


2020 ON SCREENS: online school for children in the literacy phase

2020 NAS TELAS: escola online para crianças em fase de alfabetização

2020 EN PANTALLAS: escuela online para niños en fase de alfabetización


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ABSTRACT:

This article aims to share research on adapting schools to screens in the 2020 pandemic scenario to promote reflections on online education for children in the literacy phase. Through action research carried out by LabGim (Laboratory of Research on Communication in Childhood), the experience of a private school in Porto Alegre was followed, with children in the literacy phase, from March 26th to May 15th of 2020, on which we intend to present the analysis of this scenario. Emphasizing the identification of two problematizations (I and II) about mediation by digital information and communication technologies (DICTs) in the restructuring of strategies for continuity of classes, data collection and analysis were carried out in three different communicational dimensions (sender, message and receiver), all of which serve as the basis for action carried out directly with the school's pedagogical team¹. As a main result, we identified three distinct seasons in the adaptation of the school and the children in that period (First Season FS, Transition Season TS and Second Season SS), highlighting the essential conditions of online education for children of this age group and this school year due to the possibility of configuration of communicational strategies of online mediation promoting experiences of being together virtually.

KEYWORDS: Communication; Online education; Children; Literacy; Pandemic.

Introduction

The year 2020 snatched the world with the presence of the SARS-CoV-2 virus, or new coronavirus, detected in Wuhan, China, in late 2019, causing an acute respiratory

¹ The data collection stage used different types of documents and sources, and took place beyond the specific period of action research, with different emphases, which will be presented in other productions. All data is protected by non-identification and

fictitious names will be used whenever necessary. Data from exchanges made directly with the pedagogical team will not be explained, only the reverberations of actions in the three determined dimensions.

infection called COVID-19. The World Health Organization (WHO), after evaluating the community transmission of the virus on all continents, characterized it as a pandemic and recommended, to contain it, three basic actions: isolation and treatment of identified cases, massive tests and social distancing. These measures should be immediate to avoid the death of people due to the lack of emergency care resulting from potential collapses of the health systems, in a first attempt to balance the coefficient of hospital beds in Intensive Care Units (ICU), breathing apparatus, medicines and specialized teams, with the speed of growth in the number of severe cases. All this while seeking to know the characteristics of the virus, its transmissibility and the manifestation of the disease to ensure proposals for adequate treatments for confirmed cases and, above all, to protect the population as much as possible with the production and application of vaccines for mass immunization. Amid new strains of the virus, waves of contamination and situations of collapse of the health system during these peaks, vaccination began in 2021, the unexpected second year of the pandemic.

Thus, social distancing, adopted in other epidemics, entered everyday life. Being physically away from each other and staying at home has replaced the daily coming and going in cities with measures such as strategic exits to replenish the basics, surrounded by hygiene protocols. According to data from the United Nations Educational, Scientific and Cultural Organization (Unesco), in March 2020, 165 countries closed schools, interrupting the face-to-face classes of 1.5 billion students, changing the routine of 63 million teachers of basic education. Different conditions for suspending or continuing school activities without being present made inequalities even more accentuated in Brazil.

With the declarations of public calamity by the federal and state governments, it was possible to broadly adopt exceptional standards in different institutions and school networks. In Porto Alegre, with only seven days having passed since the state decree in Rio Grande do Sul that determined the closing of schools from March 19th, 2020, schools faced the crisis in different ways, as there was a temporary suspension of activities in the municipal and public schools and a quick response to resume activities, not counting on-site presence, in the private network of schools. Centrally, there were insecurities regarding the need for economic maintenance of these institutions, guaranteed by the payment of monthly fees by the families.

Resuming activities via screens was the urgency felt by many and by the schools that were able to offer this modality, all in an atmosphere soaked in anxieties, fears, panic — remember the races for toilet paper and hand sanitizer — and lack of knowledge of the tools available to seek to “transpose” an entire school to the screens, since,

essentially, teaching for children is in person, with² distance learning being provided by law at this stage only as a complement to learning or in emergency situations.

Peraya (2002) helps to crystallize the portrait of that moment when he points out that the use of technologies as the main teaching tool “does not constitute in itself a methodological revolution, but reconfigures the field of the possible” (p. 49). In fact, there was no thought about the possibilities of transforming the school and the classes from remote teaching, but about inhabiting a possible field that only allowed its continuity. But the idea of possible continuity is complex because, according to Lévy (1999), technologies impact communication and learning and, complementing Axt (2000), the articulation between technology and society does not have a model to be followed. because it depends on the possibilities of the sectors involved, as well as it is important to consider each one's own environments. It meant, then, a possible continuity, yes, but also transformed by and transforming the scenario hitherto known of the school-child-family relationship, without manuals or guarantees.

Given this scenario, the pillars of the action research carried out by LabGim were to understand the needs of the people involved, children (and their families) and teachers (school) and, through a partnership agreed between LabGim and a private school in Porto Alegre - called here of Alfazema -, in force from March 26th to May 15th, 2020, to act with the general objective of analyzing the adaptation of online education to strengthen resources for a potentially favorable experience for children in this age group (6-7 years old) in the literacy process), considered the quite fragile subject in this circumstance. The guiding question of the research was: in what ways can we analyze, understand and enhance online education for children in the literacy phase during the pandemic? We explain below the methodological strategy adopted in the research.

2 Action Research as a method

As Van Trier (1980) presents us, action research has the specificity of the researcher, upon assuming this proposal, to intervene directly in the researched field, seeking to achieve a double objective: to produce social change from a practical action defined *a priori*, and produce new scientific information about the researched field. What helps in defining the outline of action research would be the understanding of the “feedback system between social action and information systematization” (VAN TRIER, 1980, p. 180,

² BRASIL. **Lei nº 9.394, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Brasília, DF: Presidência da República, 1996. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/l9394.htm. Acesso em: 02 jun. 2021.

our translation), from which the axis of action should be emphasized, mobilizing the “practical use” of the acquired knowledge.

Van Trier reports that, for Lewin, action research, from its beginnings in World War II, would obey three principles: 1) research should be done in collaboration with individuals; 2) the research should not be carried out in a laboratory, but in a 'natural environment'; 3) before and after each phase, the attitudes of all individuals should be evaluated. These concepts were updated in the 1970s, when Moser offered a second model to action research, considering, in the same way as Lewin, three essential points: 1) action research presents itself as a testimony to a paradigm shift in the Social Sciences; 2) this new paradigm is configured as an emancipatory science to “improve the lives of disadvantaged people”; 3) the role that citizens play in research is decisive, as they must define the objectives to be achieved, not the researchers.

Thus, reaffirming the intention of the laboratory, the purpose was to understand the dynamics and conditions of online teaching for children in the literacy phase and, from this understanding, to act in the possible scenarios - configured in this research as the scenario of the pedagogical context -, in order to promote resources for a promising online mediation experience for children in this age group and school year. We emphasize that working with action research in communication directed to children, in the most diverse approaches favored by Communication as a field of knowledge, associated with the contributions of the Sociology of Childhood, is configured as a cornerstone of LabGim studies, designed to promote social action through scientific research. Its objective is to mobilize coordinated knowledge with effective social impact proposals to generate transdisciplinary solutions that aim to improve communication (in two different ways) in childhood.

As research strategies for the school defined as part of the field of study, we adopted different stages, all of them happening simultaneously, with specific work centers for each one³. Initially, we started from two guiding parameters, arising from the observations that emerged from the scenario, called problematization I (the context of the child in the literacy phase) and problematization II (the context of understanding, definition of strategies and implementation of teaching mediation by DICTs). Then, we established data collection and analysis of the communicational elements defined for

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the specific research in this school (sender, message and receiver) ⁴, as we identified the presence of different cores, with different forms of interactions. We thus developed three routines for data collection and analysis:

a) context of the sender: messages sent by the school to the families, via the means used. It became evident the ways in which the school was, on one hand, understanding, designing and assuming its actions and, on the other hand, communicating and mobilizing these choices for children and their families;

b) message context: daily monitoring of the strategies used to mediate pedagogical practices by DICTs with children from the 1st year of Elementary School directly in the observation of the virtual environments of one of the 1st year's classes;

c) reception context: daily data on the children's experience from audios, sent via *WhatsApp*, guided by guide scripts for volunteer families. Here, it was seen the direct relationship between certain strategies and their unfolding in children and families.

