brum

Introduction

In March 2020 the school carried the joy of a year that was just beginning. In Brazil, the school calendar and school routine were still normal. Hope, renewal and smiles were plastered on the faces of students and teachers for another year that would begin. Students eager to get to know their younger colleagues and also happy to be reunited with friends. Among the corridors and the classrooms: there was laughter, conversation, hugs and welcoming words. The school would once again be a show, whose repertoire would reveal new stories and discoveries, in which children would, for the first time, learn to read and write, and others would be enchanted by the universe of letters, numbers and sciences, a place where girls and boys could build knowledge, new inventions, creations, fabulations and experiments.

The school would then be a place to establish new bonds of memories and affections that were about to be narrated and built. It would become a space for recesses in which the kids run, jump, play ball, talk, scream and make a racket. A school that is alive, a school with feelings, smells, confusion, and, above all, a school that has people. However, at the heart of this narrative there is room for us to understand the new dynamics of affection and learning that still reverberate in life in times of "social isolation".

From one day to the next we had sudden changes! We didn't have the people, the noises, the conversations, the hugs and the smiles in the school's hallways. It was a lifeless recess. Suspended classes. The world found itself paused. The hugs, kisses and handshakes were interrupted. Physical contact, the desire to be together, group work and circle dance songs were suddenly restricted and even completely forbidden. Schools have been closed worldwide. The classrooms were transferred to the homes and the blackboard was replaced by the screens of computers, tablets, notebooks, cell phones …

Parents were more observant of their children's routine and teachers had to become participants in a virtual world, activating their profiles on social networks and producing content in different ways. Thus, new bonds were created. Life, in its human and concrete essence, has been paralyzed. People were prevented from leaving their homes, being forced to confinement, in the absence of social contact. Along with this, the dynamics of the family context had to be rethought, and the role of the teacher unfolded into countless other functionalities and competences, causing daily life to present itself in different ways (Nuza, 2020). Even under an adaptation process, fear and uncertainty dominated people and, it seems to us, we had never felt the effects of globalization so much. Capitalism, colonialism and patriarchy have become even more evident, crossing the various sectors of society and placing human relations in instability (Santos, 2020).

In this sense, when talking about "the pedagogical power of the virus", the professor and head of the Social Studies Center at the University of Coimbra, Boaventura de Sousa Santos (2020) argues how the pandemic that currently plagues the contemporary world can be understood as a metaphor for new learning processes, at the same time that it provokes new questions and concerns that arise. If we observe the order of the facts, the historical and social issues themselves must be rethought. For Santos (2020, p. 6), "the way the pandemic narrative was initially constructed in the Western media made evident the desire to demonize China". Perhaps the understanding of how the West views the Chinese market's production methods and hygiene habits may have been responsible for tracing a certain origin of the new virus and the establishment of a health catastrophe.

At the end of 2019, in the process of notification to the World Health Organization (WHO), studies pointed out that the occurrence of severe cases of respiratory syndrome, specifically in the city of Wuhan, in Hubei province, China, were the spread of a specific transmitting agent: a new coronavirus, scientifically called SARS-CoV-2. Since its discovery, much has been discussed about its origin, the virus's ability to mutate, as well as how this pathogenic microorganism "migrated" to the human species, highlighting the effects of mass contagion caused by the virus, giving rise, in March 2020, to an outbreak that, later, was declared a

pandemic (Barreto; Rocha, 2020). From that moment on, in May, the world found itself in a new order, rethinking the course of humanity, recognizing that the pandemic was

> [...] announced, the virus traveled the world, installed itself in bodies, thousands of people became seriously ill, the health system of rich and poor countries collapsed, deaths multiplied, panic set in, the so celebrated commercial and personal relations have been compromised, borders have resurfaced and the right to come and go has been blocked. Businesses, schools, sports, cultural activities, meetings, human contact, conversations and affections were interrupted. Airports were closed, public transportation stopped, trips and tours were suspended. School activities had to be stopped abruptly. The world closed. (Couto; Couto; Cruz, 2020, p. 204).

