

**EMERGENCY REMOTE TEACHING FROM THE PRAGMATIC TO THE REAL: THE PERSPECTIVE OF BASIC EDUCATION TEACHERS IN MACEIÓ**

***O ENSINO REMOTO EMERGENCIAL DO PRAGMÁTICO AO REAL: VISÃO DOS DOCENTES DA EDUCAÇÃO BÁSICA DE MACEIÓ***

***LA ENSEÑANZA REMOTA DE EMERGENCIA DE LO PRAGMÁTICO A LO REAL: LA PERSPECTIVA DE LOS DOCENTES DE EDUCACIÓN BÁSICA DE MACEIÓ***



Iris Maria dos Santos FARIAS<sup>1</sup>  
e-mail: irismsfarias@gmail.com



Maria Aparecida Pereira VIANA<sup>2</sup>  
e-mail: maria.viana@cedu.ufal.br

**How to reference this paper:**

FARIAS, Iris Maria dos Santos; VIANA, Maria Aparecida Pereira. Emergency remote teaching from the pragmatic to the real: the perspective of Basic Education teachers in Maceió. **Plurais - Revista Multidisciplinar**, Salvador, v. 10, n. 00, e025022, 2025. e-ISSN: 2177-5060. DOI: 10.29378/plurais.v10i00.19346



| **Submitted:** 19/12/2023

| **Revisions required:** 12/06/2025

| **Approved:** 05/09/2025

| **Published:** 17/12/2025

---

**Editors:** Prof. Dr. Célia Tanajura Machado  
Prof. Dr. Kathia Marise Borges Sales  
Prof. Dr. Rosângela da Luz Matos  
**Deputy Executive Editor:** Prof. Dr. José Anderson Santos Cruz

---

<sup>1</sup> Federal University of Alagoas (UFAL), Maceió – Alagoas (AL) – Brazil. Teacher in Basic Education in Maceió, private school system.

<sup>2</sup> Federal University of Alagoas (UFAL), Maceió – Alagoas (AL) – Brazil. Faculty member at the Center for Education of the Federal University of Alagoas, working in undergraduate and graduate programs.

---

**ABSTRACT:** Addressing the perception of teachers in Brazil is a challenging task when it comes to reflecting on numerous demands that require a careful examination in the field of education. In this regard, during the critical pandemic period (COVID-19), the abrupt change in the roles of teachers allowed for indelible experiences, as classes were conducted through Emergency Remote Teaching (ERT), with the support of Digital Information and Communication Technologies (DICT). The article illustrates excerpts from the Master's thesis in Education by one of the authors, involving a qualitative research with a case study design. The aim is to present arguments from four Basic Education teachers in Maceió (two from the private sector and two from the state public sector), thus expanding a comprehensive and reflective visibility regarding the mental health of these professionals, who are constantly engaging in tasks that demand, and during Emergency Remote Teaching the situation was no different.

**KEYWORDS:** Emergency Remote Teaching. Basic Education. Teacher's perception. Mental Health.

**RESUMO:** *Abordar a percepção dos docentes do Brasil é uma árdua missão no que concerne a refletir acerca de inúmeras demandas que necessitam de um olhar cauteloso no âmbito da educação. Em vista disso, durante o período crítico pandêmico (covid-19), a mudança abrupta dos ofícios dos docentes permitiu perpassar por experiências indeléveis, devido às aulas serem realizadas por meio do Ensino Remoto Emergencial (ERE). O artigo ilustra excertos da dissertação de Mestrado em Educação de uma das autoras, tratando-se de uma pesquisa qualitativa, com delineamento de estudo de caso. Busca-se apresentar argumentos de quatro docentes da Educação Básica de Maceió (dois da rede privada e dois da rede pública estadual), em que foi possível observar o impacto em sua subjetividade, incluindo a sobrecarga, a insegurança e a angústia, ampliando, assim, uma visibilidade compreensiva e reflexiva perante a saúde mental dos respectivos profissionais, os quais estão sempre debruçando-se sobre os trabalhos demandados, e, durante o ERE, não foi diferente.*

**PALAVRAS-CHAVE:** *Ensino Remoto Emergencial. Educação Básica. Percepção dos docentes. Saúde Mental.*

**RESUMEN:** *Abordar la percepción de los docentes en Brasil es una ardua tarea en lo que respecta a reflexionar sobre numerosas demandas que requieren una mirada cuidadosa en el ámbito de la educación. En este sentido, durante el período crítico de la pandemia (Covid-19), el cambio abrupto en las funciones de los docentes permitió vivir experiencias indelebles debido a que las clases se llevaron a cabo a través de la Enseñanza Remota de Emergencia (ERE), con el apoyo de las Tecnologías Digitales de la Información y Comunicación (TDIC). El artículo ilustra fragmentos de la tesis de maestría en Educación de una de las autoras, siendo una investigación cualitativa con un diseño de estudio de caso. Se busca presentar argumentos de cuatro docentes de la Educación Básica de Maceió (dos de la red privada y dos de la red pública estatal), ampliando así la visibilidad comprensiva y reflexiva respecto a la salud mental de los respectivos profesionales, quienes siempre se enfrentan a tareas que les demandan, y durante la Enseñanza Remota de Emergencia no fue diferente.*

