



BRAZILIAN HIGHER EDUCATION AND ITS BARRIERS DURING THE PANDEMIC BY COVID-19

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ABSTRACT:

Brazilian government has adopted strict social measures to contain the spread of infection by the SARS-CoV2 virus social distancing is among these actions. However, it has brought consequences in social, health and economic spheres, mainly in higher education, considering the courses which used to be developed in a presencial format before the crisis. In view of facilitating measures of the Ministry of Education considering the pandemic in order to guarantee basic compliance with the mandatory contents of formative curriculum, several adaptive processes through the use of information and communication technologies have been sought, however the profile of the Brazilian university student throughout the last two decades are not yet fully adapted to distance learning and its pedagogical tools, considering its economic, social and cultural reality. Thus the impact of the pandemic by the new coronavirus may, in the medium term, bring disastrous consequences to the training of professionals resulting from the current teaching-learning process, which is still confusing and constantly evolving for both educators and students. It is necessary to involve social and governmental spheres in order to minimize losses that may, if the necessary measures are not taken, become irreparable to these beginners of post-pandemic period.

KEYWORDS:

PANDEMIC, HIGHER EDUCATION, DISTANCE LEARNING, CONFRONTATIONS, COVID-19.

INTRODUCTION

The provision of quality education in non-presential classroom modalities requires, from higher education institutions, complete preparation, with prior knowledge, infrastructure and training of teachers for the use of information and communication technologies. Undergraduate teaching, in the context of non-classroom classes, had at the Open University of Brazil (UAB), in 2005, the starting point for large distance learning enterprises, becoming in the light of that moment, the core for the investment of large groups of higher education in this modality, with the concern in offering for the training of teachers, managers and professionals of basic education in this modality.

The ordinances of the Ministry of Education (MEC) 343 and 345 (March / 2020), in the face of the pandemic by the new coronavirus, allow educational institutions to have as alternatives the replacement of theoretical classroom subjects by remote or distance activities, except for laboratory and curricular internship activities, which must be kept suspended until the norms of social isolation are

removed. The genuine concern of universities in this moment of sanitary crisis and strict rules of social distance, is, therefore, to transpose classroom teaching to

the non-classroom modality regardless of its variations, maintaining quality and guaranteeing learning.

In order to achieve this goals, public and private institutions have searched for possible strategies using information and communication technology tools as mediators. However, the expansion of access to higher education for more than a decade has not brought with it the access of its students to the technological resources necessary for the adequate monitoring of their studies, and in this scenario many are still stagnant in a learning model where the notebook and the pen are prevalent in email and digital platforms. It is clear that considering the moment of health crisis as an exception and not a rule, the damage arising from social distance needs to be minimized, and this includes social, educational and methodological measures. Resources such as the use of active methodologies, gamification and other pedagogical possibilities can contribute in this sense, favoring the welcoming, integration and belonging of the student to the virtual classroom, however they will not be able to overcome the essential confrontations of the situation in which the undergraduate is. in our country.

MATERIALS AND METHODS:

The present manuscript is the result of a bibliographic

review of the most recent works on the pedagogical processes after COVID19 in Brazil. The data search strategy occurred through the following websites: Pubmed, Cochrane, Embase, Lilacs.

RESULTS AND DISCUSSION:

The current context due to the speed of events did not allow the association of factors related to the teaching-learning axis to be satisfactorily contemplated, since a pandemic like the one we face, initially underestimated and why not say neglected by the governments, was a surprise even for those who already use the use of educational technologies on a daily basis. A country with education geared towards digital educational technologies is not born overnight. Suddenly, a logic was imposed on teachers and students that has been improved for a decade and a half and is not yet fully understood and accepted. The Ministry of Education has simply dealt with distance learning and its consequences, disregarding an economic and social reality consistent with the majority of university students, who, when minimally acclimated, have the infrastructure of universities for the necessary accesses to digital services, such as academic activities, research, and other data searches frequently demanded by their teachers, since in their homes a computer is a luxury accessory and smartphones do not guarantee fast and powerful connections for navigation in different environments in search of knowledge. Access conditions are as diverse as possible, and the institutional and governmental look at the student's life context needs to be more careful and humanized across the academic universe, including teachers, managers and the state.

In this context, and given the relativization of teaching that the MEC ordinances have made possible, it is necessary to think about those who face barriers to reach the knowledge arising from graduation. So far, there has been no manifestation by the federal government with the current teaching modality in force and the problems faced by students with disabilities, and how the teaching-learning process would be facilitated, in order to restrict their disadvantages and expand their participation in the academic environment. The main barrier in higher education for people with disabilities has been the unpreparedness of university professors to deal with students with significant cognitive, psychomotor and / or sensory deficits in the daily complexity of a regular class. Such situations certainly expand in non-classroom teaching, and the results of this will be seen in medium and long term.

The main question is: what will be the profile of the professional emerged in the Covid-19 pandemic context? Will teachers who have never worked with distance education be able to successfully reach the completion of the necessary academic content, so that even at a distance they can contribute to the formation of a reflective, critical and safe graduate for their decision making?

CONCLUSIONS:

The most important challenge for universities is, in this pandemic moment, in addition to encouraging their educators to go beyond the transmission of knowledge, above all, to strengthen new attitudes towards human diversity and its confrontations. In addition, it is important that they are prepared to build teaching strategies and adapt activities and motivating content for the most diverse student profiles, regardless of the level of difficulties they may present. Reinventing ourselves is necessary.

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