


## ONLINE CLASSES: an experience enhanced by covid19

AULA ONLINE: uma experiência potencializada pelo covid19

CLASES EN LÍNEA: una experiencia mejorada por covid19

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### ABSTRACT

This is a critical study of an experience of a post-doctoral professor, user and student of digital media, a teacher of distance education who is urged to continue with online classes after the confinement orientation because of COVID19. It is also a critical reflection on the paths of education in Brazil. The research is empirical and its research subject is the researcher herself who dialogues education with the state of mourning, due to the pandemic, thus seeking theoretical anchorage in psychology. In education, it dialogues with political, methodological and technology issues in education. This text points to the fact that education will have to change structurally and methodologically.

**KEYWORDS:** Teacher training; technologies in education; mourning.

Eu prefiro ser  
Essa metamorfose ambulante  
Do que ter aquela velha opinião formada sobre tudo  
(Raul Seixas)

## Introduction

The year of 2019 was not easy in the slightest for those who work with education. It all started with the president designating a new Minister of Education who had criticism, without convincing arguments, about today's greatest scientists and has declared openly, following ideas from his guru from the current government<sup>1</sup>, that "there is nothing that can refute the idea that the Earth is flat". And for that there is no commentary needed.

But the worst part was that, after 97 days ahead of the education ministry, the Minister of Education has not presented a single plan on how to proceed with the

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<sup>1</sup> There are many informations about that in social web and you can verify in: <https://www.metropoles.com/brasil/olavo-de-carvalho-nao-ha-nada-que-refute-que-a-terra-e-plana>  
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education agenda in Brazil, besides doing questionable propositions such as asking students to record the current president's campaign slogan or even alter the textbook's perspective about the military dictatorship that this country has gone through.

After the Minister's replacement, thanks to the controversies surrounding his bad administration, his substitute did not bring any new thoughts to the agenda as well. One of the current Minister's first measures was announcing the blocking of 30% of resources for the public universities, causing operational issues for the universities and federal institutes aside from the childhood education and post-graduation programs. Once the resources for the universities were resumed, he then blocked other educational resources such as the Fund for Financing Higher Education Student (Fies) and also the scholarships given by the Coordination of Superior Level Staff Improvement (Capes), demonstrating his total neglect with the academic research in this country and education in general.

The year of 2020 already started with lessened scholarships, problems in accessing the financial funds, with science being defamed and public universities being vilified and beyond all that, the menace of a pandemic that became real in march 11th of 2020, when the World Health Organization (WHO) declared the pandemic state.

According to what was registered in the journalistic media, in Brazil, the measures for dealing with covid-19 started in february with the repatriation of brazilians living in *Wuhan*, the chinese city that became known as the epicenter of infection. In 15 days, Brazil confirmed its first contamination, at a time when hundreds of cases were being confirmed in Europe and the death rate for the virus was very high in the continent.

WHO considers the development of cases of covid-19 in Brazil accelerated, for there's only 25 days between the first contagion and the mark of one thousand cases (from 26/02 to 21/03). It was just 6 days later that came the confirmation of 2 thousand infections by the coronavirus (from 21/03 to 27/03). The number of cases reached 4 thousand in the next week (from 27/03 to 02/04), reaching 8 thousand cases. The week of april 27th starts with 80 mil cases of contamination by the coronavirus and more than 5 thousand deaths, with 499 deaths being confirmed in 24 hours across the nation linked to the new virus, according to the data from health state offices.

As an action against dissemination and containment of cases that lead to hospitalization because of this virus, it was determined by the mayor of Salvador the closure of public and private schools, starting march 18th of 2020, besides the closure of malls, entertainment spaces and other spaces that can cause cluster in general starting march 19th of 2020. On march 23rd de 2020, the governor of Bahia closed all public institutes for customer service and the rest of schools in all of the state.

From this moment on, although local and state governments decrees did not legislate about online classes, many private schools began articulating their teachers towards maintaining educational activities going, through digital platforms. Some of this schools already used these platforms before, but most did not even thought about offering their teachers the skills and learning needed to prepare classes with new methodology especially for the digital medias, which can't be considered as new and already reaches most people.