**PALABRAS CLAVE:** *Enseñanza Remota de Emergencia. Educación Básica. Percepción de los docentes. Salud Menta.*

---

## **Introduction**

During the pandemic period, society experienced the unexpected in the face of the confinement required by the World Health Organization (WHO). Worldwide, physical isolation became a necessary condition to contain the spread of the virus (SARS-CoV-2), the cause of COVID-19. As a result, activities began to be carried out remotely across various sectors, including education. This abrupt shift affected the daily experiences of students and teachers at all levels of education, who were not accustomed to conducting educational processes through the use of Digital Information and Communication Technologies (DICT).

In Brazil, the determination of social distancing and physical isolation was established through Legislative Decree No. 6, which, for the purposes of Article 65 of Supplementary Law No. 101 of May 4, 2000, recognized the occurrence of a state of public calamity. Furthermore, Article 2, paragraph 1, emphasized that activities could be carried out virtually. It is worth noting that the president at the time—Jair Bolsonaro (2019–2022)—at no point acknowledged the seriousness of the disease, instead promoting misinformation and opinions contrary to those presented by science and the WHO, thereby dividing viewpoints within Brazilian society in the face of the evident pandemic situation. Even so, popular mobilization and media action were decisive in the adoption of a new stance.

As presented, Opinion CNE/CP No. 5/2020, ratified in April 2020, determined that State and Municipal Education Councils reorganize the school calendar, regulating emergency education in public and private institutions, from Basic Education to Higher Education. Consequently, remote classes were implemented in the municipality of Maceió through virtual platforms adopted by each institution (Farias, 2023).

In this context, it is evident that teachers were “required” to teach through Emergency Remote Teaching (ERT). Not only were they expected to teach, but also to obtain equipment, resources, knowledge, and adequate spaces, meeting all demands imposed during the suspension of face-to-face classes. Thus, the guiding question of this study is: what are the impacts of ERT on the teaching profession and on teachers’ subjectivity? The main objective of this study is to analyze the possible implications of ERT for Basic Education teachers in Maceió, in both public and private educational institutions, as evidenced by the COVID-19 pandemic.

This study is part of a broader research project developed during a Master’s Degree in Education, in which, based on teachers’ reports, discussions and analyses were conducted on how the teaching profession has been neglected in contemporary situations, thereby affecting

both professional practice and subjectivity.

The article is structured into three parts: the first addresses the concept and context of ERT implementation; the second focuses on teaching through ERT and the work carried out in teaching; and the third presents teachers' perceptions through their statements, which were narrated and analyzed as they positioned ERT within the narrative of their pedagogical practices.

### **Methodological Pathway**

This is a qualitative study that seeks to gain a more in-depth understanding of the reality experienced by Basic Education teachers in Maceió through ERT, aiming to “describe a research problem that can be better understood by exploring a concept or a phenomenon” (Creswell, 2007, p. 88, our translation). Observation is supported by the professionals' own accounts, thereby describing their perceptions in light of the circumstances experienced.

The study adopts a case study design, which “is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena” (Yin, 2015, p. 4, our translation). Thus, in order to achieve a more comprehensive investigation, individual interviews were conducted via Google Meet, with audio and video (“for example, using communication resources such as WhatsApp, Skype, and web-conferencing tools”) (Mattar; Ramos, 2021, p. 249). This approach was necessary given the ongoing precautions and confinement. Initially, teachers were contacted through an invitation sent via WhatsApp, after which dates and times were scheduled according to their availability. Data collection took place between June and October 2021.

To ensure more effective data analysis and treatment, the study is grounded in Bardin's (2016, p. 37, our translation) content analysis:

a set of techniques for analyzing communications. It is not a single instrument, but rather a range of tools; or, more rigorously, it is a single instrument marked by a wide disparity of forms and adaptable to a very broad field of application: communications.

It is understood that the technique presented by Bardin (2016), by relating bibliographic research and interviews conducted with Basic Education teachers in Maceió, enables a more meaningful interpretation of the collected data in light of what is being analyzed.

Four narratives from Basic Education teachers are presented: two from the private sector and two from the state public system. For ethical reasons, they are identified as Teacher 1 and

Teacher 5 (private sector), and Teacher 7 and Teacher 10 (state system). It should be noted that excerpts from Teachers 1 and 7 were drawn from the published dissertation of one of the authors, approved by the UFAL Research Ethics Committee after submission to Plataforma Brasil, with approval granted on June 17, 2021.

### **Emergency Remote Teaching (ERT)**

ERT emerged from the emergency situation caused by the COVID-19 pandemic, seeking to meet the need for physical isolation. As educational institutions were considered sites of rapid virus transmission, they were closed, and classes began to be conducted remotely in order to comply with the academic calendar and to “narrow” the distances and relationships between students and teachers.