From these results, (ac)knowledgment about pedagogical practices mediated by DICTs in children's experiences were dynamized. We visualized the characteristics, strengths and weaknesses of this mediation process as a whole and, in addition to identifying these dualities, the action research mobilized us for the subsequent and simultaneous stage of exchanges with the pedagogical team, in the sense of maximizing strategies perceived as favorable and to minimize/transform strategies identified as unfavorable for the child's experience. Data and analysis began to be shared in documents and discussed in weekly meetings with Alfazema. After these exchanges, the strategies were discussed and implemented fully and exclusively by the Alfazema team responsible for 1st year classes. As a result of the integral process of action research, perspectives are identified for thinking about the promotion of online education for children, contributing to the fields of communication and education, systematized from three horizons visualized in the research as its main results: First Season (FS – March 24th to April 3rd, 2020); Transition Season (TS – April 06th to 17th, 2020); Second Season (SS – April 20th to 30th, 2020). We present the following issues and seasons.

3 Problematization I: context of the child's experience in the literacy phase

Experience allows the subject, according to Benjamin (1984; 1994), to understand the world through interaction and observation, and this generates knowledge. Through experiences, we come to know the world as children, because naturally we launch

⁴ We know that these divisions are artificially promoted to make our collection and observation practices viable, we know that communication has complex characteristics and dynamics that go beyond them.

ourselves into our first discoveries and guarantee, through them, a type of knowledge. For Larrosa (2002), the experience is born from the result of perceptions that touch the sensitive body, from the effects of everything that crosses the subject, upon which are inscribed marks, traces.

For Cruz (1997), when addressing the experience of children in the 1st year of Elementary School (ES), each child has a unique way of experiencing and building a relationship with the school. The first feelings at the beginning of a school year will certainly be modified over the years from the interaction with the institution and the experiences that take place outside it, but this specific moment is permeated, above all, by emotional mobilizations, whether by the expectation of new learning (especially writing and reading); to play and make new friends; as well as the transition to the school space itself (beyond the experience of early childhood education).

Entry into the 1st year of ES, according to Rapoport et al. (2008), would be one of the first “social rites” that children experience, such appreciation is given by formalizing access to the world of reading and writing, which is a kind of “affirmation of personality status” (p. 269), being lived with a mixture of excitement and social pressure, euphoria and fear. The aforementioned authors emphasize that the passport for those who have the feeling of growing up is also stamped with the fear of leaving the teacher with whom they had affective ties, uncertainties about new ways of interacting with friends, expectations regarding learning and, with the aim of making entry into ES promising, they propose:

The activities of the first year **must be rich** in symbolic and exploratory resources in order to arouse children's curiosity **for the quest to venture into the world of** scientific knowledge [...] the child's questions, and their curiosities must be heard, answered or, better, they need to be welcomed by the teacher who will provide situations that help the child to build answers or new questions for their inquiries (RAPOPORT et al., 2008, p. 272, emphasis added).

The understanding of these authors about the experience of children in the literacy phase differs from that indicated in Guideline nº 5/2020 of the National Education Council (NEC), which provides the reorganization of the school calendar and calculation of non-face-to-face pedagogical activities. Although it was published on April 28th, 2020, after 33 days of our data collections, analysis and actions and, mainly, of the experiences of online mediation by private schools, and talks, in its content, of the continuity of the school in the pandemic, the document allows to illustrate another existing understanding about the child in this school stage. It echoes in our research and seems potentially

crucial to establish teaching conditions, online or not, in which the right to education prevails for all people, preserving the singularities of each age of life and its contexts.

In general terms, we perceive that the document establishes a significant distinction between children in Pre-School (PS) and Elementary School (ES) - early years, literacy phase. Even if one reads an additional differentiation of pedagogical approach for the Pre-School stage (ages 0-3, and 4-5), there is a generalization about its characteristics, which, according to the opinion, should be taken into account for an online mediation proposal:

[...] it is known that the younger the children are, the more important the work of **educational intervention** and **social interaction** is for their **cognitive** and socio- **emotional development**. The activities, games, conversations and stories proposed must always have the intention of stimulating new learning. In this sense, the solutions proposed by schools and education networks must consider that young children learn and develop primarily by playing (BRASIL, 2020, p. 09, emphasis added).

We observed that the aforementioned extract evidences the perception of the young child (0-5 years old) as a subject who needs **educational intervention** and **social interaction**, in the same proportion. It considers it necessary to recognize that the teaching process goes beyond the cognitive level, because it acts on affective and sociability levels, and all this is triggered through playing. In addition, it indicates that enhancing these different levels serves as a guideline for pedagogical action and represents the child's "gain". It is already clear here that there is a detachment between a notion of educational intervention and another of social interaction. As if the first represented a type of action that does not, in itself, presuppose a dimension of interaction and that, therefore, needs to be planned and promoted for young children (0-5 years old). We understand that this differentiation dialogues with certain educational paradigms (from conservative to innovative), and the purpose of the article is not to bring them up, but to highlight that this distinction appears as a background element in the problematization of the research carried out. We can advance in this understanding when we move on to the provisions of the Guideline on children in the literacy phase (6-7 years), focus of our investigation:

At this stage, there are difficulties in following up **online activities**, since children in the first cycle are in **the formal literacy phase**, requiring adult supervision to carry out **activities** (...). Here, the **activities must be more structured**, so that the **acquisition of the basic skills of the literacy** cycle is achieved. It is suggested, in the emergency period, that teaching networks and schools guide families with **practical and structured**

itineraries to accompany the resolution of activities by children. However, the solutions proposed by the networks should not assume that “family mediators” replace the teacher's professional activity. **The** proposed non-face-to-face **activities** should delimit the role of adults who live with students at home and guide them to organize a daily routine (BRASIL, 2020, p. 11, emphasis added).

The text points out changes in perspective in relation to the child's understanding of PS and ES, marked mainly by a kind of distance between the idea of being a child and being a student. For this stage, in the document, arguments about an **educational intervention** combined with **social interaction** are no longer present, but guidelines are presented for conducting the formal literacy of the child-student, who has the need to learn basic literacy skills, failing to consider, also at first sight, the need for social interaction (affective and sociability levels), through playing. At this point, as it is understood, there would be a need to acquire **skills** through **activities**. The orientation for the continuity of **activities** (a term that is repeated in the text) seems to characterize what could be understood about the proposal for the child's experience at this stage, and operates substantially through the argumentation of what they lack, the literacy, generating the need for the presence of mediators to lead and instrumentalize it.

If the detachment between **educational intervention** and **social interaction** (affections and sociability) was already offered as a point of tension, now the mobilization of divisions is accentuated, as it is perceived that, according to the Guideline, the experience of the child in the literacy phase could be understood as an exclusive moment of an **educational intervention**. What can be seen, with this, is an idea of abyss between the stages, the first of them (PS) focused on **the child's experience in the first place** and thinking of **teaching as a means** for their experience; and the second (ES) centered on **teaching in the first place**, thinking of the **child as a performer**. This rupture can be especially controversial when we look at the threshold of the transition experienced by the child who is leaving PS and entering ES, the context of the research shared here.