So, it is possible to say, that the vast majority of teachers and professors where caught by surprise, in most cases, with their schools' imposition of producing educational material to be utilized at home by the child and teenage students under their parents or legal guardian's supervision. In many of this cases, with online classes, these teachers were exposed and monitored in their educational methodologies, with a large number of these people having to daily move themselves from their houses to a recording studio, and others even having to use their own equipment and internet packages, without any support from their employers whatsoever.

Public schools, where the reality is quite different from what it is in private schools, can't offer the same chances to their students, whom are also less likely to have access to technology when compared to private school students.

But how is this educational material being made? How has the digital media been explored within all their possibilities? The methodology remains the same? Were there any changes? Which ones? What is the content of this educational material? Has it been considering the current events in the world? How have parents been guided in mediating their children's cognitive development? In order to expand their knowledge repertoires.

All these questions are asked when we think about what schools have been doing in the period, but this article's purpose is presenting a report on my experience as a post-graduation professor, student and user of digital media, long distance education teacher, as I feel urged, not by the public institution I work in, but by my own personal desire, to continue with classes I teach at a post-graduation in education program at a prestigious public university in Salvador, and with the academic research group meetings that I lead, after the lockdown was proposed as the virus' containment strategy because of its highly infectious and sometimes even lethal nature. It's a virus that damage the life strategies of not only people but also of health and economic institutions, besides shutting down schools.

This critical report about the events generated by a pandemic is also an observation on the paths the education in Brazil faces, in the view of a situation that

followed the emerge of scathing obstacles in the development of pedagogical activities in person.

### **What covid has taught us**

Ever since the declaration of WHO about the pandemic, loss became a general feeling, loss of freedom to come and go as pleased, loss of the routine, loss of quality personal time with family and coworkers, in that, the grief. Grief has been viewed differently after Freud (2008) gave it a broader understanding, by associating it with the loss of a special object. In this case, loss of ability to teach in person, with a methodology related to a time and space that surpasses the times, being the same since its idealization.

On a reinterpretation of Freud (2008), Kübler-Ross (1994) wrote about the development of the grief process that in this currently threat of an infectious and lethal virus situation happens in five stages. The first stage, as suggested by the author, is denial and isolation, these feelings speak for themselves as they make up the Ego's temporary defense mechanisms against the psychic pain when facing loss. At this stage, I imagined everything happening was going to be over soon and life would be back to normal.

At the second stage of grief came the anger, facing the Ego's improbability to keep in denial and isolation. At this phase I expressed anger towards the virus and the alterations of my academic activities schedule it caused. That lead me to the third stage, bargain. Knowing that being in denial, isolation and anger could not do anything to change the reality of what was happening, I tried to make some kind of a deal so that things could go back to the way they were before. So I summoned post-graduation students to continue with their online classes. But then, I came across the fourth stage, depression. At this highly introspective phase, I realized my lack of intimacy with the technology necessary for online classes. I also realized my struggles related to this new technology when students would come up to me about some of their struggles with it, such as data and media files access there were available in online conferences, either by not knowing how to use it, by the inability of installing the programs necessary on their computer or cellphone, or by not having quality access to the internet.

Then, I arrived at the fifth and last grief stage, purposed by Kübler-Ross (1994), acceptance. At this stage the person that is going through the grief can finally face the situation with full conscience of their possibilities and limitations. Once I reached this stage, I realized that a thorough research was needed, in order to try to solve the problems brought by my students, by helping them go through the changes of classes

in person to virtual classes. On the other hand, I also realized the importance of rethinking my own methodology.

In a way, Covid19 taught me how to search for other alternatives related to my teaching and my methodology methods that could improve the online meetings through the digital platforms.