The pandemic caused by COVID-19 has been responsible for guiding the new directions of our history, as pointed out by Carlos Fidelis Ponte, a researcher at the History and Health Observatory at Fiocruz, in an article published in April 2020. In this perspective, a new concern was installed, under an uncertain future, in a post-pandemic context, in which "scientific and technological advances are called into question, given the incapacity they reveal in the control of this 'plague' which, due to its lethal effect, ends up generating a sense of panic at the global level" (Morgado; Sousa; Pacheco; 2020, p. 4).

Thus, when observing the natural course of humanity, especially regarding the understanding of how the great pandemics of the 20th century, such as the Spanish flu (1918-1920), affected people's way of life, we will understand that abrupt changes, arising from the different sectors of society, will be more than necessary. For Carlos Fidelis Ponte (2020), as in the last century, times like these help us recognize the importance of the State as a driving force for such changes, seeking to promote the democratization of resources, as well as the systematization of public policies coherent with the everyone's well-being. According to Christian Dunker (2020), professor of psychology at the University of São Paulo (USP), there is a need to reflect on the problems of State intervention in situations like this, evoking disputes on a social and political level.

Throughout this process, which emerged in a totally unexpected way, teachers were urged, quickly and mandatorily, to create ways to develop their teaching proposals, whether in formal or non-formal ways. The scenario of uncertainty has, in turn, become a challenging chaos. In this sense, the discussion presented by this essay deserves attention in line with the time and space in which it was produced, seeking to generate new questions and reflections. However, there is a paradigm that needs to be discussed, in addition to a paradox that presents itself, respectively: how did the pandemic enhance the use of new technologies in education, and, consequently, the inequalities of learning through technologies? How to equate this relationship? How can we highlight the protagonism of our students based on this new reality?

At the heart of these reflections, the present essay did not seek to answer such questions in a categorical way. Nor did it seek to trace an uncompromising thought around these issues. It was also not sought to systematize a discourse or a disparate narrative of reality, as Santos (2020) postulates, care must be taken

because, in times like this, when many experience the same context, intellectual and academic knowledge tend to have as backdrop a dispute of narratives, many of them unaware of the real dynamics and needs.

Therefore, it is understood that empirical data and a set of methodological and conceptual choices are necessary for the subject presented here to be discussed in depth. Thus, the present work is an exercise of reflection and criticality, which put our thinking in motion from our teaching experiences in arts, and how we, teachers, have dealt with our desires and those of our students, in view of the uncertainties of the new challenges ahead. When faced with the current context, new emergency issues arise, and the teaching and learning processes should be rethought.

Pandemic and Education: challenges and uncertainties

The scenario set up by the pandemic of COVID-19 has affected the four corners of the planet in such a way that it has transformed the way we interact with each other, imposing a review of beliefs, attitudes, values and actions of solidarity on everyone. This scenario impacted, simultaneously, the ways people work, which started to be configured according to certain conditions, from remote services to home offices. In this sense, it has also been evident the effects on new buying habits which, due to the rising financial crisis, sought to reconstitute commercial spaces, presenting different alternatives and possibilities to sell and buy products and services via e-commerce.

As a consequence of the great global health crisis, based on problems of all kinds, people were impelled to find and seek almost instant solutions to the current scenario. Doctors, scientists, teachers, businessmen, in short, they all started to exercise different activities at the same time. Furthermore, in the face of the new order that has managed human life, the field of education has been drastically affected by the pandemic, bringing to the fore - even more - the social gaps.

Social isolation, understood as a measure of protection and control of the virus spread levels, has created new ways of working, imposing, as previously discussed, adaptations and flexibilities. Thus, the practices of learning and teaching, both for teachers and students, have been relocated to digital applications apps, texting platforms, social networks, streaming platforms, Google Meet, Zoom, video calls, etc., all available on mobile internet networks. In addition to these possibilities, the creation of virtual classrooms based on virtual learning environments (VLE), the rules of Distance Education (DE) and remote education have been strongly present in times of pandemic. These digital platforms "make this form of work possible in different professional sectors, as in education, with distance teaching activities from basic higher education" (Morgado; Sousa; Pacheco, 2020, p. 1).