We approach the considerations of Cruz (1997) and Rapoport et al. (2008) of the ruling vision of the Guideline to tension them, in the sense of showing that they coexist, in the considerations about this stage of the child's experience that passes from PS to ES: 1) assumptions that highlight it as a demarcation, based on the point of view of the formalization of teaching itself and, therefore, justifying educational intervention to dynamize the acquisition of certain basic skills for literacy; 2) visions that identify the elements of the change from the PS to ES stage, but which, as is said in common sense, do not “throw the child away with the bath water” , that is, they deal with essential dimensions that could be inadvertently discarded, indicating the need for educational

intervention to mobilize learning, affection and socialization. With no intention of resolving the differences, but reconciling the essentials of these propositions, illustrative of adjacent ways of thinking about the child in this phase (of learning and interaction), we sought to act by promoting their balances.

4 Problematization II: the online school context in the pandemic

Valente and Moran (2011) identify three possibilities for the practice of teaching mediated by DICTs: *broadcast*; virtual school; be together virtually. Each one of them has unique characteristics and potential that allow different levels of interaction and reflect on the approximation or distance of the people involved, in the same way that in a classroom, in the face-to-face context, dialogue and participation vary according to the choices of teaching methodologies. At one extreme would be *broadcast*, which uses technological means to unidirectionally send information to the student, not favoring student-teacher interaction. At the other extreme would be the virtual being together, a support to the process of knowledge construction through the communication facilities that provides a high degree of interaction between teacher and student, who are in different physical spaces, however, interacting in the same communicational environment through the Internet. An intermediate approach would be the virtual school, the use of technologies to create the virtual version of the traditional school, with some student and teacher interaction (VALENTE; MORAN, 2011).

Santos (2009), in turn, proposes two notions to think about the pedagogical potential allied to communication, and proposes a differentiation between online education and DL (distance learning). According to him, DL would be an “educational modality historically mediated by the mass media (printed, audiovisual in general), which do not release the emission pole”. Thus, by the nature of the mass media, originally it would not allow interactivity and is configured from the notions of “self-learning” and “self-study”, that is, the student interacts with the material, and this would be the mediation, not involving, according to the author, process of co-creation of the message. It would be, as she describes, a model in which “the quality of the processes is centered on the didactic or instructional design (...) the social interaction, when it happens, is one to one, that is, teacher/student – student/teacher” (2009, p. 5668). For her, an emphasis on self-learning would camouflage the low investment in collaborative-learning. In the former, contents and teaching materials are mass produced and distributed for “others” to consume. It is assumed, then, that this would be the understanding of distance learning in the context of mass media, pre-internet, but the author reveals:

Even with the emergence of cyberculture, digital technologies, constructivist pedagogy, critical theories (which denounce colonization processes) and post-criticism of the curriculum (which denounce colonization processes and announce the participation of gender, ethnic, sexual and cultural aspects in curriculum construction), the vast majority of curriculum designs are still based on the logic of technical reproducibility, typical of mass media and traditional curriculum (SANTOS, 2009, p. 5668).

The author realizes that the internet and online environments were not, by themselves, mobilizers of a new way of promoting online teaching, since, according to a survey carried out in eight courses, it was found that many distance learning programs changed their means, but maintained their previous communicational logics. As evidence, she identified that, instead of virtual environments potentiating a more interactive teaching-learning process, due to synchronous and asynchronous communication interfaces, an DL educational paradigm was rooted in the "pedagogy of transmission, in the logic of mass media, on self-learning and reactive mentoring models. Anyway, **online was just technology**. The methodology and teaching activities were still based on the classic logics of mass distance learning" (SANTOS, 2009, p. 5660, emphasis added).

In an attempt to present a different place for pedagogical practices in virtual environments, the author explores, on the other hand, the perspective of online education, which would be "the set of teaching-learning actions or curriculum acts mediated by digital interfaces that enhance interactive and hypertextual communicational practices" (SANTOS, 2009, p. 5663). According to her, there would be substantial differences between distance learning and online education:

What changes then with *online* education? In addition to self-learning, the VLEs' interfaces allow for interactivity and collaborative learning. The student learns with the didactic material and in the dialog with other subjects involved – teachers, tutors and other participants, through synchronous and asynchronous communication processes (SANTOS, 2009, p. 5665).

VLEs (Virtual Learning Environments) would add what the author classifies as **content interfaces** and **communication interfaces**. The first would be through the use of devices that promote the production, availability and sharing of various types of digitized content, text, sound, image, independent or mixed together. Communication interfaces would mobilize the exchange of messages between the community involved, and could be synchronous – communication in real time – and asynchronous, at different times. The author makes an important caveat to understand that: "in synchronous and

asynchronous interfaces, content and communication are intertwined elements, we cannot conceive content only as information for study or didactic material built previously or throughout the teaching-learning process” (SANTOS, 2009, p. 5664).

Exploring the studies by Valente and Moran (2011) and Santos (2009) allows preliminary reflections on the perspective of online education. What stands out is the identification of different conceptions and uses of digital technologies in educational practices. On one hand, the choices of strategies for the online teaching experience can bring an aspect present in both the conservative paradigms of education and communication in an unfavorable way, that of centering on a logic of **content/information transmission**. We have seen that cyberculture, although it potentiates new understandings and practices, does not determine them, as there may be a mismatch between the development and supply of technological resources and a change in mentalities in relation to education and communication.

When we return to Guideline no. 5/2020 of the NEC, now through the bias of mediation by the DICTs, to identify the perspectives of non-presential teaching, we notice the coexistence of different contexts and broad notions about online teaching that can be thought of in comparison to the aforementioned studies. Even reinforcing that this document is an elaboration of guidelines for the emergency situation of the pandemic, and this ends up being the tonic of everything that is suggested, it helps to demonstrate the levels of knowledge and current conditions of understanding and viability of an online education for small children in Brazil.

In the text, general guidelines are evident for approaches that promote mediation of non-presential education, through or without DICTs, a decision linked to financial, structural and institutional analysis. The possible continuity orientation was based on the difficulty of recomposing the schedule and the need for care to avoid “pedagogical losses”, such as discrepancy, “suspension of learning time” and “loss of acquired knowledge and skills”. For these reasons, the document states, “the carrying out of non-face-to-face pedagogical activities aims, **in the first place**, to avoid setbacks in learning on the part of students and the loss of the bond with the school, which can lead to evasion and abandonment” (BRASIL, 2020, p. 6-7, emphasis added).

When we search the document for provisions on suggested strategies, among those indicated, whether mediated or not by DICTs, we visualize three pillars: 1) from a distance learning perspective, with indication of “video classes, content organized in virtual teaching and learning platforms, social networks, electronic mail, blogs, among others”; 2) from a mass media perspective, “through television or radio programs”; 3) analogue perspective, through “printed teaching material with pedagogical guidelines

distributed to students and their parents or guardians". All these forms of mediations suggested were based exclusively on the types of technologies to be used or not, with subjects, teachers and families being mentioned, under the following conditions: teacher as a conductor, "for the guidance of readings, projects, research, activities and exercises indicated in teaching materials"; family as a participant through a suggested "training of family members", with the "preparation of guidelines for the routines of non-face-to-face educational activities to guide families and students, under the supervision of teachers and school leaders" (BRASIL, 2020, p. 8-9).

Among the non-face-to-face pedagogical activities mediated by DICTs, the Guideline indicates possibilities of offering distance learning and explains "(...) the NEC statements, usually, define distance learning as an educational modality in which didactic-pedagogical mediation, in the teaching and learning processes, occurs with the use of digital means and technologies of information and communication" (ibid. p. 8). In addition, it contextualizes the concept of distance learning in Brazil, stating that it aggregates both the use of digital information and communication technologies and specific standards for its accreditation and authorization to offer (BRASIL, 2020). The document does not mention, even presenting this consideration on standards for accreditation of distance learning, the term online education. We realize that this understanding of distance learning appears to be more focused on its characterization by the use of technology than by the recognition of an online education, based on the ideas of the studies of the aforementioned authors, for example. All arguments are based on the viability of conditions for an emergency situation - and only if it is possible -, without manifesting characteristics and potential of the online modality.