Thus, ERT is defined as a government-mandated approach developed to fulfill the ongoing academic calendar, according to Nóvoa (2022, p. 25, our translation):

At the beginning of 2020, the world was taken by surprise by the COVID-19 pandemic. Suddenly, what was said to be impossible was transformed within a few days: different learning spaces, especially at home; different study and work schedules; different pedagogical methods, especially through remote teaching; different assessment procedures, etc. Necessity imposed itself over inertia, albeit with fragile and precarious solutions.

This non-routine practice became the reality for many teachers and students who attempted to adapt to work routines developed through ERT. In Brazil, even prior to the pandemic, education already faced neglect in terms of infrastructure, equipment, materials, and, above all, the devaluation of teachers. When face-to-face classes were transferred to a remote format, these difficulties became starkly visible. Teaching through DICT, as well as from within one's own home, resulted in an overload of tasks in response to the demands imposed.

Theoretically, ERT could be implemented in a relatively straightforward manner, considering that we are in the twenty-first century and that the evolution of DICT occurs instantaneously and is increasingly used, since “in education, digital technologies are discussed as ways to innovate, motivate, and make teaching and learning more efficient” (Ferreira, 2023, p. 2). In this context, ERT was adopted due to these circumstances and, clearly, due to the need for physical isolation. In this regard, Silva (2023, our translation) argues that:

Pedagogical actions developed within the scope of remote teaching are primarily based on synchronous meetings on digital platforms, live or

recorded class broadcasts via the internet, the preparation of pedagogical booklets, and the maintenance of the school–student bond (Silva, 2023, p. 10, our translation).

However, the difficulties faced by teachers are not limited to the use of DICT, but extend to the entire context experienced. “The COVID-19 pandemic showed that education requires changes and that, in a simplistic manner, assigning responsibility solely to teachers is not the solution” (Menezes; Francisco, 2020, p. 991, our translation). On the one hand, teachers tirelessly carried out their daily work, striving to remain present and to make the teaching–learning process visible; on the other, they encountered students who, by keeping cameras turned off, microphones muted, and showing a lack of participation, significantly hindered teaching practice (Farias, 2023, p. 60). This situation generated frustrations for which teachers were unprepared.

The shift to ERT exposed the reality of Brazilian education, both from the perspective of families—considering that “a notable characteristic of remote teaching, especially in the context of basic education, is the imperative need for active family participation in the educational process” (Silva, 2023, p. 11, our translation)—who, for the most part, did not maintain such a close relationship with schools, thus hindering the necessary support during school activities; and from the perspective of teachers, who were compelled to improvise classes through DICT and to learn how to operate digital interfaces. In this regard, Coscarelli (2020, p. 15, our translation) reiterates:

Remote teaching had to be carried out without prior planning, without a carefully selected virtual learning environment, without teachers having time to prepare themselves, to produce and select materials and teaching strategies appropriate for online activities, and without students having previously agreed to the development of activities in environments other than the school or being adequately prepared for this (which is neither trivial nor simple).

It is important to emphasize that, at no point in the implementation of ERT were teachers consulted regarding their agreement, availability of equipment, knowledge, or physical spaces, nor did they receive support from institutions, governments, or students’ families. On the contrary, they were compelled to conduct remote classes, with intensive and exploratory work through DICT and excessive pressure from families, particularly in the private sector.

In Alagoas, more specifically in Maceió, when classes were suspended, it was initially assumed that the interruption would last fifteen days; however, the pandemic situation worsened, making it necessary to remain in isolation throughout 2020 and 2021, the latter

especially in public institutions. Following the CNE Opinion of April 28, 2020, which issued a favorable decision for the reorganization of the school calendar and the possibility of counting non-face-to-face activities toward compliance with the minimum annual workload, private institutions began remote classes, adhering to the calendar previously established for the respective academic year, using the same logic as the in-person calendar. According to an article by the National Union of Higher Education Teachers (ANDES-SN) (2020, p. 12-13, our translation):

The problem is that, in order to keep regular activities functioning in the “new normal” created by the COVID-19 pandemic, many institutions, especially in the private sector, began to use strategies that violated current legislation, using a euphemism: remote teaching.

In this sense, teachers in private educational institutions began classes through ERT, using virtual platforms adopted by their institutions, as well as strategies similar to Distance Education (DE); however, ERT is not a modality in the same way that DE is defined and regulated. Rather, it is a system used to address a pandemic emergency. Thus, teaching work was carried out amid uncertainty, vulnerability, and precariousness. “[...] Teachers had their workload increased, did not receive training to operate digital platforms, found themselves alone, and were held responsible for ensuring that this work and teaching proposal would be successful” (Martinez; Silva; Costa, 2021, p. 7, our translation). All responsibility was placed on teachers, without considering that the school community extends to all those involved in it. Nevertheless, what became evident in ERT was the overload imposed solely on these professionals.

In public institutions, however, the demands were similar to those imposed on teachers in private institutions, although the work did not begin in an equivalent manner. In Alagoas, the State Department of Education (SEDUC), on June 17, 2020, through Ordinance No. 7651/2020, officially replaced face-to-face classes with activities developed under the Special Regime of Non-Face-to-Face School Activities (REANP) in state public schools. According to Farias (2023, p. 73):

Through the REANP, articles were presented establishing: classes via the digital platform Google Classroom with SEDUC’s institutional account, organized into virtual groups; printed and offline materials; and other possible resources, ensuring support for families during the pandemic period. Classes taught through remote education across various institutions and levels of education took place in both synchronous and asynchronous formats.