However, this modality has been the target of concerns and criticisms at the municipal, state, federal and district levels, as it reinforces the gigantic inequalities in learning and the great discrepancy between the public and private education systems of Basic Education. Russo, Magnan and Soares (2020, p. 9) argue that the "spread of the virus not only increased the inequalities that already exist in this educational system, but also made this situation more evident".

There was a joint effort by teachers, classroom assistants and scholars to promote training in virtual environments with a view to teacher training. However, it is crucial to consider, initially, the isonomy of digital access. Moreover, it is highly relevant to consider the cultural, socioeconomic and digital capital of students, under penalty of using educational technologies to deepen social inequalities. The initiatives already carried out in several schools in Brazil point to an asymmetry with regard to student access to technologies.

The so-called connectivity aid distributed to some students did not solve the problem of inequality, because it is a palliative measure. No one in the world was prepared for times like these. To treat it superficially is to ignore the social effects of the pandemic. At the same time, the lack of concrete and perennial policies that reverberate after the pandemic ends up showing the inconsequential treatment given to education in Brazil, which was enhanced with COVID-19.

At this moment, there needs to be more reflection/action than action/action. All actions taken at this time must be thought of, not only for the completion of the school year, but as a basic action for a new education. Education systems need to reflect new state policies for education. However, the scenario that appears in pandemic times is exactly the opposite: the actions are based on reports, spreadsheets and other documents that inform society that education at the municipal, state and federal level are working during pandemic times. There is a political need to be accountable to society, even though this is being done poorly.

The present philosophy, therefore, is summarized in the following syllogism: humans can always reinvent themselves because they are creative. The teacher is a creative human being. Therefore, the teacher has to reinvent himself or herself and create ways to continue educating. This syllogism must, however, be treated in a contextual and relational way. Creative reinvention is not an abstract entity, but it is revealed in the relationship established among teachers, students, society and technologies. The creative reinvention of the teacher, highly popular in times of pandemic, in this sense, is relational.

On the other hand, the municipal, state and federal education systems in Brazil face great difficulties to cope deal with the education and learning of students, as they run rush in an attempt to train teachers to use digital technologies, provide internet and cell phones. Teachers are faced with their pedagogical plans without often knowing what content and activities can be better developed and if in fact their students will learn in a meaningful way. Once the physical contact was replaced by the virtual one and the teacher, in a way, who had daily monitoring of the students, was succeeded replaced by the guardians, parents, siblings, grandparents, uncle, and neighbors, with whom children and adolescents now spend most of their time. Under the bias of educational praxis, it is known that the absence of the figure of the teacher may hinder the smooth progress of the learning process.

In the current context, parents have become the "eyes" of teachers in their homes. They also began to organize their study routine and "perform the role of organizing the study time and monitor compliance". Residences became schools under the regime of the canvases, suddenly the blackboard and the slate

became obsolete. "School enters the living room, the walls dissolve and the teachers are exposed to the eyes of the families" (Saraiva; Traversini; Lockmann, 2020, p. 8).

Complaints are daily and they are perpetuated amid social networks and WhatsApp groups with teachers regarding the massive load of activities and the daily difficulties faced. There are several questions and anxieties: class planning, keeping up, adequate time to develop online classes and the time in front of screens, grading assignments and the systems assigned to them, orientation work, lack of encouragement from students, conversation with parents and guardians, referral and return of activities, participation in virtual pedagogical meetings, recording of videos, audios, video calls in various applications and digital platforms, and etc.

Furthermore virtually answering to school pedagogical coordination and management, parents and students outside of class hours, thus working more hours in a day. As Saraiva, Traversini and Lockmann (2020) argue, after an analysis based on southern mediatic sources that have been in circulation in recent months, teacher exhaustion is noticeable in times of pandemic. According to the authors:

> The work extends beyond the workload teachers have been hired for and the they area available during three shifts to answer questions and via WhatsApp. In addition, there is a need to plan activities, send them, whether in digital or physical format, and still have time to receive and grade activities returned by students. (Saraiva; Traversini; Lockmann, 2020, p. 13).