That was when I knew I had to act somehow, so I found in Worden (1998) the thought that this phases translates passivity, thus he proposes tasks based on the fact that the person in grief needs action and do things to cope with their pain. Worden (1998) understands four tasks to be accomplished during the grief process: the first task is accepting the reality of loss; the second task is elaborating the pain of loss. Parkes (1998) claims the need to face the pain of grief so that it can be overcome, and also affirms that not every person goes through this pain in the same way or same intensity. As a professor and pedagogue, I learned that it would be necessary to deal not only with my own sense of loss, but with my students' as well, respecting each of their individualities. Therefore, many times, I had conversations with some of my students on the private space of *WhatsApp* and tried to remedy their difficulties by motivating their participation in our classes or by trying to be sensitive of their individual moments of overcoming their situations. I gave space, during the development of classes, to the hidden curriculum. Silva (2010, p.78) defines it as: "The hidden curriculum is composed by all educational environment aspects that are not a part of the official school curriculum but that implicitly contributes with relevant social learnings".

Currently, I find myself in the third task, which consists of adapting to a new environment that has different meanings to me. Even though it is not a completely unknown territory, having only the possibility of online classes is a new situation, and new situations are always frightening.

The fourth task aims at emotional repositioning. It is a tough phase, because of the abandonment of previous behaviors and creation of new ones, thus enabling life to continue after the loss. The fourth task consists of overcoming attachment to the past and investing in new realities. For that, you must learn how to deal with new things, such as virtual classes.

### **Online classes**

Technology in education came to me at the end of the 20th century, in the 1990s, when it arrived at the school I worked at the time. It was a religious elementary private school. When the computers arrived at the school, I already had a computer at home so

I started to think about all the possible learning and methodologies we could use. But the computers came in as teaching material, not a resource for students, so the students were taken to a computer lab basically to learn how to turn on and off the machines, and things like that.

Fortunately, the person responsible for the computer lab in this school, even if they were not from the education field, had a highly pedagogical view related to this technology, and together we built a new meaning for it: we did a fable festival, an idea that involved reading books, then the parents, grandparents or legal guardians would help participating in class and helping with the reading and understanding of this stories, and finally the students would go to the computer lab where, under our guidance, they would transform the stories they wrote themselves into animations, through an app called MicroMundos<sup>2</sup>.

The results would be presented at an open event to the rest of the school and to the parents through a big screen or even computers, besides doing news coverage of the event with the students, taking pictures and making short films with the only digital<sup>3</sup> camera we had at the time, and the images were projected also at the big screens in between the animations produced. It was a very rich experience that lead me into producing multimedia classes, with simple programs such as Power Point<sup>4</sup> or Movie Maker<sup>5</sup>, for example. I used to utilize images and movements for the classes, and I increasingly improved my methods. I always had to use simple resources so that my work would function at the obsolete technology the school provided.

When I proposed to make these classes available at the school website, years later, at the beginning of the 21st century, the school board told me it would be dangerous to stimulate children to use the internet. Later on, the same school adopted a Virtual

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<sup>2</sup> MicroMundos is a program developed and marketed by the Canadian company LCSi (it is not free software). Widely used by several schools in Brazil, the program allows you to create publishable projects on the web, that is, we can interact with a project even if we don't have the program. For this, it is necessary to install a plug-in (only available for Mac and Windows). Available at <https://projetologo.webs.com/mw.html> Acesso em: 14 abr. 2020. Ver: <http://www.microworlds.com/por/>

<sup>3</sup> According to information from BLOG E MANIA, the popularization of the digital camera came in the 1990s, with the accessibility of lower prices. In 1997, Hitachi was responsible for manufacturing the first digital camera to transfer videos in MPEG format to the computer. Available at <https://blog.emania.com.br/conheca-a-historia-da-camera-fotografica-digital/> Access: 17 abr. 2020.

<sup>4</sup> Microsoft Office PowerPoint program is a program used for creating/editing and displaying graphical presentations, originally written for the Windows operating system and ported to the Mac OS X platform. The Windows version also works on Linux through the Wine compatibility layer, but not with the same possibilities.

