

**THE TEACHING IN THE EDUCATIONAL SCENARIO DURING THE COVID-19
PANDEMIC: A SURVEY OF ACADEMIC PRODUCTIONS IN THE 2020-2021
PERIOD**

A DOCÊNCIA NO CENÁRIO EDUCACIONAL DURANTE A PANDEMIA DE COVID-19: UM LEVANTAMENTO DE PRODUÇÕES ACADÊMICAS NO PERÍODO DE 2020-2021

LA DOCENCIA EN EL ESCENARIO EDUCATIVO DURANTE LA PANDEMIA DE COVID-19: UN LEVANTAMIENTO DE PRODUCCIONES ACADÉMICAS EN EL PERÍODO DE 2020-2021



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ABSTRACT: The COVID-19 pandemic, caused by the SARS-CoV-2 virus, led to significant transformations in teaching and learning, rapidly altering school organization and teaching practices. The containment measures adopted globally, under the guidance of the World Health Organization (WHO), resulted in the closure of schools, universities, and educational institutions. This scenario prompted the urgent implementation of pedagogical practices known as emergency remote teaching. This article aims to reflect on the educational landscape based on academic studies published between 2020 and 2021, addressing the effects and challenges of the pandemic on the teaching profession. The research was conducted as a state of knowledge, utilizing resources available on CAPES, SCIELO, and Google Scholar portals. The results reveal crucial aspects of teaching during the pandemic, including working conditions, learning, teacher training, and mental health, particularly in the early years marked by uncertainties and emotional challenges.

KEYWORDS: Emergency remote teaching. Teaching. COVID-19 pandemic.

RESUMO: A pandemia da covid-19, causada pelo vírus SARS-CoV-2, provocou transformações significativas no ensino e na aprendizagem, alterando rapidamente a organização escolar e o trabalho docente. As medidas de contenção adotadas globalmente, sob a orientação da Organização Mundial da Saúde (OMS), resultaram no fechamento de escolas, universidades e instituições de ensino. Esse cenário impulsionou a implementação urgente de práticas pedagógicas conhecidas como ensino remoto emergencial. Este artigo visa refletir sobre o cenário educacional a partir de estudos acadêmicos publicados entre 2020 e 2021, abordando os efeitos e desafios da pandemia na profissão docente. A pesquisa foi realizada como um estado do conhecimento, utilizando produções disponíveis nos portais CAPES, SCIELO, Redalyc e Google Scholar. Os resultados revelam aspectos cruciais da atuação docente durante a pandemia, incluindo condições de trabalho, aprendizagem, formação e saúde mental dos professores, especialmente nos primeiros anos, marcados por incertezas e desafios emocionais.

PALAVRAS-CHAVE: Ensino remoto emergencial. Docência. Pandemia de covid-19.

RESUMEN: La pandemia de COVID-19, causada por el virus SARS-CoV-2, provocó transformaciones significativas en la enseñanza y el aprendizaje, alterando rápidamente la organización escolar y el trabajo docente. Las medidas de contención adoptadas globalmente, bajo la orientación de la Organización Mundial de la Salud (OMS), resultaron en el cierre de escuelas, universidades e instituciones educativas. Este escenario impulsó la implementación urgente de prácticas pedagógicas conocidas como enseñanza remota de emergencia. Este artículo tiene como objetivo reflexionar sobre el panorama educativo a partir de estudios académicos publicados entre 2020 y 2021, abordando los efectos y desafíos de la pandemia en la profesión docente. La investigación se realizó como un estado del conocimiento, utilizando producciones disponibles en los portales CAPES, SCIELO, Redalyc y Google Scholar. Los resultados revelan aspectos cruciales de la labor docente durante la pandemia, incluyendo las condiciones de trabajo, el aprendizaje, la formación y la salud mental de los docentes, especialmente en los primeros años, marcados por la incertidumbre y los desafíos emocionales.

PALABRAS CLAVE: Enseñanza remota de emergència. Docencia. Pandemia de COVID-19

Introduction

The COVID-19 pandemic caused profound and lasting changes in the lives of teachers and students worldwide between 2020 and 2023. The global health emergency declared by the World Health Organization (WHO) on March 11, 2020, compelled all countries to adopt restrictive measures regarding the movement and gathering of people to contain the spread of the SARS-CoV-2 virus, responsible for COVID-19. Consequently, cultural, sporting, and religious events were prohibited, in-person commercial and economic activities were suspended, and classes across all modalities and educational levels were interrupted.

