

**THE TEACHING OF PHYSICAL EDUCATION IN THE PANDEMIC PERIOD
(SARS-COV-2): A CASE STUDY AT THE FEDERAL INSTITUTE OF
TRIÂNGULO MINEIRO – IFTM**

**O ENSINO DA EDUCAÇÃO FÍSICA NO PERÍODO PANDÊMICO (SARS-COV-2): UM
ESTUDO DE CASO NO INSTITUTO FEDERAL DO TRIÂNGULO MINEIRO – IFTM
LA ENSEÑANZA DE EDUCACIÓN FÍSICA EN EL PERÍODO DE PANDEMIA (SARS-COV-
2): UN ESTUDIO DE CASO EN EL INSTITUTO FEDERAL DEL TRIÂNGULO MINEIRO –
IFTM
DE CASO NO INSTITUTO FEDERAL DO TRIÂNGULO MINEIRO – IFTM**

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ABSTRACT

Keywords: professional and technological education, physical education, pandemic, precariousness, remote teaching.

This work aims to present a study on the teaching of Physical Education mediated by videoconferencing platforms during the pandemic period (sars-cov-2), in Technical High School Integrated to High School, at the Federal Institute of Triângulo Mineiro – IFTM. Therefore, aiming to verify, through teaching discourse, possible pedagogical solutions, or not, in this scenario, with regard to the aforementioned discipline. In turn, the methodological instruments are based on a case study, carried out through interviews with eight (8) Physical Education teachers, from eight (8) IFTM campuses, using French discourse analysis as a basis. theory for discussion of the data, under the approval opinion of CEP number 6,055,812. Given this, we conclude that classes in the aforementioned discipline, mediated by videoconferencing platforms, generated a series of vulnerabilities, which made Physical Education classes precarious. It is clear that, although remote teaching has been a viable solution, it will never replace face-to-face teaching and that, consequently, it is necessary to be very careful, post-pandemic, when using and trying to replace this with that, given that remote activities do not offer the same quality offered by in-person education and should only be an aid to face-to-face education.

RESUMO

Palavras-chave: educação profissional e tecnológica, educação física, pandemia, precarização, ensino remoto.

Este trabalho visa a apresentar um estudo sobre o ensino da Educação Física mediado pelas plataformas de videoconferências durante o período pandêmico (sars-cov-2), no Ensino Médio Técnico Integrado ao Ensino Médio, do Instituto Federal do Triângulo Mineiro – IFTM. Objetivando, portanto, verificar, por meio do discurso docente, possíveis soluções pedagógicas, ou não, nesse cenário, no que concerne à referida disciplina. Por sua vez, os instrumentos metodológicos baseiam-se em um estudo de caso,

realizado por intermédio de entrevistas com oito (8) docentes de Educação Física, de oito (8) campi do IFTM, tendo a análise do discurso de linha Francesa como lastro teórico para discussão dos dados, sob o parecer de aprovação do CEP de número 6.055.812. Visto isso, concluímos que as aulas da disciplina mencionada, mediadas pelas plataformas de videoconferência, geraram uma série de vulnerabilidades, que vieram por precarizar as aulas de Educação Física. Ficando claro que, apesar do ensino remoto ter sido uma solução viável, ela jamais substituirá o ensino presencial e que, conseqüentemente e que, conseqüentemente, é preciso ter muito cuidado, no pós-pandemia, ao utilizar e tentar substituir este por aquele, posto que as atividades remotas não oferecem a mesma qualidade ofertada pela educação presencial, devendo ser apenas uma auxiliadora à educação presencial.

RESUMEN

Palabras clave:

educación profesional y tecnológica, educación física, pandemia, precariedad, enseñanza remota.