In this way, the general guidelines for teaching mediation during the pandemic are expressed and, exploring the topic of specific strategies aimed at ES children, we identify that a general point of view is presented in relation to the child's experience, as they are not citing any differences between characteristics of each age and school year (from 1st to 9th grade, children from 6 to 15 years old). Due to the absence of this distinction, the singularities of each modality of mediation of pedagogical activities are not made explicit, aligning them with age group and possible uses and repercussions. We saw in problematization I that there is, briefly, a differentiation to delimit the understandings of the needs of the PS child that end up submerged in the figure of the child's becoming a student, with his/her entry into ES. This supposed deviation from the child coming first place to the teaching in the first place, according to what we read in the document, seems to be maintained until the end of the ES, making it difficult for the suggested actions to be configured as a result of the intersection between: need of acquisition of skills and

knowledge; potential of each type of non-face-to-face mediation with or without DICTs; specifics of each age of life and school year. What is evident is the urgency of offering some continuity of schooling for children, determined exclusively by its conditions of supply.

Regarding problematizations I and II, in general, the challenge is to seek to implement an online school space that prioritizes the acquisition of expected skills, interaction, consideration of the peculiarities of the age group and characteristics of the mediation environments offered by DICTs. We could understand that this was a complex management and our analysis seek to demonstrate some views of this process.

5 First season, transition season and second season

Although such elements can be seen in other scenarios as well, we noticed a series of aspects that participated directly and indirectly in the decisions on how to make the school work again online, and which, in turn, explained difficulties and limitations for its implementation, such as issues of training, technological resources, time of the decrees, expectation of a brief return to what was lived before the pandemic, school, children and their families at home.

Inserted in this complex scenario, for Alfazema, the strategies for maintaining non-face-to-face activities throughout the three seasons were based on mediation by the DICTs, through the use of VLE (*Moodle platform*); of remote conference tools (*Zoom*). These resources were offered throughout the research period and, in general, we were able to identify two very distinct moments of mediation by the DICTs: the FS, in which *Moodle* was used exclusively, and the SS, in which synchronous meetings took place through *Zoom*. The TS was well demarcated as an intermediary between the two, as the FS analysis led to the need for resignification and gradual adaptation to reach the SS.

The materials that constitute the analysis of the seasons come from the data collections that took place over six weeks (from March 23rd to April 30th, 2020) in the dimensions of the sender, the message and the receiver. Although all these data are part of the analysis, we consider that the dimension of the sender (institutional and pedagogical communication to families) presents testimonies of what was happening in the dimension of the message (virtual environment of the pedagogical action) and of the receiver (children's interaction with the virtual environment) in all seasons. Therefore, we consider these two dimensions as guideposts and we chose to highlight them as protagonists in the disclosure of the results here in this article. The collection took place in 39 calendar days, which corresponds to 29 businesses days. In the message dimension,

we had 60 posts on *Moodle* and 6 synchronous meetings on *Zoom*; in the reception dimension, 88 audios of reports from volunteer families.

5.1 FS – March 23rd to April 3rd, 2020 - 10 business days

FS was marked by the first steps of mediation strategies by DICTs, which essentially took place through the use of the *Moodle platform*. This moment was characterized by the daily posting of content divided by thematic areas, which were produced jointly by the team of teachers and published for the different classes of the 1st year. Illustrating this scene by the message dimension data, 23 posts were quantitatively produced on the *Moodle platform* (4 addressed to parents, on the platform's notice board and 19 addressed to children and distributed in platform topics, generated daily in the schedule format). For children, there was an average of 1.9 posts per day with requests for activities that involved contact with letters, numbers, stories, the environment, English, musical, theatrical, and bodily expression. The contents of the posts followed the following predominant formats: 26 videos (14 video classes produced by the teachers; 7 animations; 5 external audiovisual productions); 08 PDF materials (4 guidelines for activities; 1 text for reading and 3 presentations of results from previous activities), in addition to 4 external links to games. Nine activities were requested with delivery, via photo, in a delivery room on the platform, and 18 activities without delivery, which mobilized family members, spaces and household objects.

Among all the elements that characterize the FS scene in the message dimension (*Moodle*), we highlight the essential ones: requested activities; play as a methodology, addressing the posts, language used in the posts, communication channels involving the relationship with the teacher and with colleagues, which we demonstrate below. The school's first contact with the children was notably permeated by the incitement to perform some activity, exemplified in these two statements:

Homework: Search for letters in the different rooms of your house. Photograph 3 letters found and send the photographs to the teacher (*MOODLE*, March 2020).

Watch the video 1. Play with a family member. After playing around and practicing a lot with tracing the numerals, it's time to make them on a white or colored sheet. Save the sheet to share with classmates when we go back to school (*MOODLE*, March 2020).

The way activities were demanded involved the presence of denominations such as: challenge; homework; tasks; dynamizing the student's role due to the need to carry out and deliver these activities. Among all the requests from the 19 posts, there were

different types of requests: alphabet practice (6); of numerals (2); assemble materials (2); exercise (2); activity with music (2); listening to stories (1); draw (1); organize routines (1); reflect on the pandemic context (1); remember school (1). We emphasize that, among the totality, 8 posts indicated the game as a methodology for carrying out activities. In this period, no indications of playing that were not associated with the promotion of some content were identified. In addition, we observed that 5 activities directly requested the participation of a family member for their execution, as shown in the following example:

To warm up the engines, watch the video. Try to count the numbers from 1 to 10 together and then ask an adult to imitate the choreography of the video with you! How about that? (*MOODLE*, March 2020).

We emphasize that, even with guidance for the participation of family members in carrying out the activities, this participation did not occur only from the actions requested. It was revealed the effective need for the presence of supplementary mediation for the child's experience with the school, made by an adult family member or caregiver, due to the fact that the child still does not know how to read, nor access the devices and the platform. Hegemonically, it was the mothers who presented themselves as the main mediators. In this age group, school year and with this type of use of mediation by DICTs, if there was no adult to help the child, they would, in fact, be without access to school, as the new condition required knowledge of the uses of platforms that were not suitable gradually according to the children's skills acquisitions, or even thought along with them. In this sense, we identified that the addressing of messages was markedly designed for the child, but required the translation of a family member:

After playing and training a lot with tracing the numerals, it's time to make them on a white or colored sheet, using pencil or pen. You must record the numerals from 0 to 9 and send a photo of this sheet to the teacher (*MOODLE*, March 2020).

This aspect, from the communicational point of view, revealed an indistinction of the presence and roles of communicational subjects interacting with the received messages. The interaction channels available on the *Moodle platform* consisted of: a central forum - which presented only one family's doubt record -; the space for comments present in each delivery room; and the chat. No channels were identified in which the child could send messages until they had the enabling reading and writing

skills. This absence of a space for interaction consistent with the child's moment indicated the possibility of distancing from their teacher and, above all, from their peers.

When connecting these observations to what was manifested in the reports of the volunteer families (receiver dimension), the predominant themes in the 36 audios of the volunteer families were the difficulties of the child's and the family's relationship with the online school and with the organization of routines; manifestation of different feelings; need for synchronous interaction between child, teacher and peers.

The challenge of carrying out these tasks/activities related to school was commented on by all the families participating in the research. On several occasions, we heard in the audios about the great effort made to make the child simply carry out the task, with several moments of oscillation, and many of them, directly linked to certain types and formats that were being published. Added to this, we identified several stressors that made up a similar narrative among the families, based on the main difficulties they faced in their routines at that time.

I was very tense with this receipt of **content** and how I would manage it, given that I have my job, my house, I have my [number of children]⁵ and I have to monitor the **activities** of [number] of children online and, yet, transform my entire online routine. This caused me a disturbance (BETA, March 2020).

[...] [the child] started **school activities** in a very tumultuous way, right? I tried to start with [child] at six in the afternoon [...] because I [...] kept remembering that we had agreed yesterday (§) to **complete the week's activities**, but [the child] became very resistant (THETA, March 2020).