To adapt to this new scenario, the educational sector—including schools and education systems—had to develop strategies to continue teaching activities remotely, utilizing digital platforms, television channels, and distribution of printed materials, among other possibilities. In Brazil, the National Education Council, through opinions and decrees, recommended that both public and private education networks allow flexibility in academic calendars by organizing content on virtual teaching and learning platforms, social media, email, blogs, television or radio programs, digital media such as video lessons, printed instructional materials distributed to students with pedagogical guidance, as well as suggestions for reading, projects, research, activities, and exercises indicated in the didactic materials.

These curricular actions implemented by educational institutions, mediated by technology or not, were termed remote teaching. This term was used to designate teaching practices carried out in educational institutions, mediated or not by technology, aimed at ensuring the continuity of education during the pandemic and maintaining the student-school connection (Silva, 2023). This emergency and temporary format was adopted as an alternative solution to address the health crisis since, theoretically, it was expected to return to previous conditions once the pandemic was controlled, which indeed occurred. Therefore, it is important to emphasize that remote teaching was not adopted as a replacement modality for in-person education but rather as a viable and feasible strategy under the imposed circumstances.

The implementation of remote teaching posed numerous challenges to teachers' professional performance, especially due to the urgency with which it was adopted. This situation exposed longstanding and significant issues in Brazilian education, such as students' socioeconomic conditions, lack of access to technological resources, and insufficient teacher training for technology use in the teaching process, among others. This complete shift in the educational landscape, both nationally and globally, directly affected how teachers performed their roles. Given the context of uncertainty and change, working within this new teaching

format required training, the construction and mobilization of knowledge and skills, as well as different working conditions compared to those of in-person teaching.

During this period, teaching work received extensive public attention, whether due to the precarious conditions under which it was performed or the successful educational initiatives carried out within remote teaching. In light of this context, the present study is guided by the following research question: What were the impacts of the COVID-19 pandemic on teachers' work, health, training, and professional performance during the initial pandemic period, between 2020 and 2021? To address this question, studies conducted at national and international levels and published during 2020 and 2021, with a particular focus on teaching performance and work during remote classes, were examined. The study aims to analyze the impact of the pandemic on teaching practice, considering changes in work, health, and teacher training.

Methodology

The methodology outlines the research trajectory undertaken to produce information and data aimed at answering the central research question. A qualitative approach was employed, allowing familiarization with the investigated phenomenon to make it explicit or to build hypotheses (Gil, 2008).

As a technical-methodological procedure, the state-of-the-art strategy was applied (Teixeira, 2023). This research strategy is a complex activity that involves not only surveying the main studies and contributions to understand a given phenomenon but also critically evaluating these works; thus, it should not be reduced to a simple literature review (Teixeira, 2023). The state-of-the-art approach involves a critical analysis of academic productions, considering the contributions and limitations of different perspectives, mapping and discussing scholarly output in a specific knowledge area with both descriptive and analytical characteristics, highlighting addressed aspects and dimensions as well as possible gaps and limitations of the surveyed studies. This type of investigation enables an understanding of how the studied topic has been approached and debated academically, clarifying scientific progress in the field and identifying gaps requiring further research for better comprehension of the phenomenon under study.

Given the large volume of academic publications on teaching work during the suspension of face-to-face classes, encompassing a variety of objects, subfields, perspectives,

and contexts, this article focuses on works published in four indexing databases: CAPES Journal Portal, Scientific Electronic Library Online (SciELO), Redalyc Scientific Information System, and Google Scholar. The research was conducted in February 2022 and explored texts published in 2020 and 2021 addressing the theme. The following descriptors were used: “Docência and COVID-19” and “Professor and COVID-19.” The total number of articles retrieved was 1,683, as shown in Table 1.

Table 1 – Search Descriptors

Descriptors	Scielo	CAPES	Redalyc	Google scholar
“Docência <i>and</i> COVID-19”	37	180	466	554
Professor <i>and</i> COVID-19”	20	7	187	233

Source: Prepared by the authors (2025).

Titles and abstracts of the articles were reviewed, applying the following exclusion criteria: non-empirical research; duplicate studies (originating from the same research or appearing in more than one database); student perceptions of education during the pandemic; studies irrelevant to the research domains; and articles that were not peer-reviewed. Inclusion criteria selected empirical studies on teachers’ work and professional practice during the COVID-19 pandemic, focusing on teachers who were engaged in remote teaching.