<sup>5</sup> Windows Movie Maker is free video editing software available on virtually every computer up to Windows 08. Developed by Microsoft as part of the standard software package, it was included with Windows XP, Windows 7 and Windows 8. No is more available for download. Find out more at: [https://www.movavi.com/pt/support/how-to/windows-movie-maker-review.html?gclid=CjwKCAjwp-X0BRAFEiwAheRui3o49F1dZyOHTAGslm5I0Cu0kDq\\_V5XJRci6Kj2HbL8yvCr-Eg7OUxoC0DwQAvD\\_BwE](https://www.movavi.com/pt/support/how-to/windows-movie-maker-review.html?gclid=CjwKCAjwp-X0BRAFEiwAheRui3o49F1dZyOHTAGslm5I0Cu0kDq_V5XJRci6Kj2HbL8yvCr-Eg7OUxoC0DwQAvD_BwE) © Movavi.com

Learning Platform called AVA, in which the students could access classes posted there by their teachers. But that was at the 2010s and I no longer worked in basic education and by then I watched my graduation students, young people, struggling with these tools, even when editing their papers.

But I did not give up on the subject. My classes at the university, being at graduation or at post-graduation classes, especially classes for internship orientation and for the Portuguese's theory and methodology references, have always had these resources present, making students, at first, always reluctant by the proposition of inserting this tools in classes, with the arguments that school usually do not own computers, students do not have access to it and even them, the internship students, are missing the skills to deal with this technology. However, after developing multimedia or gamified activities, sometimes even with hybrid studies, the enthusiasm takes over most of them.

According to Guimarães, Magalhães and Barreto (2010, s/p) "multimedia papers are those who make language articulations possible, in digital form". Therefore, we can say that these multimedia activities are the ones that organize, as exposed here in this article, pedagogical activities in digital form, not necessarily in every class, but it constitutes a part of it somehow. Still according to these authors, under a technical perspective, the multimedia art form is the technology that allows a digital combination under the same program of diverse forms of communication, such as: text, image, audio, etc. Nunes (1999, p. 38) understands that multimedia is the technology that allows "the coexistence of different materiality orders in the same space". By all means, the multimedia activities articulate languages and new meaning processes, different from those produced by papers that gives privilege to one form of communication on top of others. (GUIMARÃES, MAGALHÃES and BARRETO 2010, s/p).

Gamification, according to Ulbricht and Fadel (2014), is about the application of game elements in not gaming activities. The author also understands, although the word was used under these circumstances for the first time in 2010, because for Navarro (2013), the translation in portuguese is originated by the english word, created by the british programmer Nick Pelling in 2003, the idea of gamification has been applied in education for a long time, through awards or activities with successive difficulty levels. For Busarello, Ulbricht and Fadel (2014), this term represents the concept of a systematic thinking stimulation just like in a game, with the intent to solve problems, improve products, processes, objects and environments while focusing on motivation and engagement of a specific public. The main focus of gamification is to emotionally involve the individual, using mechanisms from games, favoring the creation of a conducive



environment for engaging the individual without necessarily having the mediation of technology.

According to Andrade and Souza (2016), a hybrid learning, also called blended learning by English speaking education specialists, can be interpreted as a teaching and learning methods that can be used either in person or in virtual classes (*e-learning*).

While I adopted the hybrid learning method, maintaining dialogues and activities through different medias with my students – notably through *WhatsApp*, I also incite them to prepare activities that involve diverse medias and interactivity that they can provide for their own students during their internship moments. At the very moment of execution, the internship students found many difficulties, as it was reported before, however, with patience and the Rebel Pedagogy<sup>6</sup>'s perspective, they would achieve their goals and the classes mediated by technology would happen.

Other than these elementary and empirical experiences, for a few years now I offer online classes at the pedagogy school at the university where I teach and also attend, as a student, online courses. However, none of this prepared me for what was to come.

On March 16th of 2020, with the virus already frighteningly present in our society, I taught the first post-graduation class of the semester. Being aware of the possible following events, I got ahead of it and invited my students to continue with the classes but virtually instead of in person. There was not an idea of how things would turn out, but, listening to some of my students that had limited and low quality access to the internet and could not download video conferencing programs on their computer, we decided to develop our classes through the *WhatsApp* app.

The Olhar digital<sup>7</sup> website, instructs that *WhatsApp*<sup>8</sup> is an app for exchanging messages and online communication through text, audio or videos, available for smartphones and computers. Still according to the website, the app has more than 1,5 billion active monthly users across 180 countries, besides being a free app. Generally, the app is already installed on smartphones, preventing storage space of being wasted, and the cellphone companies offer free usage for it, regardless of the internet package payment.

It has been challenging to mediate a class through a messaging app. But the first thing I worried about was not being able to maintain the same methodology I usually

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<sup>6</sup> OLIVEIRA, Rosemary Lapa. *Pedagogia da Rebelião e Enleituramento*. Curitiba: Appris, 2019

<sup>7</sup><https://olhardigital.com.br/noticia/whatsapp-historia-dicas-e-tudo-que-voce-precisa-saber-sobre-o-app/80779> Access: 15 apr 2020.

<sup>8</sup> The name of the application is a play on the expression "What's Up?", in English, which can be translated as "What's up?" or "How are you?". The service was created in 2009 by Brian Acton and Jan Koum, two former Yahoo employees, who sold their creation to Facebook in 2014 for \$19 billion (at that time).



utilize in traditional classes. Therefore, I thought about ways to do it that were guided by previous experiences, such as thesis defense committees and research groups online, and even *lives*<sup>9</sup> on *YouTube* about teaching through technology and digital teachers.

My first virtual class was quite different from the dynamic and traditional class I usually teach, I had to wait for writing or recording audios. Since the app is vastly used and well known by most people, especially in Brazil, and knowing that there is a natural tendency to regularity, meaning that humans tend to respond well to repeated actions<sup>10</sup>, I started the meeting making deals with the students and presenting a methodology that consisted in: center the discussions in organized topics as I introduced a Power Point's slide presentation changed into an image which would initiate the debate on an article (or other types of texts) previously read by all. It turned out to be a really effective methodology because it made the message exchanging organized, when usually is the opposite, especially in *WhatsApp* groups.

Obviously, at the beginning, I indulged my own temptation to transpose traditional classes into online classes. I resorted to the slide presentations I was going to use in classroom classes in order to give the mediation a direction. However, I warily considered my actions and made some small adjustments: slide with images and moving objects were dismembered, I enlarged the lettering and separated the images so that the text would not be truncated. This had to be done since I could not send the slide presentation how it was, because in order for it to open the user receiving the presentation must have a *Microsoft Office*<sup>11</sup> program in their device. Although this program can be downloaded in computers, notebooks or smartphones - that have been successfully substituting other machines - not every person has done that by lack of knowledge, expenses or even storage space on their device.

The joy of my students and me at that moment must be registered. It seemed like we were defeating the virus, we were cheating its protocols by continuing our classes, in

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<sup>9</sup> According to the website GLOBO.COM, Live is a live audio and video broadcast on the Internet, usually made through social networks. Instagram, for example, has a tool that allows users to stream video in real time to followers, which is also possible through applications like YouTube, Twitter, Facebook and TikTok. Users can make comments and leave likes, as well as follow the activities of other viewers. See more at: <https://www.techtudo.com.br/noticias/2020/03/o-que-e-uma-live-saiba-tudo-sobre-as-transmissoes-ao-vivo-na-internet.ghtml> Acesso em: 17 apr 2020.

<sup>10</sup> In the case of WhatsApp, it consists of downloading images and texts, mostly uncritical and dialoguing, almost in a monologue, generally disregarding the place of speech.

<sup>11</sup> According to the website Portal Educação, Microsoft Office is a package with several applications for different uses. Among the programs that make up this famous package, we can highlight Word (word processor), Excel (spreadsheet), Access (database), PowerPoint (graphic presenter) and Outlook (emails and contacts), making the Office suite one of the most popular programs in homes, businesses and educational institutions around the world. There is a free version, but it is usually paid. Available in: <https://siteantigo.portaleducacao.com.br/conteudo/artigos/informatica/pacote-microsoft-office---principais-utilizacoes/50689>. Access: 18 apr 2020.

spite of it! And with that same joy they accepted to keep the virtual classes, giving space to the overcoming of grief.

In the second class, it was asked of my students to record themselves or their voices for a presentation of a chapter from a book we were studying and afterwards it would be open to discussion. In order to organize each student's time to speak, sometime I felt to be very important in this form of class, given my recreational experience and with previous virtual classes, I suggested that each student would present their part in the same order the chapters in the book were arranged. Besides a few anticipations, this experience was successful. The class was over way after the usual schedule, given the heated discussions. Some students recorded videos, but most of them recorded voice messages. These voice messages were short and straight to the point, proving that the students understood the way they were supposed to use this new medium.

In the third virtual class, I suggested a low internet consumption platform that could support a web conference. The experience revealed how little we know how to use this type of medium. The students were distressed with the idea of downloading the app and learning how to use, requesting my help at every step. I had to also encourage a few of them that were feeling insecure about dealing with this new platform. Many didn't even show up. I tried to stay in both platforms, but I was not able to. This particular experience showed me how far we still have to come regarding this type of medium, even though it has been revealing excellent ways of social interaction in many aspects. This happens not only out of unfamiliarity with technology, but also for economic reasons.

For this conference I decided to go back to my education and technology origins and prepared a *PowerPoint* video of that day's class. With images taken out of the internet with writings from the book I previously told my students to read, I prepared a class opening, a four-minute lecture so that we could have debates afterwards.

To present the slide show as a video, I used a resource in the program with which you can record the slide presentation, thus I narrated while the images were passing, and to give the short film autonomy, I chose to add breaks to the presentation and saved the document as "*PowerPoint's* slide presentation"

However, I still had the main problem: not everybody had the *Office* program in their devices, and there were people that could only follow with their cellphones, therefore I saved the presentation on a mp4 format, that meaning, a container file for the computer file that can contain various types of data compressed by stable means, using video and/or audio codecs. But it turned out too heavy and it could not be sent via *WhatsApp*, so I downloaded the video to a *YouTube* channel, also using an app

available online (there are many) that lowers the video's quality so you can send it by message. I sent the video and the link on *YouTube*, making sure that, regardless of the video's quality it would be accessible.

As you can see, it is not a simple situation, but it is possible. We were able to access the video and from it emerged highly useful discussions. But, regarding the methodology and the teaching approach, our discussions were not surrounded by the suggested papers. We brought the debate to current reality, also to individual realities, thus, working with the hidden curriculum. And it could not be so different from the reality we are, with the grief we are living in our own lives and how we lived not long ago, before Covid19.

In the following classes, I increasingly noticed that the widely spread university's triad of teaching-researching-extension, needed to be revisited. It can no longer be treated as a watertight situation, but as aspects of the same object, that being knowledge. Thus, education needs be able to deal with technical aspects of a certain knowledge, but it must also interact with this social knowledge, foreseeing, forecasting and preparing wide discussions about it in society and must connect this knowledge to a local and global reality, studying it through the traditional and hidden curriculum.

As I continued to teach online classes, I attempted to explore all the possibilities that the multimedia content available had to offer for interaction and enlargement of the learning repertoire. Group work, audio and video productions, and so on.

### **Concluding: there must be a change in methodology**

Out of all this, one thing remained clear: there must be a change in methodology, that is, the direction for accomplishing the pedagogical objective must be different during this time, so that the desired purpose can be achieved. Once we lose a loved one, our daily methodology changes itself, for we can no longer talk, see, or hold that person near and so we begin to use different methodologies so that their words, their image and their holding can always remain. That is dealing with grief.

By being urged to social distant, specially the education unit, more specifically public schools and universities, it became necessary, in order to deal with grief, to alter methodologies that would not keep us apart from classrooms. Or from academic duties. Or from feeling grief towards schools.

I applied my empirical knowledge of social media that could be used for educational purposes. With them, I learned that long videos are not didactic, being more appropriate, on a pedagogical environment, a dialogue built on them. I also learned that

long audios turn to long boring monologues. Also that refined images are harder to attribute objective senses. Also that long texts can be scattering. And I even learned that there are many websites with programs that could help gamify the learning. With medias in general, I realized methodologies can be different.

I learned that we must wait for the other person's audio message or writing. I learned that I had to read the attendance sheet while expecting the answers and that dialogue does not have to be linear. Also I learned that, during a web conference, while a student is speaking the other microphones and cameras on the device must be disabled, and the chat is an option for registering ideas, to make sure everybody is listened to. I even learned we must pay attention to the outfit we wear at these conferences, so there's no problems with the image.

I learned new methodologies of didactic mediation using existent materials, because according to Froebel (apud KISHIMOTO, 1998), learning depends on each person's interest and it is done by practicing. If there is something on a day to day practice are supporting devices to the communication and information technology, such as the radio, television, telephones, computers, *smartphones*, *tablets*, and many other that can be produced in the future.

With the mediation of these devices, choosing apps and programs that are possible and accessible, education keeps its path, and continues, in spite of the virus and flawed educational politics.

I learned even more, I understood Giroux's (1997) thesis defense, when he affirms that teachers and professors are intellectuals and must be the lead of their pedagogical duties, searching for methodologies that can overcome difficulties met along the way regarding to education, being those obstacles promoted by traditional curriculums, hidden curriculums, or even by vicissitudes of society. All professionals of education must be aware, aware to what society tells them, that being government documents, or social situations that could happen, for example, a virus that has the power to stop educational activities, during the school year.

And we also need to learn more. Learn that the classroom needs to be a healthiness place, therefore, we must stablish a 15 children limit in a classroom, under the mediation of only one teacher; and the same amount should be repeated in teenager, adults, or seniors' classrooms. We must learn how to teach from a distance in a less traditionalist

way and a to make education in person be marked by a hybrid learning, using both technology and ancestral knowledge, such as storytelling<sup>12</sup>, for example.

Therefore, revisiting the idea that there are tasks a person in grief needs to go through to overcome their pain of loss, according to Worden (1998), I try to reach the fourth task, which is about emotional repositioning. This phase aims to abandon previous behaviors and create new ones. The fourth task consists in overcoming the attachment to the past and invest in forming new realities.

The covid19 showed us that education in general has to change, it has to change structurally, with less students for each teacher, with airier classrooms and more access to technology; and methodologically as well, with active methodologies and also mediated by technology. It is up to us to overcome our grief of a no longer existing learning and teaching experience, in order to live this new reality of a technological but yet humanized education, so we can keep - in many ways - our population healthy.

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<sup>12</sup> See more in: <http://graosdeluzegrio.org.br/compre-nossos-produtos/livros/a-pedagogia-grio/>. Access: 19 apr. 2020.

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**RESUMO:**

Este é um estudo crítico de uma experiência de professora pós-doutora, usuária e estudiosa das mídias digitais, professora da educação à distância que se vê instada a continuar com as aulas on-line após a orientação de confinamento por causa do COVID19. É, também, uma reflexão crítica sobre os caminhos da educação no Brasil. A pesquisa é empírica e tem como sujeito de pesquisa a própria pesquisadora que dialoga a educação com o estado de luto, por conta da pandemia, assim, busca ancoragem teórica na psicologia. Na educação, dialoga com questões políticas, metodológicas e sobre as tecnologias na educação. Este texto aponta para o fato de que a educação terá que mudar estruturalmente e metodologicamente.

**PALAVRAS-CHAVES:** Formação de professores; tecnologias na educação; luto.

**RESUMEN:**

Este es un estudio crítico de la experiencia de un profesor postdoctoral, usuario y estudiante de medios digitales, un maestro de educación a distancia a quien se le insta a continuar con las clases en línea después de la orientación de confinamiento debido a COVID19. También es una reflexión crítica sobre los caminos de la educación en Brasil. La investigación es empírica y su tema de investigación es la propia investigadora que dialoga la educación con el estado de duelo, debido a la pandemia, buscando así un anclaje teórico en psicología. En educación, dialoga con cuestiones políticas, metodológicas y tecnológicas en educación. Este texto apunta al hecho de que la educación tendrá que cambiar estructural y metodológicamente.

**PALABRAS-CLAVES:** Formación del profesorado; tecnologías en educación; luto.