Este trabajo tiene como objetivo presentar un estudio sobre la enseñanza de la Educación Física mediada por plataformas de videoconferencia durante el período de pandemia (sars-cov-2), en la Escuela Técnica Superior Integrada a la Enseñanza Media, del Instituto Federal del Triângulo Mineiro – IFTM. Por tanto, pretendiendo verificar, a través del discurso docente, posibles soluciones pedagógicas, o no, en este escenario, con respecto a la referida disciplina. A su vez, los instrumentos metodológicos se basan en un estudio de caso, realizado a través de entrevistas a ocho (8) docentes de Educación Física, de ocho (8) campus del IFTM, utilizando como base el análisis del discurso francés y la teoría para la discusión de los datos, bajo el dictamen de aprobación del CEP número 6.055.812. Ante esto, concluimos que las clases de la disciplina antes mencionada, mediadas por plataformas de videoconferencia, generaron una serie de vulnerabilidades, que precarizaron las clases de Educación Física. Está claro que, si bien la enseñanza a distancia ha sido una solución viable, nunca sustituirá a la presencial y que, en consecuencia, hay que tener mucho cuidado, pospandemia, a la hora de utilizar e intentar sustituir esta por aquella. , dado que las actividades remotas no ofrecen la misma calidad que ofrece la educación presencial, y sólo debería ser una ayuda a la educación presencial.

Introduction

The SARS-CoV-2 pandemic, also known as COVID-19, began on December 31, 2019, when the first case was reported in Wuhan, Hubei province, China. The disease spread rapidly throughout the country and to other parts of the world in a short period of time, generating uncertainty, fear and killing millions of people. On January 30, 2020, the World Health Organization (WHO) declared the SARS-CoV-2 outbreak a Public Health Emergency of International Concern (PHEIC), due to its rapid spread, severity and pandemic potential. ESPII is the WHO's highest alert level, declared when a disease outbreak is considered an international risk. On March 11, 2020, the Pan American Health Organization (PAHO) declared the disease caused by the new coronavirus a pandemic and recommended that cities and countries with higher rates of cases and deaths implement social distancing measures, such as closing schools, businesses, and public events. These measures were considered to be the most effective strategies to prevent the spread of the virus and save lives, as to date there have been no treatments or vaccines proven to be effective against COVID-19 (Florêncio Júnior et al., 2020).

As a result, many governments took unprecedented action to contain the spread of the pandemic, such as quarantines and lockdowns. In addition, factories, schools, universities, shops, offices, clubs and spaces for physical exercise were closed, as well as the suspension of cultural and social activities, since, in modern history, a health problem has never had such a categorical impact on society (Broucke, 2020). As a result, many people have had to work from home, adopting home-office jobs, which has led to significant changes in the way people (con)live. We can call this "[...] new format remote teaching, a form of teaching that uses synchronous communication tools (in real time) with the aim of reproducing what is done in person" (Nunes; Amorim; Caldas, 2020, p. 46).

In this way, the use of digital platforms and videoconferencing (remote learning) was a viable solution for maintaining and sustaining education, as it allowed children and young people to continue learning even during the pandemic. However, there were a number of challenges. It's enough to see that many schools, especially public ones, didn't have the right infrastructure for this modality, creating a number of challenges.

Not surprisingly, these challenges have made remote learning more difficult and less effective in many educational institutions, even though it has been the best option available, quickly, to prevent students from losing an academic year. However, taking into account that the right to quality education was not lost in the meantime, and bearing in mind that the right to regular education is a constitutional guideline, provided for in Art. 208, III of the Federal Constitution, schools adapted and sought new horizons, in an attempt to minimize the damage caused by the pandemic as much as possible. After all, for Paulo Freire (1992), education is not limited to a mere transmission of knowledge, a simple "depositing" of content that the students are left to make up in their heads.

In this sense, Physical Education emerges as an ally in this humanizing process, since its classes, through the practice of sport, encourage the development of essential skills for a healthier life, physically and socially, stimulate team spirit and help with students' cognition and emotions. In line with this, De Marco (1995, p.77) states that Physical Education is a privileged educational space for promoting interpersonal relationships, self-esteem and self-confidence, valuing what each person is capable of doing according to their personal possibilities and limitations. It is therefore one of the curricular components and essential skills for primary and secondary education.