And in the meantime, between one client and another there is the **school's work**. [...] like the house is in chaos. And then in the meantime I make food, make a snack, bathe one, put another to sleep. I'm literally going crazy, but (§) I'm trying (ALPHA, April 2020).

These reports of overload in the re-signified domestic space and this new role of tutoring performed by families with their children, the conciliation of other tasks, work and the need to carry out the activities requested by the school, were sometimes expressed in real outbursts: "When I looked at the class scenario, the number of tasks to be done, I immediately closed the page and was scared. This is not what I see in 1st grade" (BETA, March 2020).

There were several mentions of the feelings experienced, alternating issues of a new routine, estrangement from the loss of face-to-face school space, incomprehension

⁵ We chose to use codes in the transcripts of the reports to signal (§) interference in the speeches, (-) moments of silence, [the child] to replace the child's name or personal pronouns that indicate the gender, [teacher's name] and [quantity] for numbers that could identify the number of people.

of the reason for not being able to leave the house, fear of contracting or transmitting the Coronavirus, missing the teacher and colleagues, anguish when listening and see news about the pandemic and doubts about returning to school.

[...] then when I took [the child] to bed, I talked to [the child], I asked if [the child] was missing school and [the child] told me, **'I'm not missing it, I'm really missing my school'**. So I saw that this context is affecting [the child] emotionally (BETA, March 2020).

[...] [the child] did not want to leave the balcony door open (\$) for **fear that the virus would enter**. [...] When we informed that (\$) they would have online activities during the quarantine [the child] was much more uncomfortable than when we informed that (\$) would not have classes. And then, at that moment [the child] says that [the child] did not want to do the activities online, that [the child] wanted to do the activities [of the child] at school so that [the child] would leave it to do it when it got back (THETA, March 2020).

We have a mix (\$) of all (\$) emotions, right, of joy, of anger, (\$) of irritation, of contempt, of compassion (\$), of love, of happiness, all at the same time because ... there are many children (\$), right, and as far as possible, uh... **we are carrying on our days** (ALPHA, March 2020).

From the school-child interaction point of view, we identified, on one hand, a defamiliarization with the resources of the formats sent and the expectation of synchronous interaction. Both in the account of the reaction that one of the children had to a video in which the teacher used language that encouraged dialogue, and in the mother's account of a possible distinction between activity and interaction, this aspect was evident:

[...] when **the teacher sent (\$) a video of her**, huh, uh, **asking** how she was, anyway, (\$) **how were the feelings in this period of isolation**, I saw that there [the child] **interacted with a little more**. [The child] blew her a kiss and talked to her and said: 'ah, she doesn't kiss me' and I said: 'no, **but it's not a video call, it's just a video she made**' (THETA, March 2020).

But the activity itself, the two initial activities [the child] found it fun, but **relating to the school in this way [the child] did not like it** (BETA, March 2020).

On the other hand, one of the families reported having received a phone call from a school professional, and mentioned that this contact mobilized favorable feelings in the child from direct interaction, with listening to how she was feeling:

Online **activities** [the child]. **...we started** later at night, but then we were interrupted by a phone call from the school coordinator who wanted to see how [the child] was doing [...]. When [the child] talked to the school

coordinator now [the child] became more excited, more curious to know about the **task**. She said it would be a **task** that she [...] remembered of her, that she thought she would like, which is **math**. Then she got a little **more excited**, like, **after that call** (THETA, March 2020).

FS's data expressed what we signaled in problematization I and II, about a child's becoming a student and a possible limitation of understanding of how the school space could be designed in the online environment. The children, who until then had some face-to-face meetings with their class teacher, as face-to-face classes started in February of that year, began to receive posts from the school with requests for activities in which they were instructed by several teachers, some unknown until then, and all of them were mediated by an adult in the family, both in terms of literacy and technical access to VLE resources. In this sense, we realized that this new condition occupied by the family member was not made explicit in the posts, as the language was addressed to the child and, with that, as we have already analyzed in another production on the subject (TONIN et al., 2021), a dynamic condition was promoted in which the roles merged to the point where family members spontaneously adopted the expression "we did/didn't do" instead of "the child did/didn't do" a certain activity. This pointed out a change in the autonomy of the child's relationship with his school, as the family did not participate hegemonically in this daily level of pedagogical interaction, now in a teacher → family → student model.

Although we have not used specific models of mediation, either as a starting point or as a point of arrival for the intended action research, for purposes of elucidation, we identified that the initial strategy of sharing pedagogical content exclusively through *Moodle*, for children in this level of education, it was essentially designed in a kind of conception of a virtual environment as a repository. Recalling Valente and Moran (2011), we could indicate that they made *broadcast characteristics visible*, or even, resuming Santos (2009), of mass DL, following a logic of instruction transmission with execution feedback. There was no space for interaction and creation directly constituted for and with the children, as the asynchronous communication strategies through chats and forums were not aligned with the conditions of use and appropriation by children in the literacy phase.

The child's experience, which can be perceived in the reports, was permeated by the strangeness of the school on the screen, reluctance to carry out systematized activities, and contact with a school mediated by the family and not by the teacher and peers. These preliminary analysis listed the points to be mobilized in the action research and indicated that, for children in this age group and school year, synchronous interaction needed, somehow, to be offered and prioritized, both to favor the child's

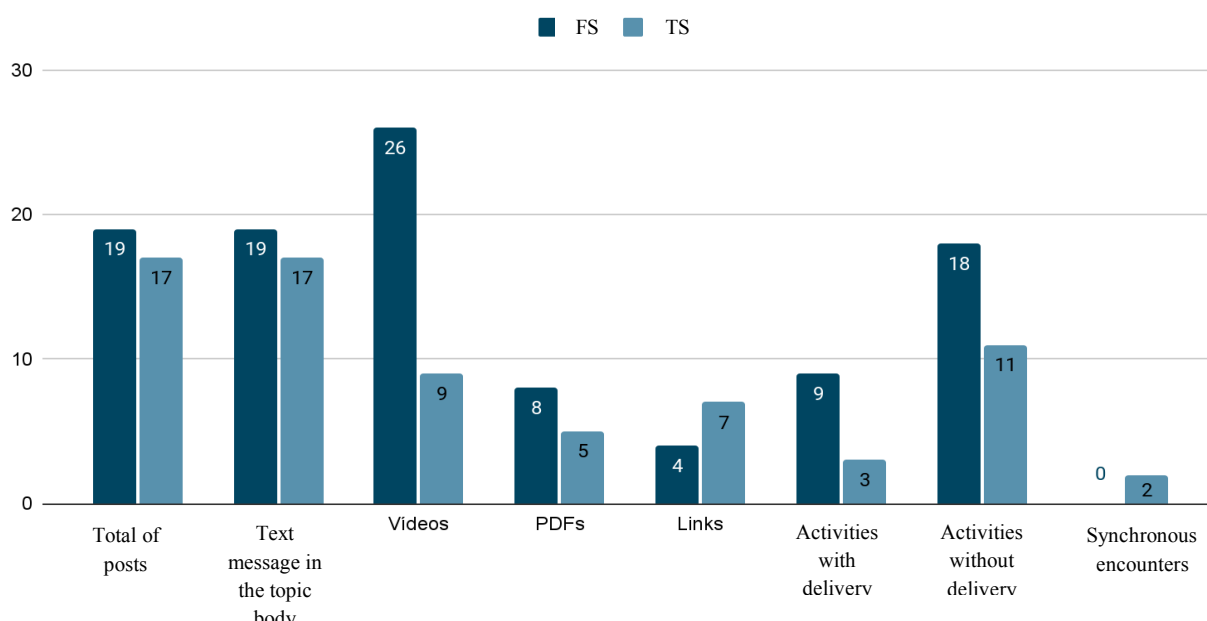
autonomy in carrying out activities, reducing the need for family mediation, as well as restoring bonding relationships through synchronous meetings with their teachers and colleagues.