In addition to this tedious work, parents and guardians, for various reasons, are unable to give due attention to their sons and daughters in their school tasks because they work all day or because they have other daily commitments or they can not keep up with what is being taught due to lack of knowledge or understanding. On the other hand, on the opposite side of the screen, there are parents demanding that assignments need to be concluded in due time, even if the school and the group of teachers try their best to meet the demand of the classes (Saraiva; Traversini; Lockmann, 2020).

And yet, teachers in the relentless pursuit of maintaining a bond with the students, create interesting activities so that they remain assiduous to the new routine and the new format of the classes. In addition to all these issues, it is evident that we will face an even bigger problem, specifically, that many are unable to dedicate themselves to classes for several reasons in addition to the social and psychological issues of coping with the disease, uncertainty, and fear from possible contamination, many students and their families do not have internet access, as well as access to mobile devices and computers.

Under the school idleness produced by digital screens, it is necessary to consider that there are a number of teachers who are already familiar with digital technologies and platforms. These "are already digital influencers in teaching and research, making their transmissions online through their channels, platforms or digital social networks" (Couto; Couto; Cruz, 2020, p. 209). But, unfortunately, it is not the majority who are used to screens and their varied resources.

Suddenly, and under the context of social isolation, the unpreparedness of managers, teachers, as well as the families themselves was evident in the relationships established by the processes of remote education and appropriation of technologies. It is necessary to consider that many education professionals do not have training - or perhaps they did not have the opportunity - to develop the skills and competences to handle or engage by digital means. In addition, many pedagogical plans and school curricula do not have a clear proposal which seeks to systematically align the curriculum with technological and digital means.

When considering the difficulties faced, the pedagogical structure of Distance Education (DE), especially from the current context and taking into account the reality of Basic Education, in which thousands of students do not have cell phones, tablets, computers, or others digital devices, and Internet access - via Wi-Fi or mobile data - major problems arise. According to Couto, Couto and Cruz (2020, p. 210), in "Brazil, practically half of the population does not have access to the Internet or has limited and unstable access. Inequalities in Internet access and use in many peripheral urban areas and rural areas reinforce differences marked by social vulnerabilities". According to data released in May 2020, by the United Nations Children's Fund (UNICEF), in Brazil alone a number of 4.8 million children and adolescents, aged 9 to 17, do not have access to the internet at home. This index corresponds to 17% of all Brazilians in this age group, according to the news released by Mariana Tokarnia, on Agência Brasil's website.

From these indexes and, considering what is experienced in practice, we can recognize that we are immersed in an educational structure that does not benefit everyone (França Filho; Antunes; Couto, 2020; Freitas, 2020). As these authors point out, we suffer from a weakened education, due to the difficulty of access, which increasingly leads to social disparities. According to Luís Carlos de Freitas (2020), Distance Education, conceived as a method of school work that does not recognize different realities, may increase one of the biggest problems that schools faces daily, that is, inequality. In view of the new scenario, the return to the so-called "normality", in the midst of political, economic, social, cultural and educational spheres, does not reveal itself as an easy task, and the evidences appear to point to fluctuating paths, liable to reformulation, and constant evaluation.

As previously discussed, it is understood that education in virtual environments is not yet a reality for all students, and that the inequality evidenced by these processes is an urgent issue and deserves to be understood - and resolved - in light (of) more systematic study on the subject. In view of these notes, by promoting equality and equity of access to technological means and by paying attention to an education that considers and recognizes the new means of sharing content, especially at school, we will understand democratic processes of teaching and learning.