As a school subject, Physical Education should approach bodily practices according

to the different forms of social expression, since human movement characterizes cultural aspects, and classes should enable students to build a body of knowledge about their movements, in order to develop autonomy over body culture for the care of themselves and others (Brazil, 2018). This, as recommended by the National Curriculum Parameters (PCN's), without losing sight of its articulation with other school practices, such as: the organization of spaces and times, regulations, content, teaching methodologies, among others (Brasil, 1998).

However, with the outbreak of the pandemic and, consequently, the suspension of face-to-face classes, teachers, including Physical Education teachers, started using videoconferencing platforms, with the aim of trying to maintain as much of the experience of the face-to-face model as possible. Although not perfect, these platforms have allowed teachers to continue teaching and students to continue learning.

We mustn't forget that the transition from face-to-face to remote learning has been rapid, requiring an almost immediate response. Increasing the already great challenges facing Brazilian education. This situation generated shared feelings of insecurity, anxiety and fear among the teachers, as they had to adapt to new methodologies in order to carry out their daily work. Added to this context of insecurity is the difficulty of accessing the internet. According to the United Nations Children's Fund (UNICEF), 4.8 million pupils between the ages of 9 and 17 do not have access to the internet. This makes remote learning far from the reality of a large proportion of Brazilians (Tokarnia, 2020).

As far as the IFTM is concerned, in view of the pandemic reality, Resolution 33/2020 was published on July 9, 2020, which regulated remote activity within each *campus*. This was an important step in adapting teaching and learning, as it allowed classes to be taught remotely using digital technologies. Thus, virtual classrooms were created on the *Google Classroom* platform for all high school and college classes.

Thus, the scope of analyzing this experience mediated by videoconferencing platforms during the pandemic period, through the discourse of teachers, here with the focus on Physical Education classes, in IFTM's Integrated Technical High School, is justified, as it sheds light on possible contributions to education, work, science and technology.

Method

This work is characterized as field research based on a case study methodological approach, with a qualitative and descriptive approach. The locus of the research was the IFTM, an educational institution with 9 (nine) campuses spread across the Triângulo Mineiro. However, it focused on 8 (eight) of these 9 (nine) campuses, with Campina Verde being left out, given its classification as an advanced campus and the fact that it does not offer regular high school in its curriculum, but only subsequent (concurrent) courses. Data was collected through semi-structured interviews, using a questionnaire with 9 questions. The interviews were recorded on a laptop connected to the internet and then transcribed and interpreted using Discourse Analysis. The interviews were transcribed using the TransKriptor mobile application and the speeches reread to identify and organize the topics presented. All the data was transcribed reliably, individually, question by question, without mentioning their identity or any other information that could identify them.

Results and discussion

Question 1: During the process of implementing remote learning at the beginning of the pandemic, did your campus offer support to develop it? If not, what are the main difficulties encountered?

We began our research with the first part of question number 1, which deals with the implementation of remote classes at the beginning of the pandemic. When asked about this proposition, most of the interviewees were adamant that there was little or no support to start working remotely:

The campus didn't offer anything, in fact, the internet was on us, the computer was on us, what happened was that they, the campus, stopped for a week that was for the pedagogical part and management to set up a scheme for the students to have online classes and then a series of difficulties began, but not so much for the teacher, more for the student (Interviewee no. 2, 2023).

These first statements already show the helpless reality of Brazilian education, forcing the teachers themselves to organize on their own amid the neglect of the government.

And I remember that we had a meeting, if I'm not mistaken, on a Wednesday, saying that we were going to suspend face-to-face classes and that from then on everything would be done through Meet. And that's it, there was no preparation, there was nothing. The only thing that happened was the presentation of Google Meet and Google Classroom and so, look, this is how it's going to be and we'll get on with it. It was just like that. I personally didn't have any support (Interviewee 5, 2023).

In addition, the passage "look, it's going to be like this and get on with it and everyone can manage" clearly shows us what happened and what always happens to teachers who want to find new and better ways of teaching, they have to manage on their own and the pandemic was no different.

As for the second part of the first question, about the main difficulties encountered if the campus hadn't offered support, see the following excerpt:

The biggest difficulty was staying at home. So everyone had to make do. The support offered by the institution was practically zero (Interviewee no. 3, 2023).

Another important point mentioned here, "the biggest difficulty was staying at home", well, teaching from home, with children, parents, grandparents, was something totally new. When you're at school, it's you and the students. You don't have to worry about answering a small child's call, giving medicine to elderly grandparents, answering the bell in the middle of a remote class. A new reality that may have led to a drop in teacher and student performance:

But the system used there made me suffer even more, because I was returning to teaching. So I didn't know anything about the system that worked at the IFTM, it was all a learning experience. My colleagues helped out in Meet meetings, where they shared screens (Interviewee no. 8, 2023).

In the passage, "I suffered even more": the word or expression "sofri" from the verb sofrer, is a way for the teacher to express/demonstrate his emotions and feelings. He's showing that he had a difficult experience and had to work hard to learn the system. In this other fragment, "it was all a learning experience" is the teacher's way of re-evaluating his experiences. He shows that, even though remote learning was difficult, he managed to learn the system and overcome the challenges, and by quoting "helping", he shows gratitude to those who helped him and how important they were in this process.

Question 2: Which platforms were used during this period? And what difficulties have you encountered in using them?

Most of the interviewees, or almost all of them, used Google Meet as the main tool for running their classes, along with Google Classroom. According to the Brazilian Internet

Steering Committee (CGI.br, 2019a), one of the most widely used tools has been WhatsApp, but education requires much more than rapid communication.

The platforms we had access to were Classroom, first, and Meet. These were the ones I was given, so I wasn't given any instructions on how to use it, just how to access it. The rest came from researching YouTube videos. But, at first, it was just these tools (Interviewee no. 1, 2023).

Little by little we extend what that tool is, right? And then we also internalize it and get used to it. The main platform was Meet, but I used, I can't remember off the top of my head, but anyway, gaming platforms, online games, we used TikTok, Instagram, Youtube. I think those were the ones I remember now (Interviewee 5, 2023).

When quoting the fragments, "a gente vai entendendo" and "e vai se habituando", the idea of extending the understanding of the tool and getting used to it, suggests a process of adaptation and continuous learning that the teachers experienced, reflecting a power dynamic in which teachers seek to master these technologies, which was a recurring fact throughout remote teaching, mentioned by all the teachers interviewed.

The second part of the second question was related to the difficulties encountered by the interviewees in using the platforms they mentioned:

The difficulties encountered depend on the first answer or question: several times, I had to search YouTube, for example, to find out how to record a lesson, I didn't even know the Google platform, so I had to learn how to create questionnaires, reports and forms, which wasn't very common in my day-to-day life. And so, I remember that the tests, the activities, were supposed to be done like this, like this, and I wasn't very used to it. And then, several times, we had to study these tools on our own to learn how to use them (Interviewee no. 1, 2023).

This statement, "several times, I had to search YouTube, for example, to find out how to record the lesson, I didn't even know the Google platform, so I had to learn how to create questionnaires, reports, forms, which wasn't very common in my day-to-day life," makes us reflect on how this lack of preparation on the part of the teacher may have reflected on the content that reached the students. Despite all the difficulties, did it arrive in a clear and accessible way? This brings us back to the problems of Brazilian education, which does not train its teachers to perform their duties in the best possible way

Question 3: Have you had connection problems? Did the students have connection problems? How was this resolved?

In this question, we observed that there was a big difference between teachers and a significant part of the students, given that the interviewees only had connection problems due to a failure in the internet providers or for natural reasons, such as a power outage in the city due to heavy rain, for example:

Ah! I've had very few problems, my internet, let's put it in context, in my town there isn't very good internet. The internet in the city isn't the best, but it works. I had good internet at home and a few times I had problems. I think there was only one time when I really couldn't access it, but it wasn't just me. Kind of a generalized problem (Interviewee 5, 2023).

In the fragment, "but it wasn't just me. Like, a kind of generalized problem," it became clear that it wasn't a problem that only she faced, other teachers also faced it, the students faced it, the campus faced it. Here, a dynamic of solidarity is created by suggesting that the teacher was not alone in facing specific difficulties. This perception of a shared problem can influence the way technological issues are perceived socially, since everyone involved in the education process during the pandemic was affected.

Many of the children didn't have access to the internet, at home, for example! (Interviewee no. 5, 2023).

Some students did have problems, getting connected and everything (Interviewee no. 4,

2023).

When asked what had been done to solve the problems of students not having access to the internet, the answers were very diverse, but unanimous in pointing out that, despite all the difficulties, almost all campuses had taken steps to try to minimize and circumvent this situation.

The campus, I think the whole institute, had a call for proposals for support, equipment loans, aid for students to have access, but I don't know exactly what the issues were at my institute, because this wasn't communicated much either, it was resolved between the management and student assistance. And this wasn't very publicized, but I believe it was through these criteria (Interviewee no. 5, 2023).

And those who didn't, I'd send them the recording after class. I don't know if they watched it afterwards too. I created some forms of evaluation, I asked questions afterwards, but it was very precarious, very difficult (Interviewee no. 3, 2023).

This passage draws our attention: "I don't know if they watched it afterwards too". Did the students watch the lessons that were recorded on the platforms? Did they really watch it in order to answer the evaluation questionnaires? Or did they go to their classmates, who had already done the activities and attended the lesson that day, to get the ready-made answers to copy down?

Question 4: What methodologies or resources were used during this period?

Following on from the interview, question number 4 (four) shows us the reality of what the classes were like and what methodologies the interviewees used to pass on their content. From the perspective of remote teaching, the use of such methods can contribute to more dynamic proposals, in order to motivate and involve students in the subject to be worked on, thus favoring meaningful learning (Piffero, Soares, Coelho & Roehrs, 2020).

Each one used a different methodology, and at first I thought: how was I going to get it across to the students? Because I knew about this difficulty and another issue, they needed physical activity. That's why they were closed, something they were going to do. And this question of timetables, right! So you have to keep a timetable, because sometimes the child uses his father's or mother's equipment, and if you were to set a timetable it could be difficult. I thought! I put the activities in the Classroom described how they should do them, thinking that they could have a very small environment, an apartment, a small house that they could do. So I paid a lot of attention to exercise (Interviewee no. 8, 2023).

Well, "everyone used a different methodology". Mentioning this fact shows the variety of methodologies used and highlights the plurality of approaches in educational practice. This can be interpreted as an expression of the teacher's freedom to choose teaching methods that suit the needs of the students, or the disorganization of the campuses in being able to adapt a single way to meet everyone's needs. However, in a broad educational system such as the IFTM's, did using one methodology work? Doesn't it get too loose and uncontrolled? This was the only response of this type, all the others answered that they had a more well-defined direction of action in this period.

Question 5: You believe that the use of these resources has been beneficial: In what way? Explain further.

For some of the interviewees, it has been beneficial for teachers, as they have learned to use tools that they were not used to and that can help a lot in post-pandemic teaching. However:

In general, I think it was worse for the students, because they didn't manage to acquire the content, the knowledge they needed to have acquired during these years of the pandemic (Interviewee no. 4, 2023).

Interviewee No. 4's statement, "it was worse for the student, because he couldn't acquire the content, the knowledge he needed to have acquired during these years of the pandemic", highlights the perceived difficulty in assimilating the necessary information,

which suggests a critical evaluation of the educational process during the pandemic, pointing to possible deficiencies in remote teaching and the use of the term "years" suggests a continuity and worsening of the problems over time, highlighting the complexity and persistence of the difficulties faced by the students.

For the others, the majority of those interviewed, it was beneficial, taking into account that it was the best they had for the moment:

I think it was beneficial, because we didn't have much choice, right? So, between having the option and not having it, because this student isn't dazzled by any of the content, we had the option of doing nothing, right! It's not developing anything related to teaching, teaching is our flagship. So, I believe that the resource was beneficial both for the teacher, who was able to develop his work, even if it wasn't as good as it used to be, but he did develop, right! And the boys didn't even miss the school year. So I think it was beneficial in that sense. Both for the student and the teacher. (Interviewee no. 6, 2023).

In the passage, "we didn't have much choice", it suggests the existence of limited conditions during the pandemic, historically already mentioned and previously reported the lack of structure, support and knowledge by teachers, which can be interpreted as a context that required routine choices. This highlights the relationship between external circumstances and the decisions made in response to these conditions and the comparison between "having a choice and not having one" highlights the dichotomy between the possibility of choice and the lack of alternatives. The choice between "doing nothing" and adopting remote teaching is presented as a necessary decision, considering the priority given to teaching.

Question 6: What were the biggest disadvantages of using videoconferencing platforms in this process, especially with regard to teaching Physical Education?

In general terms, the interviewees reported social issues, such as socialization, interaction and interaction that Physical Education makes possible for students. This demonstrates the lack of Physical Education being carried out in its usual spaces before the pandemic and, above all, the lack of practice of the activities taught for the discipline:

In relation to the teaching of Physical Education, it's the lack of contact, because Physical Education is very much about contact, about being close to the student, being with the student, observing what they're doing, what they're feeling and I believe that online we can't do that. It's practically impossible (Interviewee 3, 2023).

In this vein, the fragment, "we can't do this online", highlights the intrinsic limitations of distance learning in the area of Physical Education and suggests an incompatibility between practical needs and the virtual nature of the online environment. By mentioning that "It's practically impossible", it highlights the real complexity of reproducing physical contact and face-to-face interaction in the online modality. This impossibility is presented as a practical barrier and not just a methodological choice, a common occurrence for Physical Education in the remote period.

[...] nothing replaces practice, right, Arthur! So, the lack of practice, of the interaction between teacher and student, man, it's very difficult. Teaching Physical Education at a distance wasn't easy, so I think that was the main thing (Interviewee no. 2, 2023).

The passage quoted by interviewee no. 2, "nothing replaces practice", mirrors the recognition of practical and corporal experience in the teaching of Physical Education in person. This suggests an appreciation of the physical and experiential dimension of the subject, highlighting the importance of the students' direct involvement in practical activities and the expression "lack of the practical part, of the teacher and student interaction" emphasizes the importance of the personal relationship between teacher and student in Physical Education. This highlights the relational dimension and the need for close contact for effective discipline education. Contrary to this, we have Physical

Education in a remote way, which means that this is lost and cannot be achieved.

Question 7: You found it difficult to deal with these pedagogical practices: Tell us more about it. Could you explain in what sense?

Most of the interviewees said that they did have many difficulties in using, applying and learning these tools, which were now their means of teaching:

And my main difficulties were also looking for the main content that I could work on there, because there was content that I didn't think I could explain, or even put into practice for the students, or if I did, it would be something very artificial. So, for me, the main difficulties, apart from having trouble working with the platforms, which was something I had a lot of trouble with, working with tools that could facilitate or even improve the lesson, I took a while to understand some of them (Interviewee no. 1, 2023).

This part of interviewee no. 1, "or if I approached it, it would be something very artificial," is noteworthy, as it brings us back to the precariousness of education and its professionals.

Too much, I didn't know how to do anything. My business was teaching on the court, my business was practical, my class was 100% practical and then out of the blue it went 100% online. So I had a hard time learning how to use the tools (Interviewee 2, 2023).

"My business was teaching on the court, my business was practical," shows the practical, face-to-face nature of teaching before the transition to the online format. This contrast emphasizes the abrupt and challenging change in the teacher's pedagogical approach and "out of the blue she went 100% online" highlights the lack of preparation or anticipation for the transition from face-to-face teaching to the online format. This highlights the unexpected difficulties faced by teachers when adapting to a completely different teaching method. On the other hand, the passages "my business was practical" and "my classes were 100% practical" suggest an appreciation of face-to-face and practical experience in teaching Physical Education. This emphasis underscores the significant impact of change in the learning environment

Question 8: Do you believe that the remote classes provided the same quality as the face-to-face classes? Why? Can you give examples?

On this question, there was unanimity in saying no, especially when thinking about the specificities of Physical Education, i.e. the need for contact, doing, learning by doing, experiencing what you are learning in practice.

Well, I don't think it's the same quality under any circumstances. [...] so, for me, this doesn't equal the quality of face-to-face classes in any way. For Physical Education, we see to this day how students have lost these motor skills. So there's no way we can compare, because it was practically two years that these students didn't move, and for Physical Education, it was totally different. So, I think that in terms of quality, it's totally disproportionate (Interviewee no. 1, 2023).

The expression quoted, "I don't think it has the same quality under any circumstances", reflects the perceived inequality between face-to-face and remote learning. This statement indicates a critical evaluation, suggesting that the online format does not meet the quality standards set by face-to-face teaching, and the statement "there's no way we can compare" suggests an intrinsic inequality when comparing the results of face-to-face and remote teaching. The complexity of Physical Education is emphasized, highlighting the unique difficulties faced by this subject during the remote teaching period.

No. Not at all. [...], what I said, lack of contact, lost socialization, right! For example, you can't tell if the student is doing an activity or not, especially because it's a physical activity (Interviewee no. 3, 2023).

Thus, the absence of the students' bodies in class provoked a variety of emotions, since the teachers, feeling the lack of physical contact, believed that Physical Education

was losing its identity (Varea; González-Calvo, 2020). Identity characterized precisely by bodily experiences and experimentation (Machado et al. 2020; Lazzarotti Filho et al., 2015) of movement.

Question 9: How did you work on practical physical activities? In your view, how much has been lost from these practical activities in remote teaching?

This question helped us understand how creative the teachers tried to be, despite all the setbacks, in order to serve the student in the best possible way:

For example, in the practical part, I would work on stretching and I would take them on walks, even if these walks were done in their own home, in the backyard and so on. I also passed on a few things about strength exercises, using your own body, calisthenics and so on, but that was it (Interviewee no. 3, 2023).

Regarding the passage "and he would take them for walks, even if they were in their own home, in the backyard and so on", this highlights the importance attributed to movement and attention to the body, central elements in Physical Education. Furthermore, I wonder if the students were able to do these walks at home? After all, did their homes have enough space to go for a walk? Did they have a yard at home? Anyway, obviously the intention was interesting, but we can't know if it was really feasible.

They no longer had Physical Education, which is a subject that promotes this. So they've lost a lot of this contact with each other, body to body, skin to skin, developing patience, this interaction of laughing. So, it was something that remote teaching couldn't provide, in addition to the practice promoted by Physical Education (Interviewee no. 1, 2023).

With regard to the fragment, "they no longer had Physical Education, which is a subject that promotes this", he referred us to the problem of sedentary lifestyles. The only reason many students don't qualify as sedentary, according to the World Health Organization (WHO), is because they do a few minutes of physical exercise every week in PE classes. Let's remember that a sedentary lifestyle goes hand in hand with illness, such as diabetes, depression, high blood pressure, etc. As a result, the pandemic has not only affected education and the economy, but also our own health.

Conclusion

In light of what has been discussed in the theoretical topics and, above all, in the presentation and discussion of the data obtained in the interviews, it is clear that, despite the efforts made by each IFTM *campus*, it was ultimately up to the teachers to reinvent themselves pedagogically in their daily lives, with the aim of helping students not to miss the school year during the covid-19 pandemic. Especially in the case of Physical Education and its inherently practical nature, with movement as its object, whether through dance, fighting, sport, etc. Not surprisingly, the strategies adopted against this mismatch between the ideal and the real imposed were many, from walks in their own homes, to setting up games, to audio and video assignments.

In this regard, it should be noted that the few training courses that were sometimes offered to teachers were one-off and very quick, and did not provide a truly welcoming and learning environment. Even those focused on technological issues were often limited to teaching mere access, without actually exploring the tools. Thus contributing to the advance of the precariousness of Brazilian education in an uberized contemporary (Silvia, 2020). In an increasingly digital society, not training teachers to work minimally with technological tools is a step backwards. After all, it's not uncommon to find educators with a vast theoretical and didactic background, but who fall short when it comes to videoconferencing platforms, as an example. In this respect, I believe that the roles are

reversed, as students tend to master these technologies more quickly and naturally.

By the way, speaking of students, several of the interviewees made it clear that the institutes' support for them was better planned and applied. It is enough to see that there were, in general terms, loans of electronic equipment, cell phone plans, scholarship notices, printing of handouts, among other actions led by the Student Assistance sector of each *campus*. Obviously, these are more than assertive actions, given the known socio-economic vulnerability of some of our students.

It comes as no surprise, then, that many of the reports brought to light by this investigation are in line with a completely overburdened working class. In the words of one of the interviewees, teachers have suddenly become *youtubers*, since they need to master video recording, editing and posting tools in addition to the theoretical content. Not to mention the stress caused by the new working environment that suddenly invaded our homes, causing us to share classes with parents, children, grandparents and their own demands. There was no longer a clear difference between work and leisure, public and private life. Not dissimilarly, our fragile students sometimes have to share a cell phone screen with their siblings in order to keep up with the content. Both in the face of all the uncertainties and changes caused by the pandemic. A frightening situation which, if not dealt with by professionals, tends to lead to anxiety and depression, for example.

In addition, the interviewees' statements made it clear that, from a methodological point of view, the *Google Meet* and *Classroomtools*, the latter used as an environment for posting asynchronous classes, assessment activities and their corrections, and the latter for teaching synchronous classes, were unanimous among the teachers. Although, as colleagues have commented, many of the students didn't turn on their cameras during lessons using these platforms, making it even more difficult to achieve the closeness that a teaching-learning relationship requires, even to provide feedback, such as in the case of doubts.

It must be said that it was also clear that there was a lack of coordinated general guidance from the IFTM, to the extent that on some *campuses* synchronous classes were compulsory, even following the same days and times as before, while on others they were not, as they considered this model to be exhaustive. Despite the freedom to adapt to the heterogeneous reality of each *campus*, I wonder how this scenario may have echoed in distorted and erroneous internal information. After all, the teachers communicated with each other, even with the aim of exchanging experiences and answering questions, but the formats were different.

Regarding the impact of the pandemic specifically on Physical Education classes, it was evident that, despite the efforts already mentioned by educators, the main areas affected by the lack of frequent physical exercise were: socialization, affectivity and motor development. Consequently, in a nutshell, quality of life has been lost and sedentary lifestyles have been gained, i.e. higher numbers of obesity, depression, high blood pressure, etc. So, at least as far as Physical Education is concerned, we argue that remote teaching can be an additional tool to add to the multifaceted day-to-day of education, however, due to the scope of this discipline, it does not replace face-to-face teaching in any way. This corroborates what was reported in the interviews in this study.

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