In view of the above, what was presented was the need to guarantee conditions so that the experience of the 1st year child of ES was mobilized by, resuming the NEC's Guideline when it comes to the characteristics of PS children, pedagogical intervention (learning space), but, at the same time, social interaction (affections and socialization). It was possible to identify the need to implement this dimension that, in dialogue with Alfazema, was configured as its intention, but there was, at that moment, no clarity about focuses, possibilities and resources. The action research data helped to illustrate this path as essential for these children and, thus, it became evident that the exclusive use of *Moodle* was unfavorable for the child's experience and that the actions needed to create a new dimension that included synchronous encounters. The mobilization for the implementation of these changes generated the period called the Transition Season.

5.2 TS – April 6th to 17th, 2020 - 9 business days

This season is marked by: decrease in the number of requested activities; change in the addressing of messages; decrease in the use of certain terms in the language of the statements; and the first synchronous encounters. Compared to FS, we have:

Graphic 1 Comparison FS and TS - *Moodle*



Source: Prepared by the authors (2021).

In the comparison between the two seasons indicated in Graphic 1, we notice a reduction in the amount of materials offered as videos (26 to 9 - all video classes); PDFs (8 to 5); as well as the number of activities (with delivery, 9 to 3; and without delivery, 18 to 11). In addition, a change was identified in the way activities were requested in the texts of the statements in the topic body in *Moodle*. In the 17 posts of requests to practice the alphabet (4), numerals (2), exercise (2); listening to stories (2); activity with music (1); assemble materials (1); play (1), we noticed a decrease in the use of the term challenge to lead the child to be stimulated to perform some activity, but, on the other hand, an increase in stimuli for the use of play as a methodology (8 FS; 12 TS). This change was significant from the point of view of the amount, but the stimulus for the student's role was maintained and the game was associated with some type of doing. Two synchronous meetings were offered, creating space for the participation of children with their teacher and their peers, reestablishing a space in which they synchronized the configuration of the class with the presence of a leading teacher.

The first synchronous meeting with the class was called "Special Moment", using the *Zoom platform*, in an experimental way, lasting one hour. After this meeting, a process of alignment between actions carried out in a synchronous meeting and posts in *Moodle* began.

TODAY WE HAD OUR FIRST SPECIAL MEETING! HOW NICE! WE PLAY CATCH OBJECTS! [...] (*MOODLE*, April 2020).

Written texts now have addressing resources with graphic alternation between upper and lowercase, which favored the distinction of the roles of each one of the readers, in order to promote differentiation of messages to be read by the parents (uppercase and lowercase) or by the children (completely in capital letters), as well as guidance on whether or not the activity requires the presence/participation of the adult.

THIS LIST OF GAMES IS FOR YOU TO PLAY, HAVE FUN AND LEARN. TO MAKE THIS HAPPEN IN THE BEST WAY POSSIBLE, WE HAVE TWO TIPS [...] (*MOODLE*, April 2020).

Dear families,
At today's meeting we played with ESTIMATES [...] (*MOODLE*, April 2020).

In the 22 audios of the families at TS, we noticed speeches about the relationship of children and their families with school activities, interactions with the beginning of synchronous classes, the management of technologies to access the platform. Essentially,

reports emerged of enthusiasm for the interaction with teachers and colleagues mobilized in the synchronous class:

I (§) enjoyed talking to my friends and the teacher [...], I missed them (DELTA, April 2020).

Hi, today my day is being very happy and fun. I loved today's class (GAMMA, April 2020).

[The child] liked it a lot and was very excited for [...] Monday's class, which is the first class, (-) video class, like that. And... I think that too [...], I hope it will be a turning point [...] in an activity with colleagues, right, and with the teacher, so, more (-) more social (-) a more social, reunion activity that [the child] was very happy, very excited [...] (THETA, April 2020).

At the same time that the children showed to like the contact with the school, the reports about the repercussions of the volume of activities were maintained, which provoked different feelings:

We spent four hours doing activities yesterday and it was very natural to do, the time was very long, but we got involved [...] we managed to do it and (§), it was... many things were extremely fun (BETA, April 2020).

So, yesterday, when my husband talked about the school assignment, [the child] was very uncomfortable, he left screaming and did not want to do it [...] (THETA, April 2020).

Even though a synchronous meeting was offered, and in it we visualized a moment to teach children to “mute and unmute” their audio, as well as a request for them to create a visual resource to show each time someone needed to speak, the reports indicated the beginning of the teaching of the use of DICTs, passed from the adults in the family to the children. Thus, there were partial instructions for the management of technologies in the environments, mobilized by the school and the family, stimulated by some more immediate need, without promoting specific “training” moments for these uses and appropriations for the children:

[The child] wanted to turn on the computer, [the child] wanted to access the website, [the child] wanted to put it on and I taught [the child] that, **I started to teach things** I didn't say before, you know. What was, what was a login, what was the password on the computer, (§) that it was download, [the child] asked me, then I said (§) that it was download, (§) that it was upload, that what it meant (BETA, April 2020).

I helped [the child] with the tools, right [...] it was the *Zoom platform*. [The child] had a little difficulty, like, understanding the question of turning the microphone on and off, but I tried to leave [the child] as

free as possible [...], both for [the child] to become familiar with it, and also because... for the moment it is [the child's], right (THETA, April 2020).

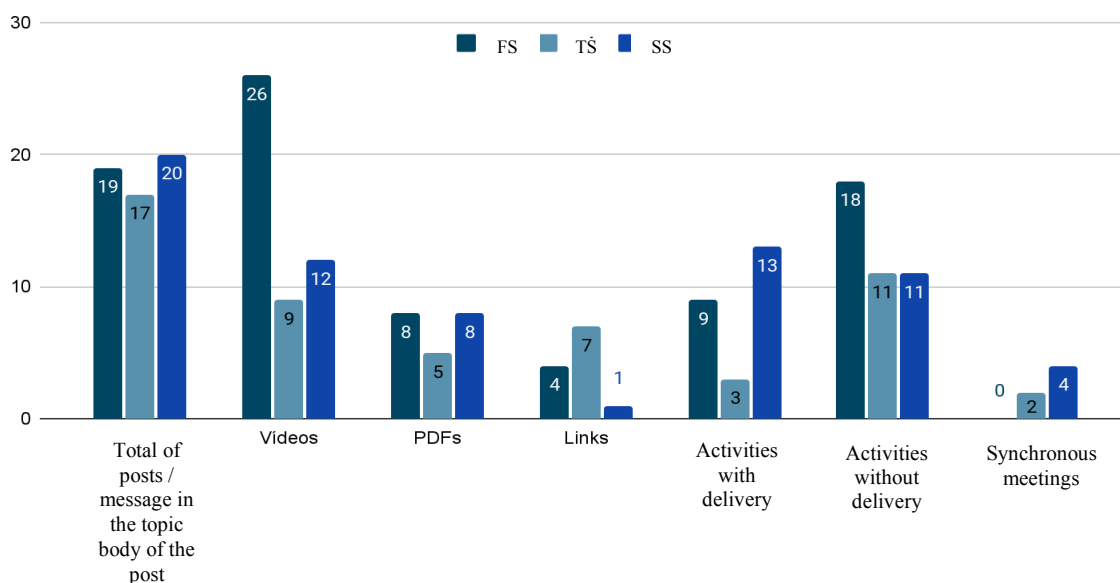
The TS was marked by adjustments and the beginning of the implementation of synchronous meetings, which were experienced potentially promisingly by the children, as they represented the return of contact with people, teachers, colleagues and the beginning of a process of reducing the need for the mediation of a familiar. To exemplify the characteristics that predominated in the first synchronous meetings, we can remember the perspective of the virtual school, mentioned by Valente and Moran (2011). We noticed that in the two synchronous meetings, due to the originality of the experience in promoting a large meeting between children of 6-7 years of age through the screens, the classes were centered on the teacher/teachers and were substantially scripted around some activity, with difficulties to establish times for each one to speak, whether on topics related to the activities or not.