Thus, if we look at education for the teaching of the arts, for example, we may come across unprecedented learning situations, in which new stimuli and potentialities may be involved. In a process of adaptation - and even survival -, which we are experiencing, the pedagogical processes related to the arts will be able to substantiate practices of reframing and social criticism. Elliot Eisner (2008), when considering the power of creative imagination intermingled with the educational making process, considers that:

> Imagination is not a mere ornament, like art. Together they can free us from our tightened habits. They can help us restore a decent purpose to our efforts and create the kind of schools that our children deserve and that our culture needs. Such aspirations, my friends, are stars worth stretching for (Eisner, 2008, p. 16).

Thus, if we observe the migratory path of the classroom towards the content of digital media, we may come across unprecedented pedagogical biases in which the culture and reality of our students circulate in a fluid and complex way, imposing, more and more, the decentralization of knowledge and a reassessment of educational praxis. As discussed, although all the anxieties and needs in facing this "new time" are considered, the appropriation of digital media and content, especially those aimed at the consumption of images, videos and music, for example, can be significant strategies. Virtual learning environments (VLE) and their relationship with social networks may, perhaps, mitigate pedagogical losses in the midst of these processes, as well as stimulate the imagination, the power of creation, and the protagonism of our students.

Network Education

The daily lives of new generations are deeply mediated by virtual social networks. This panorama caused a new paradigm to be configured, emerging new ways of being in society. Information and knowledge, which access was previously a privilege for few, nowadays, with the advent and improvement of the Internet, social networks and highly sophisticated digital applications, has become increasingly horizontal, believable, mobile, and ubiquitous. Virtuality, as well as the access to knowledge and data sharing, has produced more democratic and flexible virtual spaces, in contrast to those found in books, handouts, museums, art galleries, and libraries.

Nowadays, more than before, new changes have populated the discussions around education, in addition to democratic access to the use of new technologies. For Pérez Gómez (2015, p. 18), "information technology has become a means of participation, causing the emergence of an environment that is constantly changing and reconfiguring itself as a result of the very participation that occurs in it". As evidenced, some questions have reappeared - or, perhaps, have become more evident - since the discovery of a new virus, whose occurrence, from the point of view of Science, was understood as one of the greatest threats to the human species in all of history.

Undoubtedly, virtual spaces have established a new methodological course in contemporary times of social confinement. Social media started to manage, produce, and conduct the subjects' lives, so that the

> invaluable contribution that technologies have provided, both as a life support and as a mainstay of relationships, we cannot rule out the possibility that this whole phenomenon will slide into an even more technology-dependent future, both in professional and social terms. (Morgado; Sousa; Pacheco, 2020, p. 5).

Han (2019, p. 42), however, asserts that "this networked human world leads to permanent self-mirroring. The more dense the network is woven, the more deeply a screen is established between the world and the other, the outside". The author goes on to say that:

> The digital retina, this digitally connected skin, turns the world into a screen image and a control screen. In this autoerotic visual space, in this digital interiority, surprise or wonder is not possible. In enjoying it, humans are only still in themselves. (Han, 2019, p. 42).

The number of access to social networks and the use of various social networks and applications apps, as well as the time that has been spent connecting to digital platforms have grown rapidly, although the democratic sense of access and use of the internet is still a urgent issue raised and discussed in the political and social spheres. However, it is necessary to pay attention to the fact that this access does not indicate the consolidation of a sociodigital conscience capable of universalizing learning processes and effectively carrying out didactic transpositions of classroom knowledge into digital ones. We are far from it. However, the pandemic that was installed in the world and forced humanity to reinvent itself brought with it not only the crisis, but the opportunity to exercise autonomy, a greater role and creativity with regard to the search for alternatives capable of meeting needs society, including those related to education.

This universalization of a digital awareness in education, capable of creating daily study routines, discipline and organization of learning between students and teachers, as well as the social awareness of a teaching-learning process based on new technologies is a long way to go. This is because heirs of an extremely face-to-face education, formal, and centered on the figure of the teacher, we were not prepared for this time that imposes new attitudes and constructions of different processes.

Santos (2002) comments that:

> Learning a new framework requires changes in values, concepts, ideals and attitudes. The changes that are necessary are not only related to diversified methodologies, or to the use of new equipment, but specifically to new attitudes towards knowledge and learning in a permanent process, capable of guiding the practice and establishing new values in accordance with the demands of a universalized era that is subject to change. (Santos, 2002, p. 49).

In this sense, it is essential that the educator is, in fact, a facilitator in the teaching-learning process, based on new technologies. Its methodological approaches should make it possible for students to develop for greater protagonism and criticality, as well as an understanding of the need to put themselves assertively in this new era, based on technologies. With this, it is not a matter of understanding new technologies as palliative processes in times of adversity, such as that experienced in the pandemic, but guiding a new world and new times. From this perspective, the pandemic presented us with a new paradigm for education and, at the same time, it showed us that more contentious and technical education was responsible for the

reductionism and deficits in training that prevent greater resistance, coping and new challenges postures at this time.

In addition to these issues, it is necessary to consider the lack of preparation of teachers. In some circumstances, undergraduate courses fail to provide opportunities for professionals to know how to deal with technologies in education, both in the field and in the use of technological and social media, linked to different pedagogical proposals. Attempts to insert technologies and social media in school and in the school curriculum are not recent, there are several documents that guide education in Brazil and that point to the need for the critical use of new technologies. For example, the National Curriculum Guidelines for Elementary and Secondary Education (Brazil, 2018), in addition to the Law of Directives and Bases of National Education (LDB, in portuguese) (Brazil, 1996), already signaled the work with technologies in pedagogical practices in the classroom and in the school curriculum. And, more recently, the National Common Curricular Base (NCCB) (BNCC, in portuguese) (Brazil, 2017), also brings "Digital Culture" among its ten General Competencies. In competence 5 of the NCCB it is recommended:

> to understand, use, and create digital information and communication technologies in a critical, meaningful, reflective, and ethical manner in the various social practices including school ones to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in life personal and collective. (Brazil, 2017, p. 9).

Based on the various official speeches pointed out in this essay, it is necessary to question the practical paths taken for the insertion of the use of technologies in education. We do not have many doubts that in the theoretical and academic fields there are several contributions to this subject, but in the practical field, it seems, little has been done, and certainly there is much to be done. Currently, more than ever, with the pandemic and social isolation, we are obliged to perform our roles, on an emergency basis, using remote education. Along with this, we try to demand, in the midst of the various instances, respect for the democratization of technological resources for all teaching modalities.

On the other hand, educators started a true marathon in search of new technological possibilities for teaching. Although the mastery of these technologies is being built slowly and judiciously, it was from these individual initiatives that society started to perceive technologies as more than entertainment and consumption. Gradually, and based on these assertive individual initiatives,   institutions began to seek the valorization and comprehensiveness of these processes. This undoubtedly pointed to a new era, in which new technologies will be a crucial part of the process of human formation. At the same time, it is necessary to consider that the time lapse that has been established may enhance social inequality, considering that there is a great deficit of educational policies that favor access to technologies in education.

Before the COVID-19 pandemic, technologies, with which children, youth, and adults were involved and exercised a certain domain, were presented to them, above all, as forms of entertainment and consumption. Young people and teenagers used the Internet, in their smartphones, tablets, notebooks, usually connected to social networking sites. With regard to education, technology has enabled a greater variety and has

become an extra possibility in classes, contributing to the indication of sites on certain contents and other methodological approaches.

If before technologies the use of computers, cell phones, and other mobile applications were often something that caused fear, and even fear to schools and teachers and school management, for not knowing how to deal with technologies, today we are forced to live and manage our pedagogical practices as well as personal and professional lives from digital screens. It was necessary to have a factor with a high lethality rate to accelerate the use of digital media at school, especially in the ways of conducting education in contemporary times. Couto, Couto and Souza (2020) highlight that:

> Amid social isolation, this phenomenon mobilized and stimulated thousands of other teachers, hitherto practically anonymous or with little visibility on the web, to produce their didactic performances online as well. A veritable flood of debates on any topic invades our internet environments and everyone is dedicated to producing and disseminating content for online learning. (Couto; Couto; Cruz, 2020, p. 209).

However, it must be considered that, from the pandemic caused by COVID-19, digital platforms presented themselves as basic foundations for a new education, or, as Pérez Gómez (2015) would say, of education in the digital age. In this way, the epistemological basis of education will need to consider digital platforms not as an option, but fundamentally as a hybrid teaching and learning process, which will combine technologies with face-to-face interactions in the training of students. It is important to emphasize, however, that this hybridity must consider the human being in its entirety. The way we treated digital technologies, prior to the pandemic, considered, in a way, as something that could be dispensed with or, at most, an accessory to some "innovative" pedagogical practice. Now, this permission is no longer appropriate.

Rethinking digital technologies in times of social isolation and post-pandemic means taking a look at a teaching and learning process that contemplates the cognitive, affective, sociological, psychological, critical, and spiritual development of the student. It is no longer a matter of just understanding technology as an appendix to the process, but as a fundamental knowledge for human development. Equally, these are not technological processes to meet the logic of capital, in which the human being is seen as a cog that revolves around profit, and the objectives are centered on the creation of technologies capable of enhancing the dominant/dominated relationship and social categories of the system.

Technologies and Education: the post-pandemic legacy

It is not new for teaching practice to understand - at least theoretically - about the contributions of new technologies to education, not only regarding the new means and procedures, but in the different ways in which knowledge is accessed.

Pérez Gómez (2015), when bringing the issues related to the globalized age, explains to us that this has provided unprecedented access to information and, although this knowledge is accessible in the palm of our

hands, there is a need for conscious relationships to be established, above all as to the critical position in the face of the inexhaustible deposit of information, which is the Internet. According to the author:

> [...] it is possible to affirm that the deficit of the new generations, in general, is not due to the lack of information and data, but to the significant and relevant organization of the fragmented and biased information they receive in their spontaneous contacts with multiple screens and several networks (Pérez Gómez, 2015, p. 27).

In addition to these issues, in times when society suffers the effects of a pandemic, news and informational posts point to studies that measure the effects of the crisis from future perspectives. And, of course, there is no doubt about the side effects that, as a society, we will suffer. The report called "Deus me Lives! Intoxication caused by confinement is already a reality", published by   Virtual Época Negócios Magazine, at the end of April 2020, points to the stress generated by the rampant consumption of content. Thus, based on these parameters, it is necessary, in the educational scope, to guide our students towards the conscious consumption of this information.

However, it is worth remembering that, although the challenges arise and education via virtual channels is a strategy, or perhaps it is understood as a way to remedy the "lost" time in face of social isolation, the school, as we know it, cannot be weakened. The school, as well as the teachers, should be valued, being the target of public policies concerned with the investment in research and physical and social structure for the broad access of digital resources. As stated by Alexandre Sayad (2020), the school, more than before, should be valued for being a space for socialization and full socio-emotional development. According to him, the school remains the base, and the world as the backyard for learning.

 Thus, considering the daily life and the dialogue produced on the web may substantiate pedagogical work consistent with the fluctuations of society itself. Once again, it is worth considering that the core of the discussions presented by this essay, as evidenced, was not aimed at deepening the scope of public policies in order to develop democratization of resources for public education, for example. The present narrative recognizes this need and treats it as an urgent and primordial issue, thus, the discussions sought to contribute to the teaching mediated by technologies, while taking into account the social impasses experienced by the various people involved in the educational scene in contemporary times.

The use of new technologies and content shared by students on social networks is not a new issue, however, it requires a new positioning. Deconstructing education from its rigid and traditional molds may be responsible for dimensioning new paths and pedagogical strategies closer to the students' reality, recognizing their identities and the different communities.

We started this essay with a toast to Art through a poem that references the life that pulses in schools. If, as mentioned, we find smiles that await us in the hallways, children who sing and kick balls, games and an immense life in school spaces, it is essential that, while also thinking about the possibilities that technology

brings, we also cultivate encounters, closeness, hugs, conversations, and so many wonders and beauties that are present in schools.

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