After applying inclusion and exclusion criteria, 49 articles were deemed relevant to the scope of this study. It is worth noting that, after reading the results sections of these 49 articles, four were excluded because they focused on empirical studies regarding teachers' perspectives on access to education during the pandemic and surveys of digital tools most frequently used by educators. Consequently, Table 2 presents the overall search results and the number of articles retained in each database after the respective exclusions.

Table 2 – Number of articles selected

Database	Included	Excluded
Scielo	4	53
CAPES	21	167
REDALYC	08	643
Google	12	775

Source: Prepared by the authors (2025).

Thus, a total of 45 articles were considered for the analysis corpus of this research, as presented in Table 3.

Table 3 – Selected Studies

No.	Source	Journal	Article Title	Reference	Country of Publication
01	SCIELO	Educação e Realidade	<i>Atuação docente na educação básica em tempo de pandemia</i>	Cipriani, Moreira and Carius (2021)	Brazil
02	SCIELO	Apertura/Universidad de Guardalajara	<i>Competencias digitales del docente de bachillerato ante la enseñanza remota de emergencia</i>	Fernández (2021)	Mexico
03	SCIELO	Mendive: Revista de Educacion	<i>Competencias digitales en tiempos de COVID-19, reto para los maestros de la Institución Educativa CECAT “Marcial Acharán”</i>	Pinedo (2021)	Peru
04	SCIELO	Ciência e Saúde coletiva	<i>Pandemia da COVID-19: insatisfação com o trabalho entre professores(as) do estado de Minas Gerais, Brasil</i>	Silva et al. (2021)	Brazil
05	REDALYC	Latinoamericana de Estudios Educativos	<i>Educación virtual en tiempos de contingencia. Un acercamiento a la realidad del docente venezolano</i>	Rosales-Veitia et al. (2021)	Mexico
06	REDALYC	Latinoamericana de Estudios Educativos	<i>Encuesta nacional a docentes ante el Covid-19. Retos para la educación a distancia</i>	Lúcio et al. (2020)	Mexico
07	REDALYC	Brasileira de Educação	<i>Modalidades de ensino nas universidades brasileiras e portuguesas: um estudo de caso sobre a percepção de alunos e professores em tempos de Covid-19</i>	Bruscato and Baptista (2021)	Brazil
08	REDALYC	Práxis educativa	<i>Os desafios de educar através da Zoom em contexto de pandemia: investigando as experiências e perspectivas dos docentes portugueses</i>	Santos (2020)	Brazil
09	REDALYC	Educação e Formação	<i>Percepções sobre as ações das redes públicas de ensino durante a pandemia</i>	Santos and Oliveira (2021)	Brazil
10	REDALYC	Profile Issues in Teachers` Professional Development	<i>Language Teachers` Emergency Remote Teaching Experiences During the COVID-19 Confinement</i>	Juarez-Diaz and Perales (2021)	Colombia
11	REDALYC	Trabalho, Educação e Saúde	<i>Trabalho remoto docente e saúde: repercussões das novas exigências em razão da pandemia da Covid-19</i>	Pinho et al. (2021)	Brazil

12	REDALYC	Linhas críticas	<i>Precariedades e incertezas: trabalho docente do professor iniciante em tempos de covid-19</i>	Martinez <i>et al.</i> (2021)	Brazil
13	CAPES	Cocar	<i>Educação em tempos de pandemia: consequências do enfrentamento e (re)aprendizagem do ato de ensinar</i>	Ferraz <i>et al.</i> (2021)	Brazil
14	CAPES	Cocar	<i>Formação e desenvolvimento profissional de professores em tempos da pandemia de Covid-19: falácia ou necessidade impelida?</i>	Brandt, Nascimento and Vanzuita (2021)	Brazil
15	CAPES	Enseñanza & Teaching	<i>Percepciones de alumnos y docentes de 5º y 6º de educación primaria sobre la modalidad de educación a distância implantada temporalmente em España por COVID-19</i>	Martin (2020)	Spain
16	CAPES	Revista de Investigación Apuntes Universitarios	<i>Educación remota y desempeño docente en las instituciones educativas de Huancavelica en tiempos de COVID-19</i>	Ramos (2021)	Peru
17	CAPES	Entreciencias: Diálogos en la Sociedad del Conocimiento	<i>Entre la desigualdad y la oportunidad: seguimiento a los retos educativos para la docencia durante la pandemia en la UNAM</i>	Aguero-Servin <i>et al.</i> (2021)	Mexico
18	CAPES	Tecnología, Ciencia y Educación	<i>La capacitación docente para una educación remota de emergencia por la pandemia de la COVID-19</i>	Fernandez (2021)	Spain
19	CAPES	Digital de Investigación en Docencia Universitaria	<i>De la presencialidad a la virtualidad ante la pandemia de la Covid-19: impacto en docentes universitarios</i>	Espinoza and Peralta (2021)	Peru
20	CAPES	Práxis educacional	<i>Cultura digital e recursos pedagógicos digitais: um panorama da docência na COVID-19</i>	Nonato <i>et al.</i> (2021)	Brazil
21	CAPES	Ciências Humanas y Sociales	<i>Nuevos modelos de docencia, desde la declaración de bolonia a la era de la covid. Percepciones del profesorado</i>	Roque (2021)	Spain
22	CAPES	Holos	<i>Lições aprendidas da experiência dos docentes no ensino remoto no contexto da pandemia da COVID-19</i>	Brito <i>et al.</i> (2021)	Brazil
23	CAPES	Devir educação	<i>Bem-estar e o mal-estar docente: sentimentos e emoções de professores que atuam na Educação Infantil e Ensino Fundamental em tempos de pandemia.</i>	Ferronato and Santos (2021)	Brazil
24	CAPES	Comunicar	<i>Perspectivas docentes para una agenda crítica en educación mediática</i>	Mateus <i>et al.</i> (2021)	Spain

			<i>post COVID-19. Estudio comparativo en Latinoamérica</i>		
25	CAPES	Educação a distância	<i>Explorando desafios pedagógicos digitais no ensino profissional durante a pandemia da COVID-19</i>	Nobre (2021)	Brazil
26	CAPES	Práxis	<i>Amor e resiliência: a docência no ensino superior em tempos de pandemia do Novo coronavírus (COVID-19)</i>	Anacleto et al. (2021)	Brazil
27	CAPES	Práxis	<i>Docência em Tempos de Covid-19: concepções de professores do ensino médio sobre o uso das tecnologias digitais no ensino remoto</i>	Sousa and Vasconcelos (2021)	Brazil
28	CAPES	Holos	<i>Professores da educação básica no brasil em tempos de COVID-19</i>	Baade (2020)	
29	CAPES	Iberoamericana de Educación	<i>Desafios e aprendizados com o ensino remoto por professores da educação básica</i>	Alves et al. (2021)	Brazil
30	CAPES	Angolana de ciências	<i>Professores, tecnologias educativas e COVID-19: realidades e desafios em Angola</i>	Julião (2020)	Argentina
31	CAPES	EBAPE.BR	Professor or youtuber? The COVID-19 pandemic, changes in social practice, and the adoption of technologies for distance education	Costa et al. (2021)	Angola
32	CAPES	Teoria e prática da educação	<i>Docência na pandemia: saúde mental e percepções sobre o trabalho on-line</i>	Souza et al. (2021)	Brazil
33	CAPES	Augustos	<i>Aulas presenciais em tempos de pandemia: relatos de experiências de professores do nível superior sobre as aulas remotas</i>	Barbosa et al. (2021)	Brazil
34	Google	Brasileira de Educação do Campo	<i>A Docência na Educação do Campo no contexto da COVID-19</i>	Lopes et al. (2021)	Brazil
35	Google	Pista: periódico interdisciplinar	<i>Lazer e bem-estar mental e social do professor universitário durante a pandemia de COVID-19</i>	Marra et al. (2020)	Brazil
36	Google	Ibero- Americana de Humanidades, Ciências e Educação	<i>Desafios da docência no contexto pandêmico</i>	Santos et al. (2021)	Brazil
37	Google	Research, Society and Development	<i>Formação continuada em tempos de pandemia da COVID-19: desafios e perspectivas de professores para o ensino pós-pandemia</i>	Carvalho et al. (2021)	Brazil
38	Google	Research, Society and Development,	<i>O ensino remoto durante a pandemia de covid-19: desafios, aprendizagens e</i>	Godoi et al. (2020)	Brazil

			<i>expectativas dos professores universitários de Educação Física</i>		
39	Google	Internacional de filosofía y teoría social	<i>Docencia y tecnologías en tiempos de pandemia COVID-19</i>	Inciarte-González (2020)	Brazil
40	Google	Investigación Científica y Tecnológica Alpha Centauri	<i>Impacto psicológico del COVID-19 en la docencia de la Educación Básica Regular</i>	Quispe-Victoria and Garcia-Curo (2020)	Venezuela
41	Google	Plurais Revista Multidisciplinar	<i>Docência e pandemia: os desafios do ensino remoto segundo professores da Educação Básica baiana</i>	Santos <i>et al.</i> (2021)	Spain
42	Google	Associação Brasileira de Ensino de Biologia – SBEnBio	<i>Percepções docentes e práticas de ensino de ciências e biologia na pandemia: uma investigação da Regional 2 da SBEnBio</i>	Borba (2020)	Brazil
43	Google	Research, Society and Development	<i>Residência é residência, trabalho é trabalho: estudo quali-quantitativo sobre o trabalho remoto de professores universitários durante a pandemia da COVID-19</i>	Araújo <i>et al.</i> (2021)	Brazil
44	Google	Research, Society and Development	<i>Educação Remota Emergencial (ERE): Um estudo empírico sobre Capacidades Educacionais e Expectativas Docentes durante a Pandemia da COVID-19</i>	Souza (2021)	Brazil
45	Google	EDaPECI	<i>Os reflexos do ensino remoto na docência em tempos de pandemia da Covid-19</i>	Castro <i>et al.</i> (2020)	Brazil

Source: Prepared by the authors (2025).

To better organize the results found in the selected articles for this review, they were grouped into three categories, namely: 1. Teachers' working conditions during the pandemic: challenges faced by educators in emergency remote teaching; 2. Teachers' perceptions of remote teaching work; and 3. Teacher training and learning in the pandemic context.

Teachers' working conditions during the pandemic: challenges faced by educators in emergency remote teaching

The sudden transition to remote teaching demanded rapid adaptation and expanded technological skills. Workload increased due to the need to create digital content, manage online platforms, provide technical support to students, and simultaneously handle personal and family matters, which were also affected by the pandemic. To address these issues, the selected studies in this category discuss teachers' working conditions and the main challenges of emergency remote teaching from the educators' perspectives.

The suspension of face-to-face classes and consequent implementation of emergency remote teaching inevitably required adapting the home environment to support remote work. Data from the analyzed articles unanimously indicate an increase in both working hours and workload compared to in-person teaching. Additionally, there was a notable lack of access to quality equipment, inadequate physical space, use of personal devices such as computers, cell phones, tablets, and internet access, along with little to no institutional support to adjust to this new mode of teaching (Pinho *et al.*, 2021; Silva *et al.*, 2021; Ramos *et al.*, 2021, Lopes *et al.*, 2021). The studies revealed that this intensification of work hours and precarious conditions was a reality across several countries and educational levels, including among public higher education faculty in Brazil—often perceived as enjoying better working conditions and salary recognition (Anacleto *et al.*, 2021; Araújo *et al.*, 2021; Martín, 2020). Research involving private school teachers highlights additional challenges, such as changes to employment contracts and feelings of fear and insecurity about job loss (Pinho *et al.*, 2021).

The increased workload was linked to the necessity of adapting to the new teaching format. Findings show that teachers spent more time planning lessons, searching for methodologies and resources to facilitate learning, and undertaking training or consulting manuals for the use of digital platforms and tools (Martín, 2020). In this context, it is important to note that teachers' prior experience with lesson planning, organization, assessment instruments, and teaching methodologies was almost exclusively connected to in-person education. Transitioning to remote teaching effectively made them novices again in the profession, requiring them to build new knowledge and skills to operate effectively.

Studies by Araújo *et al.* (2021), Lopes *et al.* (2021), and Baade *et al.* (2020) highlight the difficulty in separating work time from personal life, as teachers felt their family environments were invaded by work-related demands. Women were especially affected, given

that increased domestic workloads historically fall more heavily on them, as they bear primary responsibility for household duties and childcare (Pinho *et al.*, 2021; Araújo *et al.*, 2021; Ferronato; Santos, 2021).

This intensification of work demands, combined with the constraints of isolation, contributed to teachers' dissatisfaction with their jobs, as most of their time was devoted to both teaching and domestic tasks, leaving little room for leisure activities (Marra; Gonçalves; Conceição, 2021; Silva *et al.*, 2021; Juarez-Diaz; Perales, 2021). The closure of leisure venues such as cinemas, theaters, parks, and shopping centers further compelled teachers to dedicate most or all of their time to domestic work and professional duties.

The increase in teaching workload across all educational segments during this period is primarily related to new demands in the profession, characterized by the “[...] rapid requirement of new performances, preparation of virtual lessons demanding changes in didactic perspectives, and the effort to manage technical tools not previously part of their work routine” (Gatti, 2020, p. 33, our translation). In other words, this was a challenging scenario that required teachers, within a short timeframe, to learn how to navigate a novel work environment full of unique demands, involving long hours of effort.

An important issue, though not always the central focus of the studies, is teachers' mental health. Articles published during this period also highlight the mental and emotional distress experienced by educators, triggered by, among other factors, the urgent need to adapt to remote teaching, work overload, the necessity to relearn teaching methods, master technologies and digital platforms, lack of adequate work materials, and students' living conditions (Ferraz; Ferreira; Ferraz, 2021; Ramos *et al.*, 2021, Santos, 2020; Anacleto *et al.*, 2021; Souza *et al.*, 2021). Reports of mental health issues were more frequent among women with longer teaching careers and poorer internet connectivity (Araújo *et al.*, 2021; Quispe-Victoria; Garcia Curo, 2020).

Beyond the issues already raised, teaching during the pandemic was also marked by challenges such as the lack of training for remote teaching and the use of associated technologies, insufficient knowledge and skills regarding appropriate pedagogical strategies and assessment methods for remote learning, difficulties managing multiple tools and teaching platforms, the need to acquire skills related to digital tools, and the absence of institutional support and interaction with students (Cipriani *et al.*, 2021; Santos, 2020; Anacleto *et al.*, 2021; Alves; Martins; Moura, 2021; Santos *et al.*, 2021; Borba *et al.*, 2020; Carvalho *et al.*, 2021;

Godoi *et al.*, 2020; Inciarte-González *et al.*, 2020; Santos; Oliveira, 2021; Martínez; Silva; Costa, 2021; Julião, 2020).

Teachers' perceptions of remote teaching work

This category addresses teachers' general perceptions regarding their professional practice and work during the suspension of in-person classes. Educators needed to reinvent themselves to adjust their lesson plans for remote teaching. To achieve this adaptation, they sought various ways to maintain contact with students, increased the number of activities, and exerted greater effort to facilitate student learning (Roque, 2021). Preparation time for classes increased, as did the use of technologies (Baade *et al.*, 2020).

To work in remote teaching, teachers often had to “act urgently, decide amid uncertainty” (Perrenoud, 2001, p. 15), since, faced with an unforeseen scenario, they had to resolve numerous challenges imposed on the teaching process during the pandemic without prior knowledge of methodologies or structural resources. As demonstrated by the studies in this category, teaching remotely elicited a variety of perceptions—both convergent and divergent—among educators regarding this period. While some teachers reported insecurity in conducting remote classes, others found the experience interesting, albeit exhausting (Ferronato *et al.*, 2021). Others evaluated it negatively, justifying that performing teaching activities in this format required more time and dedication, worsened communication between teachers and students, and adversely affected assessment methods (Bruscato; Baptista, 2021). Some studies indicate that teachers' evaluations of this experience were mixed: for some, it was challenging, mainly due to a lack of technological proficiency; for others, it was beneficial, as it allowed them to discover the potential of digital tools in teaching, helping to overcome resistance to their use in the classroom (Souza; Vasconcelos, 2021).

Within this category, the level of teachers' digital technology proficiency as didactic resources was also investigated. Fernández (2021a) revealed that the participating teachers had low or nearly nonexistent knowledge of using technologies as teaching tools. Those with some proficiency mainly possessed skills related to email, social networks, word processing applications, and web browsers. Fernández's (2021b) findings showed that the technological skills teachers had at the onset of remote teaching were insufficient to cope with the challenges of the scenario. In line with this, Julião (2020) stated that most teachers lacked proficiency in these technologies and did not use them in pre-pandemic in-person teaching.

Servín *et al.*'s (2021) research indicated that younger teachers and those with doctoral and/or master's degrees used a greater variety of resources and demonstrated more experience with technology-mediated teaching. Regarding experience with this teaching mode, Juarez-Diaz and Perales (2021) showed that more experienced teachers used their professional autonomy to acquire new digital skills. Conversely, less experienced teachers adopted a content-delivery role, mainly providing materials to students, with limited interaction between the teacher and students and among students.

The lack of knowledge and skills to use digital tools and platforms for educational purposes can largely be attributed to the absence of specific teacher training and limited access to these technologies, especially among teachers and students in public schools. A study by Mateus *et al.* (2021) revealed that, by contrast, private school teachers demonstrated greater proficiency and access to digital tools, highlighting a significant disparity between public and private education networks.

The deficiency in digital skills and competencies emerged as a major challenge in remote teaching, contributing not only to dissatisfaction with teaching work but also to increased stress among teachers. This deficiency proved crucial in hindering adaptation to the teaching model, negatively affecting the quality of pedagogical practices and educators' well-being (Juarez-Diaz; Perales, 2021). Furthermore, difficulties inherent to technology use in educational contexts were reported among teachers of different educational levels, with diverse backgrounds and experiences, across various regions in Brazil and internationally (Anacleto *et al.*, 2021; Cipriani *et al.*, 2021; Juarez-Diaz; Perales, 2021; Santos, 2020).

Teacher training and learning in the context of the pandemic

Teacher training was a recurring topic during the pandemic context, and the results from the analyzed articles revealed teachers' interest in participating in courses and training programs aimed at building knowledge to support the teaching and learning process in a remote format (Lucio *et al.*, 2020; Mateus *et al.*, 2021). However, it is evident that the number of professionals who received any form of institutional training support was low, and among those who did, the support was often described as precarious and insufficient to address the full range of challenges posed by the scenario (Ferraz; Ferreira; Ferraz, 2021; Fernández, 2021a).

The study by Brito, Rodrigues, and Ramos (2021) with university professors indicated that institutional training was useful for the adoption of technologies in remote teaching. However, such training did not significantly impact adaptation to the remote teaching model, development of teaching strategies, or management of emotional issues. This suggests that teacher training in this context needed to go beyond mere technical instruction in ICT use; it was also essential to provide support for didactic-methodological adaptation and emotional management amid the health crisis.

In light of this, the necessity to understand teaching as a profession of ongoing and continuous development is reinforced (Imbernón, 2011), grounded in professional experience, collective knowledge construction, and peer knowledge sharing (Nóvoa, 2002). At the same time, there is a clear demand for training tailored to the actual needs of teachers, rather than a fragmented collection of courses disconnected from their real demands.

Due to the lack of formal training offerings by many educational institutions and/or education departments, many teachers took the initiative to engage in self-directed learning (Pinedo, 2021; Rosales-Veitia *et al.*, 2021; Mateus *et al.*, 2021, Inciarte-González, 2020) seeking courses, guidelines, and tutorials online that contributed to the acquisition of essential knowledge for remote teaching. Sharing experiences and knowledge with colleagues also served to meet this training need (Anacleto; Becker; Ferreira, 2021; Pinedo, 2021; Godoi *et al.*, 2020).

This formative perspective highlights two central aspects: the development of teacher autonomy and the interaction among professionals during the training process. In this dynamic, teachers share difficulties, challenges, limitations, and experiences, which enables joint problem-solving and the implementation of changes in their work contexts. Consequently, the relevance of teacher protagonism in their own professional development is emphasized, fostering the formation of a professional profile capable of constructing knowledge aligned with the complexity of the educational environment, rather than merely consuming external pedagogical knowledge.

Studies by Anacleto, Becker, and Ferreira (2021) and Rosales-Veitia *et al.* (2021) demonstrated that many teachers' ability to learn, adapt, and reinvent themselves amid difficulties and exceptional circumstances also stemmed from building resilience. Teachers, in this context, recognized not only the challenges but also the opportunities for new learning.

The research conducted by Ferraz, Ferreira, and Ferraz (2021) pointed out the necessity for teachers to relearn the act of teaching, which required mastery of digital tools and strategies

to promote virtual interaction, as well as the fostering and creation of educational environments that enhance autonomy, interaction, and communication. Similarly, Brito, Rodrigues, and Ramos (2021) showed that beyond knowledge of digital tool functionalities, teachers developed new skills related to teaching strategies, context-appropriate methodologies, adaptability, and the importance of considering social circumstances in the teaching process. Alves, Martins, and Moura (2021) categorized teachers' learning during remote teaching into three areas: technological resources, modes of interaction among teachers, students, and the school community, and time management and daily organization for teachers.

These findings reinforce, as discussed by Ramalho and Nuñez (2014), that teaching learning occurs both in formal and informal settings; that is, learning to teach results from initial professional training; experiences, reflections, participation in courses, seminars, and lectures with clear objectives; autonomous and individual research in books and online; knowledge exchange among colleagues; and direct classroom practice. From this perspective, learning to teach is not limited to formal licensure programs but develops throughout one's professional career. It happens in the daily school environment, where teachers face challenges and dilemmas that cannot be solved solely with initial training, as was evident during the pandemic.

The construction of knowledge regarding the use of digital tools and platforms in teaching is a point of consensus among the studies analyzed. Many teachers succeeded in learning to use these technologies to enhance teaching and learning, overcoming initial resistance to employing these tools in the classroom (Souza; Vasconcelos, 2021; Nonato; Sales; Cavalcante, 2021; Costa; Espigão; Pinto, 2021; Godoi *et al.*, 2020).

Therefore, it is understood that teacher training and learning during the pandemic context were profoundly transformed due to the urgent and unexpected demands of remote teaching. With the global emergency and closure of educational institutions, teachers faced an unprecedented challenge of adapting to new ways of teaching and interacting with students.

Final considerations

Given this complex and uncertain scenario that directly impacted the teaching profession, it can be understood, as affirmed by Imbernón (2011) and Tardif (2014), that teaching is a complex, dynamic, and multifaceted activity, deeply intertwined with the social and historical contexts in which it is situated. This was particularly evident during the pandemic

context. Teachers were challenged to abandon the routine of working in a physical classroom, with direct and constant contact with students, to operate in an environment mediated by technological tools often unfamiliar to them.

The impact of emergency remote teaching on teachers' work was significant. The sudden transition to online platforms demanded rapid adaptation and enhanced technological skills. Teachers had to learn new digital tools and rethink their teaching strategies to maintain student engagement at a distance. Furthermore, direct and personal contact with students was replaced by virtual interactions, which affected relationships and the effectiveness of communication. The workload also increased due to the need to create digital content, manage online platforms, and provide technical support to students.

Based on the information gathered from the articles analyzed in this review, it is understood that the transition process from face-to-face to remote teaching was fraught with challenges that compelled teachers to assume roles often beyond their professional duties in order to overcome these difficulties and reach students, thereby ensuring the continuity of the teaching and learning process.

Analysis of the presented studies reveals that despite the numerous challenges and unpredictability of the educational situation during the pandemic, teachers, albeit with great effort, acquired new learning. The urgency to reinvent themselves to sustain the academic year and mitigate the adverse effects of this mode of teaching on student learning led teachers to develop various essential competencies and knowledge necessary for their professional practice.

The results demonstrated that despite the new demands and challenges of the scenario, teachers acquired new knowledge, skills, and abilities. There is also a clear interconnection between working conditions, training needs, challenges of remote teaching, and the use and mastery of digital tools with the learning developed by these teachers, as these were cultivated to address the demands of remote instruction.

Finally, the empirical research findings analyzed in this section indicate that some key components of professional development—such as training, learning to teach, working conditions, and teacher mental health—were adversely affected in this non-face-to-face teaching context.

This systematic review has limitations regarding the data collection period, as it was restricted to studies produced during the most critical phase of the pandemic—between 2020

and 2021. Since then, numerous studies on this topic have been published (Silva; Santos, 2023; Oliveira, 2024; Fernandes; Martins França; Eire Mélo, 2024).

Os resultados desta investigação delineiam, ainda que pontualmente, os aspectos da atuação docente no cenário de pandemia, em diferentes níveis de ensino, revelando aspectos importantes das condições de trabalho, aprendizagem da docência, formações e saúde mental do professor, sobretudo nos primeiros anos de pandemia, marcados pela angústia e medo trazidos pelo cenário de incertezas, bem como pela urgência de retomar as atividades de ensino.

Em suma, os achados trazidos neste artigo lançam luz sobre a necessidade urgente de fomentar o desenvolvimento de competências digitais na formação docente e a disponibilização de equipamentos e conexão com a internet, sobretudo nas escolas públicas, para a construção de uma educação de qualidade e emancipatória.

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