Consequently, SS presents data on the consolidation of changes, with adjustments in the understanding of resources and possibilities for configuring the synchronous moment, with the implementation of feedback between the contents of the *Moodle platform* and experiences through videoconferences on *Zoom*, as well as more favorable reports regarding to children's experiences.

5.3 SS - April 20th to 30th, 2020 - 8 business days

The Second Season (SS) marks the last data collection phase in the *Moodle environment*, characterized by the incorporation of synchronous encounters in the school's pedagogical strategy. As a comparative chart of the three seasons, we have:

Graphic 2 Comparison FS, TS and SS - Moodle



Source: Prepared by the authors (2021).

Quantitatively, in the SS, the amount of posts (20) and materials offered - videos (12); PDFs (08); links (01) -, as well as activities with delivery (13) and without delivery (11), were closer to the FS level, but with 4 synchronous meetings. This mobilized the understanding that the difficulties in carrying out activities, even if they were related to routine changes and the quantitative aspect, denoted greater reluctance due to the way in which they were being requested, and it became evident that the absence of interaction with the peers and the teacher's conduction in synchronous meetings were essential for this resignification.

The texts in the topic body of the posts reinforced an alignment of remembrance and complementation between the actions carried out during synchronous meetings and the guidelines present in Moodle. In addition, these messages kept the alternation of addresses of the messages, differentiating or encompassing children and their families:

DEAR CHILDREN AND FAMILIES! IN OUR MEETING TODAY WE PLAY WITH THE VOWELS AND AGREE UPON A TASK [...] (MOODLE, April 2020).

Dear families, in our class today we talk about Numerals [...] To carry out this task, students will need your help in preparing the sheet [...] Count on us, we are here (MOODLE, April 2020).

Of the 20 actions demanded related to learning, we observed that 9 were associated with playing as a way of performing the activity. Moments of interaction

through the use of the word with a free agenda or even a playing moment mobilized by the meeting and not by some content, became part of the synchronous class script, shared with the children. In addition, times for collective snacks and celebration of festivities were planned at these times. Illustrating the composition of the offer of synchronous meetings, with emphasis on promoting greater interaction between children, we have, in week 06 (April 27th to 30th), the division of groups.

Dear families,
Next week we will start our synchronous classes with split groups. This format will be flexible. We will have moments with divided groups and with the whole class, favoring interaction between everyone (*MOODLE*, April 2020).

As an argument to justify this division, the following criteria were explained: "approximation by levels of writing; switching between different writing levels; approximation of mathematical thinking; peer interaction" (*MOODLE*, April 2020). To streamline different communication channels aimed at children, a forum entitled "Speaking Room" was made available as a space for asynchronous communication, through text messages and insertion of attachments (PDF, photos, audio, etc...):

DEAR STUDENTS OF OUR TEAM!
IF YOU WOULD LIKE TO SPEAK TO THE TEACHER, YOU CAN MESSAGE HERE [chat room on school website] OR POST TO THIS DELIVERY ROOM. IT CAN BE DRAWING, PHOTO, AUDIO, MESSAGES... WHATEVER YOU WANT! THE IMPORTANT IS TO KNOW THAT I'M HERE TO CONTINUE TOGETHER! LITTLE KISSES! (*MOODLE*, April 2020).

In the SS, the space created by the synchronous meetings (4), associated with the offer of a channel for the children, demonstrated strategies for implementing different actions for interaction and made it possible to monitor those that were configured as the most appropriate.

In the analysis of the reception dimension in the SS, composed of 20 audios of the families, there were signs of adaptation, but with still ambivalent manifestations. As much as the child's experience with the school, from the implementation of synchronous meetings, has been, in general, satisfactory, its beginning provoked a new adaptation, and we identified that some children, due to the return of proximity with the teacher and with the colleagues in the synchronous virtual environment, made an immediate comparison with the physical space of the school, materializing their absence and irreplaceability.

Today she told us that **she didn't like these classes**, that she preferred to watch the videos that the teachers produced and sent through *Moodle* (SIGMA, April 2020).

[...] [child] was kind of like that with school, you know? Speaking of (\$) the classroom that she thinks [...] that is much better [...] that's what school is for her [...], it's (\$) her patio, it's her classroom [...] , then I let her talk about it and asked (...) "[child] are you very frustrated because you don't have your school anymore?" then [child] said to me: "I don't know what is frustrated" and I said: "frustrated is when we are very sad because we lost something, right" [child] said: "I am, but I l'm because... yeah... **the classroom is much better** , the **classes we're taking are not bad**, but the classroom is much better, but I know that....". [...] "Yes, but these classes that are happening, that are not (\$) there at school, they are counting as the first year, right, mother?" and I said: "they are counting, right, unfortunately they are counting, but there will be time to go back to the classroom and you will take back your space because your classroom is closed, your little things are there, your name is there in your folder, everything is waiting for you to come back to make you do your first year" then I realized that we... that the conversation had ended there and that we, at least, could have talked about feelings, anyway , and about this **frustration** [...] (BETA, April 2020).

Parallel to these reports of some resistance (verbalization about the loss of physical school space), there were manifestations of greater acceptance and adaptation to the context, in which children interacted with classmates and teachers, showing increasing familiarity for contacts via screens:

[...] I think that (\$) these routines, like, more organized and [the child] more familiarized now, well, with the issue of being more confined and (\$) what the routine is like from there, right, that this will not change so soon that [the child] is already understanding this, [the child] has been very calm, right [...] there was a class in [the child's] room, about an hour of class and very involved, very excited, very happy. And then, at the end of the day [the child] had some chores (\$) in addition to the class, there was a homework and [the child] was very happy to do it. So I **notice a change, right, in the reception** [of the child], in the school activities, in the tasks, right? [The child] getting more excited, happier, like that, more motivated with (\$) this since classes (\$) by videoconference started. And [the child] **began to see** their peers and also to see the teacher (THETA, April 2020).

According to the report, it is possible to realize that the child structured his physical space to have contact with the school, the room, in which the intervention of adults was not necessary for the moment to happen. At the same time that the reception by the teachers was perceived, the autonomy of the child in relation to school demands was manifested. The contact between the school and the parents, which used to be daily and decisive for the classes and tasks to happen, started to be reduced.

The moments of socialization suggested by the teachers, both on commemorative dates and in moments of synchronous classes, in which dynamic proposals were proposed between the children and moments for conversations and personal exchanges, seemed to mobilize expressions of desire to restore bonds and spaces:

[...] today was the celebration of a colleague's birthday and they got together (\$) for a collective online congratulations, [the child] said that if we stay at home we will only go on the birthday of a specific colleague who is the last colleague to birthday, he only has a birthday in December (SIGMA, April 2020).

Following the 3 seasons, we found a significant change in relation to the communication strategy in the educational process, as it began to welcome the demand for social interaction through synchronous moments, which opened space for the (re) encounter to be established.

Final Considerations

Promoting synchronous meetings and redefining posting practices on the *Moodle platform* was, in fact, the guiding axis of action research. We noticed that, at first, the form, the content of the messages and the strategies carried out by the School, reflected in the reports of the reception by the families, showed a strong restriction of relational ways. And the children, in their experiences, showed us that school is woven by learning anchored in relationships, exchanges, dialogues, affections, bonds. And a *broadcast-style model* does not handle these ties and dynamizes adverse reactions to activities.