It is understood that synchronous classes took place at the same periods and times as in-person classes, in both public and private institutions, while asynchronous classes occurred at later moments, that is, “those characterized by geographic dispersion and the sharing of varied communication times” (Santos, 2022, p. 60). Thus, classes delivered through ERT unfolded with the support of DICT, and teachers “navigated” time constraints, limited resources, difficulties, and other situations experienced by these professionals.

### **Teaching through ERT**

Everyday life is marked by constant change. With the evolution of DICT, there is a growing tendency to adapt to the use and handling of digital interfaces, which seek to improve forms of communication and information. In the educational field, among the objectives proposed by official documents such as the National Curriculum Parameters (PCNs, 1998) and the National Common Core Curriculum (BNCC, 2018), it is emphasized that teaching should be intertwined with various technological means, aiming to foster student participation through the use of DICT and to equip them for different communicative situations. In line with Hetkowski and Dias (2019, p. 14, our translation):

Contemporary education presupposes considering and understanding the time of the student, the teacher, teaching and learning processes, and the synergy between technology, science, and social relations that, within the school, expand cognitive capacities, mediate knowledge, promote the use of ICT, and enhance the potential between theory and practice.

However, in Brazil, monitoring and incorporation of technological development have progressed slowly for numerous reasons, ranging from the availability of technological resources to teacher training and qualification for the use of such equipment. Consequently, working with DICT in the educational field becomes a complex process, given the disparities between the realities of public and private institutions.

When the suspension of in-person classes was mandated due to the spread of the SARS-CoV-2 virus, parents and guardians were largely concerned about the situation of their enrolled children and adolescents, particularly those attending private institutions. As a result, school administrators promptly made decisions to ensure that communication between students and teachers would be minimally affected and to guarantee continuity of the academic year through Emergency Remote Teaching (ERT), supported by DICT.

Within this context, teachers were confronted with DICT, which became essential

resources throughout the period of physical isolation, leading classes to be conducted remotely. While teaching through ERT, educators often found themselves alone during synchronous classes and, at other times, realized that all the effort and work invested gradually became exhausting and stressful.

Regarding the conditions imposed by ERT, “it is possible to observe how, during this pandemic period and the virtualization of teaching, teachers are faced with a lack of resources to respond, from both a social and subjective standpoint, to the demands addressed to them” (Leão Martins *et al.*, 2021, p. 265, our translation), This situation may have affected both the psychological and physical dimensions of the work performed. In line with Caffagni (2023, p. 4, our translation):

At the moment when teachers’ work had to change both subjectively and concretely, teachers were placed at the center of attention through cameras and countless gazes. Gazes and people entered their homes, their values, and their conceptions of teaching and learning, invading their nights, weekends, and days off, and becoming a constant presence in the life of the teacher as a person.

This shift produced indelible experiences, as privacy and spaces of rest became intertwined with work routines. Through screens, teachers were visible, but they were not always able to obtain the same visibility of their students. “Planning content, being cautious with long videos, others not so short, recording and rerecording, editing, and other operations carried out with DICT—tasks to which teachers were not accustomed prior to ERT” (Farias; Viana, 2024, p. 204, our translation). In addition, excessive work-related concerns were experienced, often without understanding or support, thereby generating daily stress and demotivation in the profession.

It is understood that sudden changes, implemented without preparation or planning, as occurred with ERT, permeated teachers’ everyday contexts. In assuming the commitment to maintain pedagogical practice under such circumstances, the transition of schools to the virtual environment was often carried out using limited didactic strategies, considering that weekly lesson planning requires care and time. Under ERT, the lack of professional qualification and prior organization intensified monotonous and content-centered activities, as well as work overload, resulting in physical and psychological fatigue among teachers. Based on teachers’ experiences with ERT, it is pertinent to consider that the anguish experienced, without support or recognition, highlights a broader reflection on the neglect of these professionals. Accordingly, Figure 1 below illustrates how teaching practice under ERT may be understood.

**Figure 1 – Teachers in ERT**



Source: Farias and Viana (2024).

The respective mind map clearly presents an expanded view of teaching practice and experience under ERT. Although mediation and communication were carried out through DICT, it illustrates the extent to which the teaching profession was impacted by the need to meet educational demands during periods of physical isolation resulting from the pandemic.

Considering the unidirectional nature of classes, the (lack of) familiarity with digital interfaces highlights the difficulties teachers faced in attempting to work collaboratively using the resources provided by DICT. Thus, in addition to the abrupt demands that overloaded teachers, there was a lack of privacy, and resources and expenses became the responsibility of these professionals. Moreover, teachers had to exercise caution in their speech and behavior in front of cameras and microphones. Intensified workloads led to emotional and psychological stress, as will be observed in the testimonies presented below.

### **Impacts of ERT – Teachers’ perspectives**

One can infer the extent to which the teaching profession was affected while attempting to adapt to ERT. Faced with pressures to perform their duties—often experienced intensely—“teachers were assigned a real and unequivocal necessity: to reinvent and innovate their pedagogical strategies while simultaneously preserving the quality of education” (Santos; Silva;

Belmonte, 2021, p. 246). By using digital interfaces to conduct classes and constantly seeking knowledge to improve the quality of their didactic strategies, teachers were required to ensure continuity of the content related to the ongoing academic year.

Within the context presented, ERT, mediated by DICT—although fundamental for conducting classes and maintaining communication—imposed an exhausting workload on teachers, considering that “numerous teachers have been silently falling ill physically and mentally as a consequence of the pressure to achieve objectives imposed by administrators” (Santos; Silva; Belmonte, 2021, p. 246, our translation). Thus, professional demotivation and psychological exhaustion were observed.

The COVID-19 pandemic period will always be marked by traumatic and unprecedented experiences for society. From a basic standpoint, the implementation of Emergency Remote Education (ERE) was justified as a means of supporting students; however, at no point were teachers taken into consideration. They remained on the front line throughout the entire period in which ERE was in effect. The perceptions of Basic Education teachers in Maceió reveal arguments indicating that the challenges were not limited to the use of Digital Information and Communication Technologies (DICT), but encompassed the entire complex context of adapting to ERE and coping with the frustrations associated with it.

Before presenting the teachers’ statements, it is important to highlight the reasons why ERE, in Brazil, did not achieve positive outcomes in terms of the teaching and learning process. In line with Almeida (2021, p. 5, our translation), several factors contributed to the failure of ERE to develop productively in education, such as:

the lack of preparedness of institutions to adapt to remote teaching; the absence of technical and pedagogical support for teachers; limited knowledge among educators and public policy managers regarding scientific literature and more or less successful experiences related to education and technologies; and a political and public management crisis marked by abrupt, emergency, and erratic changes, resulting in the disorganization of economic, health, cultural, and educational policies (Almeida, 2021, p. 5, our translation).

Within this framework, teachers experienced daily the impacts and overload placed upon them as they met the demands of teaching through ERE and dealt with the aforementioned developments. The intense work carried out by Basic Education teachers in Maceió can be visualized and understood through the arguments presented, which emphasize their perceptions.

The teachers’ statements were organized as follows: Teacher 1 and Teacher 5 (private school system); Teacher 7 and Teacher 10 (state public school system). The identification of these professionals by anonymous labels is due to ethical considerations and the order in which

the interviews were conducted.

In order to understand the context experienced during ERE, teachers were asked about the possible implications they perceived in their professional and personal spheres. These are presented below, beginning with Teacher 1: “the lack of interest, the growing disinterest. In my view, this is one of the main problems. And the issue of teachers’ mental health as well. Schools, in my view, in general, have a strong productivist concern” (verbal information, 2021). The statement of this private school teacher, who emphasized that ERE, in some way, led to student disengagement, highlights that teachers often delivered classes to a “computer screen.” This occurred because camera use was optional for students but mandatory for teachers. In accordance with Menezes and Francisco (2020, p. 1001, our translation):

[...] teachers cannot see whether students are distracted or paying attention; students may not feel able to ask questions to improve their learning, requiring self-discipline and self-control; students may become distracted by games and the Internet.

Assessment became somewhat unfeasible, as participation and interaction were virtually nonexistent. In fact, students became complacent. Another point raised by the teacher concerns teachers’ mental health—the absence of participation, understanding, and respect toward those who planned and dedicated themselves to conducting classes without receiving reciprocal feedback—thus contributing to professional demotivation in light of everyday experiences.

Furthermore, although the technological era conveys an idea of modernization and development for society, it can simultaneously generate labor exploitation due to excessive productivity demands. As a consequence of the pandemic crisis, the Brazilian president at the time defended the slogan that “Brazil cannot stop,” implying that the working class had an obligation to continue its activities. Teachers, in particular, carried out their work through ERE under the justification that the economy could not be “harmed.”

In this context, educational institutions—especially private ones—took advantage of the pandemic period to emphasize productivity through the use of DICT while simultaneously intensifying the exploitation of teaching labor. According to Blengini and Rodrigues (2021, p. 94, our translation), “the pandemic was seen as a major business opportunity by corporate groups linked to education, which had long sought to enter the basic education market.” It is important to note that the transition from face-to-face teaching to ERE did not provide teachers with the necessary support to deal with the changes introduced; on the contrary, it intensified work overload.

Teacher 5, in turn, presents elements that are distinct yet similar to those reported by Teacher 1. The implications are closely linked to difficulties, as highlighted in the following statement:

In my case, I really think that the main difficulty was work overload, because we had to do many things at the same time. Worrying about content, worrying about whether students were learning, all the bureaucratic aspects behind it—grade books, records, grades, correcting assignments, all of that. And still meeting school demands and deadlines. So, the workload was much greater, and on top of that, studying [...] in addition to all the work I had outside the classroom, I had to search, specialize, and keep up. I count that as work as well, because I practically did not exist for my family last year (verbal information, 2021, our translation).

According to the findings of Farias, Viana, and Costa (2022, p. 569, our translation), “teachers need to (re)organize the intensity of their work, reconciling it with digital technology and incorporating new methodological resources in favor of learning.” The search for knowledge to improve remote classes through digital interfaces was emphasized by Teacher 5, who, in response to emerging demands, strategically dedicated himself to conducting classes. The routine described by this teacher illustrates the institutional lack of reasonableness, as also observed by Teacher 1 when referring to a “productivist concern.”

The demands placed on teachers continued to frame them as responsible for structural problems, “judging them as lacking ‘mastery’ or fluency in digital technologies, with examples of creativity and resilience becoming the exception that proves the rule” (Ferreira, 2022, p. 4, our translation). Work came to occupy a substantial portion of the home environment, encompassing planning, grading, and other activities, thereby restricting rest and family life.

In the public education system, Teachers 7 and 10 also presented their perceptions regarding the implications of ERE, highlighting the work overload imposed by this modality. According to Teacher 7:

[...] it is a matter of our own health, as teachers carrying out this work at home. [...] Because your home is your place of rest, both physical and psychological. When you start working at home, it stops being just that, and your home is no longer seen as a space for rest. You need a physical space for work, equipment, schedules, but your home has a family routine. Combining a family routine with a work routine in the same physical space generates conflict—family conflicts, personal conflicts—it generates stress and burnout (verbal information, 2021, our translation).

When examining the statement of the teacher cited above, it is possible to correlate it with that of Teacher 5, particularly regarding the need to combine and manage home and work

within the same physical space. Despite working in different education systems, exhaustion is clearly evident in their statements, insofar as they perceive virtually no distinction between work and home, thereby generating impacts on domestic relationships. “In addition to work overload and its unfolding, the use and handling of digital technologies and other demands led to teachers’ psychological and physical illness, causing emotional distress” (Farias, 2023, p. 123, our translation). In this sense, the teachers’ statements are consistent with regard to the work carried out through ERE, in which their private moments of coexistence were not respected, resulting in physical and mental fatigue.

In this context, Teacher 10 reported his frustrations throughout the entire process experienced, expressing feelings of “loneliness” when planning and delivering classes through ERE. He stated:

On the positive side, I learned a lot and I am still learning a lot. Especially with media tools that I did not know how to use before, and now I know many of them, due to the training and everything else. The implications were on my mental health, you know? I spent nights without sleeping, had severe anxiety attacks, and at this point I am taking medication to control this anxiety, but now, thank God, I am feeling better (verbal information, 2021, our translation).

It is evident that the COVID-19 pandemic crisis brought about abrupt and everyday changes in society. In education, remote work and teachers’ mental health became alarming and concerning issues with regard to teaching subjectivity. Based on the testimonies, it was possible to observe how much teachers exerted themselves to meet institutional demands while simultaneously attempting to adapt to a new reality, considering that lesson preparation through ERE requires more time than face-to-face teaching.

Regardless of the education system, both teachers experienced work overload and emphasized the extent to which they were psychologically affected. “In this scenario, the teacher became a seasonal service provider, easily replaceable, expected to meet targets, be flexible, and accept a multiplicity of tasks and pressures—both physical and mental—in order to remain employable” (Santos; Silva; Belmonte, 2021, p. 249, our translation). Prior to the pandemic, neglect in education—and particularly toward Basic Education teachers—was already evident. During the pandemic period, this situation worsened and became explicit in acts of disrespect toward these professionals, who were pressured by the system to perform their work continuously and efficiently, without any institutional support. The outcome can be observed in the implications that ERE brought to teaching subjectivity, as illustrated by the statements of teachers from Maceió.

## **Final Considerations**

The transition from face-to-face teaching to ERE, although necessary, proved to be inefficient and became the reality for many teachers and students worldwide. This study sought to discuss the context of ERE during the critical pandemic period, as well as its implications for teachers in both public and private education systems. Significant challenges were identified in teaching practice, requiring adaptations to technological tools and the reorganization of pedagogical strategies.

Within this framework, teaching through Digital Information and Communication Technologies (DICT) proved to be essential during the period of social confinement. However, the lack of institutional support and professional training for teachers generated a convergence of factors that negatively impacted the subjectivity of professionals working in Basic Education networks in Maceió.

Although the pandemic period has ended and ERE is no longer in use, the research presents accounts that describe teachers' perceptions regarding the implications for their subjectivity, as well as enduring experiences. It is essential to emphasize and discuss the need for ongoing support and professional development for teachers in everyday educational contexts.

It is clear that the critical pandemic period required rigorous caution in light of the public health crisis, and society as a whole was affected by fear, frustration, anguish, and insecurity, due to the lack of immediate answers regarding the duration of social isolation. The consequences of the pandemic remain intertwined within society. In education, deficits in the teaching and learning process mediated by digital interfaces and their integration have become evident.

In the post-pandemic period, many changes have occurred and continue to occur in the teaching and learning process, particularly with regard to the use of DICT, which are now deeply embedded in society. In Brazil, education requires a more careful and strategic approach, especially concerning Basic Education teachers, with respect to professional attention, respect, and appreciation. Reflections on the practices developed during ERE should also be considered, with a view to future possibilities for teacher professional development.

The difficulties and experiences reported by teachers regarding the use and handling of DICT—previously employed mainly for personal purposes—became part of their professional duties, thereby expanding their knowledge of digital interfaces. It is also evident that the

considerable effort made to meet institutional demands was not recognized, negatively impacting teachers' subjectivity and professional practice, and resulting in anguish, frustration, and professional demotivation. It is therefore necessary to revisit and strengthen concepts that value the teaching profession, ensuring adequate support and respect for professionals who continue to carry the learning and experiences derived from the ERE process.

## REFERENCES

ALMEIDA, Maria Elizabeth Biaconcini. Narrativa das relações entre currículo e cultura digital em tempos de pandemia: uma experiência na pós-graduação. **Revista Práxis Educacional**, Vitória da Conquista – Bahia, v. 17, n.45, 2021. p. 52-80. Available at: <https://periodicos2.uesb.br/index.php/praxis/article/view/8324/5693>. Accessed in: 02 Jul. 2022.

BARDIN, Laurence. **Análise de conteúdo**. 1. ed. 3. reimp. São Paulo: Edições 70, 2016.

BLENGINI, Ana Paula da Graça Souza.; RODRIGUES, Fabiana de Cássia. A educação básica sob o ensino remoto na pandemia: aprofundamento das desigualdades educacionais e reconfiguração do “fracasso escolar”? **ORG & DEMO**, v. 22, n. 2, 2021, p. 81-102. DOI: 10.36311/1519-0110.2021.v22n2.p81-102.

BRASIL. **Parâmetros Curriculares Nacionais**. Bases Legais. Brasília: MEC, 1998.

BRASIL. **Base Nacional Comum Curricular**. Ministério da Educação. Brasília, DF, 2018

BRASIL. Decreto Legislativo n.º 6, de 20 de março de 2020. Reconhece, para os fins do art. 65 da Lei Complementar n.º 101, de 4 de maio de 2000, a ocorrência do estado de calamidade pública, nos termos da solicitação do Presidente da República encaminhada por meio da Mensagem n.º 93, de 18 de março de 2020. **Diário Oficial da União**: Brasília, 2020.

BRASIL. Parecer n.º 5, de 28 de abril de 2020. Reorganização do calendário escolar e da possibilidade de cômputo de atividades não presenciais para fins de cumprimento da carga horária mínima anual, em razão da Pandemia da Covid-19. **Diário Oficial da União**: Brasília, 2020.

CAFFAGNI, Carla Vanessa do Amaral. Quem decidiu como seria? A participação do professor na transição do ensino presencial para o ensino remoto nas escolas de educação básica do estado de São Paulo. **Revista Educação em Páginas**, v. 2, 2023. Available at: <https://periodicos2.uesb.br/index.php/redupa/article/view/11919/7318>. Accessed in: 08 Nov. 2023.

COSCARELLI, Carla. Vianna. Ensino de língua: surtos durante a pandemia. *In*: RIBEIRO, Ana Elisa; VECCHIO, Pollyana de Matos Moura (org.). **Tecnologias digitais e escola: reflexões no projeto aula aberta durante a pandemia**. São Paulo: Parábola, 2020. p. 15-20.

CRESWELL, John Ward. **Projeto de pesquisa: métodos, qualitativo e misto**. 2.ed. Porto Alegre. Artmed. 2007.

FARIAS, Iris Maria dos Santos. **Ensino remoto emergencial e as implicações no trabalho docente: um estudo de caso em escolas de Maceió**. 2023. 153 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Centro de Educação, Universidade Federal de Alagoas, Maceió, 2023.

FARIAS, Iris Maria dos Santos; VIANA, Maria Aparecida Pereira. O ensino remoto emergencial e seus desafios: percepção dos docentes da educação básica de Maceió. *In*: SANTOS, Adriana Cavalcanti dos; FEITOSA, Aleph Danilo da Silva; SILVA, Givanildo da (org.): **Pesquisas em educação: políticas, formação de professores e práticas educativas**. São

Carlos: Pedro & João editores. 2024. p. 193-212.

FARIAS, Iris Maria dos Santos; VIANA, Maria Aparecida Pereira; COSTA, Cleide Jane. Ensino Remoto: relato de experiências da interação em contexto digital. **Revista eletrônica pesquiseduca**, v. 14, n. 34, p. 564-581, 2022. Available at: <https://periodicos.unisantos.br/pesquiseduca/article/view/1249>. Accessed in: 14 Jul. 2022.

FERREIRA, Giselle Martins dos Santos. Metáforas para pensar criticamente a tecnologia educacional. **Revista Educação e Cultura Contemporânea**, v. 20, p. 10919, 2022. Available at: <https://mestradoedoutoradoestacio.periodicoscientificos.com.br/index.php/reeduc/article/view/10919>. Accessed in: 11 Nov. 2023.

HETKOWSKI, Tania Maria; DIAS, Josemeire Machado. Educação, Cultura Digital e Espaços Formativos. **Plurais - Revista Multidisciplinar**, Salvador, v. 4, n. 2, p. 11-25, 2020. Available at: <https://www.revistas.uneb.br/index.php/plurais/article/view/7105>. Accessed in: 25 Nov. 2023.

LEÃO MARTINS, Ana Carolina Borges; DAMASCENO, Roniel Sousa; SOUSA, Marília Albuquerque de; RIPARDO, Maria Vitória Silva; ALBUQUERQUE, Luiz Victor Coelho; MELO, Maria Alayny Cavalcante. A experiência de professores no ensino remoto: dilemas, saúde mental e contextos de trabalho na pandemia. **Expressa Extensão**, v. 26, n. 2, p. 154-160, 2021. Available at: <https://periodicos.ufpel.edu.br/index.php/expressaextensao/article/view/20468/12995>. Accessed in: 25 Nov. 2023.

MARTINEZ, Flavia Wegrzyn Magrinelli; SILVA, Analígia Miranda da; COSTA, Ana Caroline Oliveira. Precariedades e incertezas: trabalho docente do professor iniciante em tempos de covid-19. **Linhas Críticas**, v. 27, 2021. Available at: <http://educa.fcc.org.br/pdf/lc/v27/1981-0431-LC-27-e39036.pdf>. Accessed in: 05 Nov. 2023.

MATTAR, João; RAMOS, Daniela Karine. **Metodologia da pesquisa em educação: abordagens qualitativas, quantitativas e mistas**. São Paulo, 2021.

MENEZES, Suzy Kamylla de Oliveira; FRANCISCO, Deise Juliana. Educação em tempos de pandemia: aspectos afetivos e sociais no processo de ensino e aprendizagem. **Revista Brasileira de Informática na Educação**, v. 28, p. 985-1012, 2020. Available at: <http://milanesa.ime.usp.br/rbie/index.php/rbie/article/view/v28p985>. Accessed in: 23 Nov. 2023.

NÓVOA, Antônio. **Escolas e professores: proteger, transformar, valorizar**. Salvador, Bahia. SEC/IAT, 2022.

SANTOS, Edméa. **Escrevivências ciberfeministas e ciberdocentes: narrativas de uma mulher durante a pandemia Covid-19**. São Carlos: Pedro e João editores, 2022.

SANTOS, Geórgia Maria Ricardo Félix dos; SILVA, Maria Elaine da; BELMONTE, Bernardo do Rego. COVID-19: ensino remoto emergencial e saúde mental de docentes universitários. **Revista Brasileira de Saúde Materno Infantil**, v. 21, p. 237-243, 2021. Available at: <https://www.scielo.br/j/rbsmi/a/b3TVbVHcCZRxkVZPF6PK6PHF/?format=pdf&lang=pt>.

Accessed in: 08 Nov. 2023.

SILVA, Camila Lopes da. O ensino ofertado na pandemia de COVID-19: Como nomear? **Plurais - Revista Multidisciplinar**, Salvador, v. 8, n. 00, p. e023005, 2023. DOI: 10.29378/plurais.v8i00.16891. Available at: <https://www.revistas.uneb.br/plurais/article/view/16891>. Accessed in: 2 Dec. 2025.

SINDICATO NACIONAL DOS DOCENTES DAS INSTITUIÇÕES DE ENSINO SUPERIOR (ANDESSN). Grupo de Trabalho de Política Educacional. **Projeto do capital para a educação, volume 4: O ensino remoto e o desmonte do trabalho docente**. 2020. Available at: <https://www.andes.org.br/diretorios/files/renata/setembro/cartilha%20ensino%20remoto.pdf>. Accessed in: 15 Jan. 2022.

YIN, Robert K. **Estudo de caso: planejamento e métodos**. 5.ed. Porto Alegre: Bookman, 2015.

### ***CRediT Author Statement***

---

- **Acknowledgements:** We would like to thank the Basic Education teachers from Maceió who agreed to participate in the study, sharing their perceptions and concerns regarding their experience with Emergency Remote Education (ERE).
  - **Funding:** No external funding. Self-funded.
  - **Conflicts of interest:** None.
  - **Ethical approval:** The study was approved by the Ethics Committee of the Federal University of Alagoas under CAAE no. 47975121.9.0000.5013 (Approval no. 4,786,965). Following approval, schools were contacted and asked to authorize the dissemination of the invitation—prepared by one of the researchers—to teachers from the respective institutions.
  - **Data and material availability:** The data are being used for the presentation of academic articles in accordance with the purposes to be discussed and addressed. However, some excerpts are available in the master’s dissertation of one of the authors.
  - **Authors’ contributions:** With one author holding a master’s degree and two holding doctoral degrees, this work originates from research conducted within the Master’s Program in Education of one of the authors. Accordingly, the professors contributed as requested throughout the process, particularly in relation to necessary revisions and adjustments.
- 

**Processing and editing: Editora Ibero-Americana de Educação**  
Proofreading, formatting, standardization and translation