Of all the points raised in the interpretations of each dimension, Alfazema's mobilization to promote improvements in everything that was possible and more immediate is evident. We noticed that in these different phases (FS, TS, SS), the implementation of synchronous classes changed the landscape of the *Moodle environment* in a few weeks. If before it was used exclusively, after the synchronous meetings it was configured as a support, mobilizing the centering of the pedagogical action in the synchronous virtual environment. This one gradually explored moments of meetings with more resources for interaction and divisions into small groups to promote exchanges between peers, and included festivities that valued life: birthdays and traditional cultural celebrations. The

transition from a moment of exclusive contact with an asynchronous virtual environment to a synchronous environment, when resuming interaction with teachers and peers, generated the need for adaptation and comparisons between online classes and face-to-face classes, with the manifestation of feelings of loss that gradually dissolved to the extent that the synchronous moments sought to integrate a script of association between free playing and sharing and carrying out activities. It was necessary to promote a meeting space that could use the potential of resources that technologies offer for synchronicity, interaction, participation, execution of activities. The emphasis on the integrality of the online meeting allowed the children to gradually resume their autonomous relationship with the school, without the need for intermittent family mediation, in addition to enabling a more fluent understanding and acceptance of the execution aspects of the activities.

The means for the experience of the child entering the 1st year of ES in 2020, who needed to try to balance: 1) needs to promote learning in relation to literacy; 2) exploring the online environment and its potential for interaction; 3) consideration of the peculiarities of the age group and school year; 4) limitations stimulated by the impossibility of accessing the physical space of the school; 5) emotional issues of entering the first year; 6) symbolic, exploratory experiences; 7) listening and welcoming; 8) playing; 9) mediation of emotions exacerbated by the quarantine context; could be increasingly better contemplated from the framework of transformation of online mediation strategies that occurred with the offer of synchronous classes.

As we see in this text an alternation of nomenclatures, and we show some alignments of those that we consider essential, we find a plurality of nominations and divergences of understandings in the empirical field, in all analyzed dimensions, in relation to mediation by DICTs: online school, remote school, remote teaching, online modality, online activities, screen classes, computer classes, online teaching, face-to-face classes, blended learning. This diversity presented itself as symptomatic of the (lack of) knowledge of technological resources and their methodologies for online education for children in the proportions required at that time. In families, the strategy of exclusive use of *Moodle*, for example, provoked the use of two types of hegemonic expressions

to name the routine with the online school: school tasks, school activities, oscillating in referring to them as online or not.

This is evident because, until the pandemic, practices of non-face-to-face pedagogical activities were restricted, in the contexts of PS and ES, as complementary or emergency, with uses and appropriations different from those that were being put into play from 2020 onwards. DICTs for children, as emphasized in problematization II, is not understood and implemented as a possible and potential field for children, but only as an exceptional resource, in a country of extreme social, economic and cultural inequalities. Online education as a way of maintaining activities and reconnecting children in a joint, creative way, balancing learning, the symbolic, the emotional, at Alfazema, went far beyond that the exclusive care to avoid “pedagogical harm”, “suspension of learning time” and “loss of acquired knowledge and skills”, as stated in the NEC’s Guideline. It is evident, according to Valente and Moran (2011) and Santos (2009), that knowledge about the potential of online education is quite favorable for different types of dynamization of quality teaching experiences, because, as Santos highlights (2009, p. 5667, emphasis added) **“Quality education does not depend on the modality. It is possible to have quality education face-to-face, distance, *online* and in hybrid designs”**. However, this knowledge does not seem to be recommended in many of the practices, mainly because online education still refers to its exclusively technological aspect and makes an already considered outdated idea of DL (based on the logic of transmission) endure.

The final considerations about the exchanges between LabGim and Alfazema reiterate that, despite the facilities and challenges experienced, it is essential to reinforce that it was possible to resize school communication for children in the 1st year of ES in a period of 39 days. In general, the creation of different levels of interaction to seek to recover, as much as possible, the singularities in this school stage were experienced by the migration from a *broadcast format* to a modality closer to *being together virtually*, with the availability of a synchronous communication interface and adapting the content interface and asynchronous communication *Moodle*. As challenging as it may seem, and even still limiting, there is, in these same uses of technologies, the possibility of building a being together. What the action research revealed to us

was the confirmation that the age group and school year of children in the literacy phase is a transition between being a child and being a student, which, on one hand, cannot be lived abruptly, and, on the other hand, it needs to be tensioned, as children continue to be children and the differences between school years and ages in life are essential for understanding the types of approaches and for identifying the technological resources that best adapt to these circumstances.

This study intends to contribute with reflections about what is really irreplaceable in the school space in the face-to-face context, incorporating considerations about the essential elements for an online education experience for children that also brings potential, and not just restrictions and losses. If the teaching conditions are diverse and unequal in the country, it is certain that we have to recognize, classify and interpret the experiences of mediation with DICTs in a contextualized and plural way. It is part of this journey to recognize the mentalities that still prevail both in the general perspective of education and communication, which need to be increasingly reviewed and problematized, and this can help to understand and visualize the clues to the paths of transformation, in everything that, in fact, can and should be transformed.

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Authors' contribution

- Author 1 – Project administration, Action research mediation, Writing – First version, Review and Editing, Research, Methodology, Supervision.
- Author 2 – Data curation (collection and analysis), Writing – First version, Review and Editing, Research.
- Author 3 - Data curation (collection and analysis), Writing – First version, Review and Editing, Research.

Declaration of conflict of interest

The authors declare that there is no conflict of interest with this article.

RESUMO:

Este artigo pretende compartilhar pesquisa sobre a adaptação da escola às telas no cenário pandêmico de 2020 para promover reflexões sobre educação online para crianças em fase de alfabetização. Através de pesquisa-ação realizada pelo LabGim (Laboratório de Pesquisas da Comunicação nas Infâncias), acompanhou-se a experiência de uma escola privada de Porto Alegre, com crianças em fase de alfabetização, no período de 26 de março a 15 de maio de 2020, sobre a qual pretende-se apresentar as análises deste cenário. Com ênfase na identificação de duas problematizações (I e II) acerca da mediação por tecnologias digitais de informação e comunicação (TDICs) na reestruturação das estratégias de continuidade das aulas, foram realizadas coletas e análises de dados em três diferentes dimensões comunicacionais (emissor, mensagem e receptor), todas elas servindo de base para a ação exercida diretamente com a equipe pedagógica da escola⁶. Como resultado principal, identificamos três temporadas distintas na adaptação da escola e das crianças naquele período (Primeira Temporada PT, Temporada de Transição TT e Segunda Temporada ST), evidenciando as condições essenciais da educação online para crianças desta faixa etária e deste ano escolar pela possibilidade de configuração de estratégias comunicacionais de mediação online promotoras de experiências de estar junto virtual.

PALAVRAS-CHAVE: Comunicação; Educação online; Crianças; Alfabetização; Pandemia.

Este artículo tiene como objetivo compartir investigaciones sobre la adaptación escolar a las pantallas en el escenario de la pandemia de 2020 para promover reflexiones sobre la educación en línea para niños en la fase de alfabetización. A través de una investigación acción realizada por LabGim (Laboratorio de Investigación sobre Comunicación en la Infancia), se siguió la experiencia de una escuela particular de Porto Alegre, con niños en fase de alfabetización, del 26 de marzo al 15 de mayo de 2020, sobre la cual se pretende presentar los análisis de este escenario. Con énfasis en la identificación de dos problematizaciones (I y II) sobre la mediación de las tecnologías digitales de la información y la comunicación (TDIC) en la reestructuración de las estrategias para la continuidad de las clases, se recogieron y analizaron datos en tres diferentes dimensiones comunicacionales (emisor, mensaje y receptor), sirviendo todos ellos de base para la acción realizada directamente con el equipo pedagógico del centro. Como resultado principal, identificamos tres épocas bien diferenciadas en la adaptación de la escuela y los niños en ese período (Primera Temporada PT, Temporada de Transición TT y Segunda Temporada ST), evidenciando las condiciones esenciales de la educación en línea para los niños de este grupo de edad y este curso escolar debido a la posibilidad de configuración de estrategias comunicativas de mediación online que promuevan experiencias de convivencia virtual.

PALABRAS CLAVE: Comunicación; Educación en línea; Niños; Alfabetización; Pandemia.

RESUMEN:
