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UNIVESP POLITICAL-PEDAGOGICAL PROJECT: ASPECTS OF THE APPLICATION OF TECHNOLOGIES IN DISTANCE TEACHER EDUCATION DURING THE PANDEMIC

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ABSTRACT

The article reflects the conclusions of an investigation about the incorporation of content about the use of technologies in political-pedagogical projects of virtual Pedagogy courses. The focus was on the Virtual University of the State of São Paulo (UNIVESP) and the use of Emergency Remote Teaching (ERT) during the Covid-19 pandemic. The institutional documentation of the period was analyzed, with a survey of disciplines dedicated to the study and experiences with information and communication technologies (ICT) applied to Education, or to the virtualization of the School. The results demonstrate an institutional concern with students' access and the effects of the pandemic on planned practices. The inequalities aggravated the expectation of the result to be obtained by ERT, since the students left the training activities to attend to the chaotic daily life of their schools of origin.

Keywords: Education and Technologies; Distance Education; Political-Pedagogical Project; Univesp Pedagogy; Covid-19 Pandemic.

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PROJETO POLÍTICO-PEDAGÓGICO DA UNIVESP: ASPECTOS DA APLICAÇÃO DE TECNOLOGIAS NA FORMAÇÃO DE PROFESSORES A DISTÂNCIA DURANTE A PANDEMIA

RESUMO

O artigo reflete as conclusões de uma investigação sobre a incorporação de conteúdos sobre o uso de tecnologias nos projetos político-pedagógicos de cursos virtuais de Pedagogia. O foco foi na Universidade Virtual do Estado de São Paulo (UNIVESP) e na utilização do Ensino Remoto Emergencial (ERE) durante a pandemia de Covid-19. Analisou-se a documentação institucional do período, identificando disciplinas dedicadas ao estudo e vivências com tecnologias de informação e comunicação (TIC) aplicadas à Educação, ou daquelas que dialogavam com a virtualização da Escola. Os resultados demonstram preocupação institucional com o acesso dos alunos e os efeitos da pandemia nas práticas planejadas. Conclui-se que as desigualdades agravaram a expectativa do resultado a ser auferido pelo ERE, já que alunos deixaram suas atividades de formação para atender o cotidiano caótico de suas escolas de origem.

Palavras-chave: Educação e Tecnologias; Educação a Distância; Projeto Político-Pedagógico; Pedagogia Univesp; Pandemia Covid-19.

PROYECTO POLÍTICO-PEDAGÓGICO DE LA UNIVESP: ASPECTOS DE LA APLICACIÓN DE TECNOLOGÍAS EN LA FORMACIÓN DOCENTE A DISTANCIA DURANTE LA PANDEMIA

RESUMEN

El artículo refleja las conclusiones de una investigación sobre la incorporación de contenidos sobre el uso de tecnologías en proyectos político-pedagógicos de cursos virtuales de Pedagogía. La atención se centró en la Universidad Virtual del Estado de São Paulo (UNIVESP) y el uso de la Enseñanza Remota de Emergencia (ERE) durante la pandemia de Covid-19. Se analizó la documentación institucional del período, identificando disciplinas dedicadas al estudio y experiencias con las tecnologías de la información y la comunicación (TIC) aplicadas a la Educación, o que dialogaban con la virtualización de la Escuela. Los resultados demuestran la preocupación institucional por el acceso de los estudiantes y los efectos de la pandemia en las prácticas planificadas. Se concluye que las desigualdades empeoraron la expectativa del resultado a ser obtenido por la ERE, ya que los estudiantes abandonaron sus actividades formativas para atender la caótica vida cotidiana de sus escuelas de origen.

Palabras clave: Educación y Tecnologías; Educación a Distancia; Proyecto Político-Pedagógico; Pedagogía Univesp; Pandemia de COVID-19.

1. INTRODUCTION

This article is part of a completed doctoral investigation on Pedagogy programs offered by public universities in the state of São Paulo, based on their political-pedagogical projects, with a focus on the content of courses aimed at the appropriation of information and communication technologies. The Covid-19 pandemic required the research to concentrate on the environment shaped by emergency remote teaching (ERT) strategies, subjecting both educational actors and pedagogical structures to the legislation enacted during the lockdown period.

The conception of this study pertains, on the one hand, to the importance of education as an enabling factor of the right to freedom of choice in contemporary society. In other words, educated citizens are increasingly necessary—not only because they are able to defend their legitimate interests through democratic means, but also because they are capable of making ethical choices that transcend their own interests (Bizelli, 2015). On the other hand, new virtual tools are increasingly integrated into teacher education programs. Given that online courses are expanding at a faster rate than in-person ones in Brazil (Bizelli & Vargas Bizelli, 2021), they demand that university instructors continually develop new skills and stay up to date with technological advancements.

2. THEORETICAL FRAMEWORK

2.1 Distance Education in Contrast with Emergency Remote Teaching

Education has always been interconnected with the technologies available at a given time, whether the blackboard or the internet. One such articulation is distance education (DE), defined as a modality in which the teaching and learning process is mediated by information and communication technologies, also involving "qualified personnel, access policies, as well as appropriate monitoring and assessment" (Brazil, 2017, p. 3). The decree further stipulates the requirement for in-person activities to be carried out at learning centers and in other professional settings, such as internships and laboratory practice. Michelan (2021) provides a list of activities conducted at these centers, among which the most frequent are student support (both administrative and pedagogical), social interaction, student recruitment, and collaborative work.

As with in-person education, distance higher education has experienced quantitative growth, largely driven by the private sector (INEP, 2022). The three public universities in the state of São Paulo—USP, Unicamp, and Unesp—have invested in the establishment of the Virtual University of the State of São Paulo (UNIVESP), which is dedicated to the training of educators (São Paulo, 2012). Its pedagogical model is structured around five core pillars: (1) expanding access to higher education; (2) student-centered learning; (3) interaction; (4) digital inclusion; and (5) preparation for professional practice (UNIVESP, 2020a).

For the second semester of 2022, UNIVESP's entrance examination offered 31,125 seats across learning centers located in municipalities throughout the interior, the capital, and the coastal regions of the state of São Paulo. The university organizes its programs into three academic tracks: Teaching Degrees—Portuguese Language and Literature, Mathematics, and Pedagogy; Computing—

Bachelor's degrees in Information Technology, Data Science, or Computer Engineering; and Business and Production—Associate degree in Management Processes, and Bachelor's degrees in Business Administration and Production Engineering (UNIVESP, 2022a). In 2021, the university had 14,029 students enrolled in the Pedagogy teaching program, making it the program with the highest enrollment, followed by Computer Engineering, which had 8,372 students. That same year, 461 students graduated from the Pedagogy program (UNIVESP, 2021b).

Given that the university's stated mission is "to expand the availability of public higher education in the state through the use of information and communication technologies" (UNIVESP, 2020a, p. 7), the data suggest that UNIVESP achieves broader reach than traditional public universities, as evidenced by its high number of available seats and its wide geographical coverage. However, as is the case throughout Brazil, course retention and completion remain a challenge, with high dropout rates. According to data from the 2024 Higher Education Map in Brazil, published by Instituto Semesp—an organization that represents private higher education institutions—the dropout rate in Brazilian higher education reaches 57.2%, encompassing public and private institutions, and both in-person and distance education (DE) modalities.

It is important to emphasize, finally, that technologies condition and shape both individual and social actions, enhancing human intentionality and cognitive capacities. In this regard, technological mediation—while enabling and constraining certain practices—is not sufficient to determine which pedagogical approaches will be adopted in teaching processes, as these are influenced by the specific demands and the actors involved (Martínez, Bizelli, & Inforsato, 2017).

Thus, technological mediation—activated during the teaching processes carried out amid the COVID-19 pandemic—is insufficient to fully characterize how these processes actually took place. The particularities of each educational institution and each instructor result in a wide variety of educational practices, influenced by determining factors such as infrastructure and technological resources, which may limit the implementation of planned actions.

The World Health Organization (WHO) declared a global pandemic on March 11, 2020, due to the novel coronavirus (SARS-CoV-2), prompting worldwide changes, including the suspension of in-person classes in schools and universities as a measure to curb virus transmission. These institutions were compelled to carry out their activities through technological mediation in order to fulfill their social function while also adhering to public health guidelines.

Less than a week after the pandemic was declared, on March 17, the Brazilian government authorized the replacement of in-person classes with "classes that utilize information and communication technologies" (Brazil, 2020, p. 39). From the outset, legislation clearly acknowledged that the activities carried out during that period did not constitute distance education (DE), despite the shared element of technological mediation.

Emergency Remote Teaching (ERT) (Hodges et al., 2020) refers to the educational process implemented during the pandemic, and it differs from distance education (DE) due to the absence of key characteristics such as advance planning, instructor training, continuity of pedagogical strategies, assessment indicators, and student engagement in remote learning.

Testimonies compiled in the literature review by Arruda, Gomes, and Arruda (2021) reveal both support for isolation as a life-preserving measure and concern about the quality of learning for all students in contexts of inequality. In some cases, universities distributed SIM cards, modems, and even computers to students in situations of socioeconomic vulnerability, allowing them to continue their studies (Bizelli & Vargas Bizelli, 2021). In rural education teaching programs, Andrade, Nogueira, and Neves (2022) found a lack of digital inclusion measures aimed at Indigenous and quilombola populations, which further exacerbated the vulnerabilities of these communities.

Activities that could not be conducted remotely—such as internships and laboratory practice—were postponed. This loss was noted in the study by Taveira, Alves, and Peralta (2022), who reported that university students expressed concern regarding internships and practical coursework. Taking into account intercultural aspects, Machado, Kampff, and Castro (2023) observed that the role of digital technologies in teacher education was significantly enhanced during the pandemic.

Although technological mediation is an established feature of DE, this modality was also affected by the pandemic, since it includes in-person sessions at learning centers, which serve both administrative functions and learning activities. Thus, although in different ways and to varying degrees, DE was also impacted. One example is the case of the Federal University of Grande Dourados (UFGD), where distance programs lost one month of the academic calendar, while in-person programs lost the entire first semester of 2020 (Rocha & Lima, 2021).

According to Bizelli and Vargas Bizelli (2021), ERT functioned as a stopgap measure to recover instructional time lost due to the suspension of classes at universities. Despite their institutional autonomy, these universities were required to adapt to national and state regulations.

3. METHODOLOGY

In this descriptive study, data were collected from the Pedagogy program at the Virtual University of the State of São Paulo (UNIVESP) with the goal of understanding which course contents were designed to enable the use of information and communication technologies, and how these components were transformed during the implementation of Emergency Remote Teaching (ERT). The study focused on uncovering the formalization of the commitments outlined in the Pedagogy Program's Pedagogical Project—that is, the collective, institutionalized strategies and proposals consolidated in the text, particularly regarding access to and appropriation of virtual tools.

The two research questions guiding this study were: How does the Pedagogy program at UNIVESP address information and communication technologies in its teacher education curriculum? And in what ways did the pandemic affect the university's proposed program? The research employed a document analysis technique, which effectively met the study's methodological needs by providing a consistent set of data to support the conclusions and clarify the questions posed. The research was informed by the program's Pedagogical Project, supporting texts used in its development, and official institutional communications. Keywords used to guide the data collection process included terms related to technology (technology, technologist, information and communication technologies, ICT, DTICT) and the use of technology as a didactic-pedagogical tool (distance education, DE, virtual teaching and learning, virtual learning environments, VLE).

3.1 The Pedagogy Degree Program at UNIVESP

The political-pedagogical project (PPP) is part of democratic governance in education and represents both an experience and a commitment that is developed and reshaped in accordance with contextual conditions. Nevertheless, in practice, the project often becomes merely a formal document or a bureaucratic requirement (Veiga, 2003).

At UNIVESP, the term "course pedagogical project" (PPC) is used. However, the textual content largely resembles that of a PPP, albeit with certain omissions. Notably, the project does not specify the individuals responsible for its development; it does not include the names of coordinators, faculty members, technical staff, or student and alumni representatives who may have participated in drafting the document.

One section of the document lists the relevant legislation considered, including Deliberation No. 99, which mandates the submission of the course's pedagogical project. Its annexes stipulate that the project must contain the program's objectives, the profiles of incoming and graduating students, the structure for completing the internship and the capstone project (TCC), where applicable, and the curricular framework (CEE/SP, 2010).

The 2020 project includes all the university's undergraduate teaching programs: Mathematics, Portuguese Language and Literature, and Pedagogy. It presents the institution and its pedagogical model, the general foundation of the teacher education programs, the operation of the courses—legal foundations, student assessment, internships, the Pedagogical Course Project (PPC), and the capstone project (TCC)—and provides detailed descriptions for each specialization. It also includes descriptions of the courses, outlining their objectives, syllabi, and bibliographies.

4. RESULTS AND DISCUSSION

The reasons behind the update that occurred in 2020 are not mentioned, as there are no indications of external demands, institutional evaluations, internal agreements or disagreements, or faculty and student interests; similarly, there is no reference to the institution's historical context. These factors are typically valued in the development of a Pedagogical Project (PPP), as they characterize the institution and its stakeholders.

When comparing the 2020 and 2019 projects, there are changes in the curriculum matrix and in the first-year courses. When the formative axes are presented, the technologies to be used for expanding higher education enrollment and promoting digital inclusion are mentioned—tools capable of optimizing active learning, which, according to the document, is a way of overcoming conservative teaching methods (UNIVESP, 2020a).

In the section related to the Pedagogy program, the main goal of the course is outlined: to prepare professionals who will work in education at different stages, levels, and modalities. One of the specific objectives is to "provide the ability to understand, critique, and utilize new ideas and technologies to solve problems" (UNIVESP, 2020a, p. 83).

Regarding the profile of the graduate, the project indicates that the use of information and communication digital technologies (ICTs) is one of the skills that make up the areas of expertise. The use of ICTs is not limited to the teaching-learning process; it is also presented as an essential tool for management and supervision activities.

The General Education component, the common foundation of all teaching degree programs, totals 880 hours. Fulfilling a minimum of 12.5% of the program's total workload, students choose their specialization starting from the second year. The courses in the Licensure axis—Portuguese Language and Literature, Mathematics, and Pedagogy—and in the Computing axis—Bachelor's in Information Technology, Data Science, or Computer Engineering—share the same courses in the first semester. In the second semester, there is a distinction between the Licensure and Computing axes, and starting in the third semester, students take courses specific to their chosen teaching specialization. It was within the General Education component that the differences between the 2019 and 2020 projects were identified, as illustrated in Tables 1 and 2.

Table 1: First-Year Pedagogy Courses According to the 2019 Pedagogical Course Project (PPC)

1st Semester					
Historical, Philosophical, and Sociological Foundations of Education	Educational Psychology	Text Production and Communication	Educational Policies and the Structure and Organization of Basic Education	Theories of Learning	Curriculum Theories

2nd Semester						
Basic Mathematics	Didactics	School and Culture	Integrative Project for Teaching Degrees I	Methodologies for Research in Education	Educational and Learning Assessment	English

Source: Author's own elaboration based on UNIVESP, 2019.

Table 2: First-Year Pedagogy Courses According to the 2020 Pedagogical Course Project (PPC)

1st Semester					
Computational Thinking	Reading and Text Production	Ethics, Citizenship, and Society	Projects and Methods for Knowledge Production	Basic Mathematics	English

2nd Semester						
Historical, Philosophical, and Sociological Foundations of Education	Didactics	School and Culture	Integrative Project for Teaching Degrees I	Educational Policies and the Structure and Organization of Basic Education	Educational and Learning Assessment	Educational Psychology

Source: Author's own elaboration based on UNIVESP, 2020a.

From the curricular changes made in 2019 in the Undergraduate programs – Mathematics and Pedagogy – and the creation of the Undergraduate program in Language and Literature, UNIVESP clearly states that technology is both a means for teaching and learning processes and content that students should learn for their daily lives (GARBIN; OLIVEIRA, 2021). The courses dedicated to the study of technologies are: Computational Thinking; Technology-Mediated Education; and Educational Design. All are mandatory, but without specific workload details in the project.

The course Computational Thinking aims to use computational systems and solve problems using the pillars of computational thinking (UNIVESP, 2020a, p. 25), which indicates training focused on manipulating technology, critically accessing information, developing virtual interpersonal interaction skills, and content production.

In 2020, this course was placed as the first course for all teaching degrees, as it was meant to provide students with the necessary tools for completing the distance education program, developing both technical and cognitive skills to deal with ICTs in the teaching and learning process. Moreover, as the syllabus goes beyond technical consumption and manipulation, it is clear that digital inclusion encompasses critical and creative presence in cyberspace. Considering the digitization of other spheres of contemporary life—such as consumption, entertainment, government services, and professional skills—this knowledge becomes valuable beyond just EAD activities.

The course Technology-Mediated Education presents objectives related to technologies but specifically focused on teaching and learning. This course is taken in the tenth semester and is common across the three teaching degrees. It is important to note that, in this course, the teacher is placed in a central position in the relationship between education and technology.

Finally, the course Educational Design covers both online and in-person teaching practices, aiming to promote the quality of the educational process while considering the specificities of each context (UNIVESP, 2020a). The syllabus includes the fundamentals of the field and a discussion of its terminology: the Technological Pedagogical Content Knowledge (TPACK) model; cognitive-behavioral, socioconstructivist, and connectivist aspects of educational design; and the implementation of practices. This course is taken in the fifteenth semester, the final semester of the program, for all three teaching degrees.

In addition to these courses, UNIVESP offers two curricular components that address the theme of education and technology. Since Pedagogy programs require practical activities as a curricular component (PCC) (CEE/SP, 2017), the university provides Integrative Projects (IP) to allow students to plan and apply new teaching experiences in school environments. Beginning in the second semester, IPs are semester-based, totaling six throughout the Pedagogy program—480 hours in total.

Working in small groups, students must choose a school to carry out the project, identifying demands in the context that align with the central theme proposed by UNIVESP for that semester's IP. All IPs require integration with other curricular components from the same semester. The work involves collaboration with the school, project implementation, and the development of plans and reports, all under the guidance of a tutor.

The IP for Teaching Degree II, conducted in the 5th and 6th semesters, aims to propose "the use of technology to develop learning in the context of a lesson plan" (UNIVESP, 2020a, p. 14). On the other hand, the IP for Teaching Degree VI, conducted in the 13th and 14th semesters, aims to develop "a curriculum for a basic education subject, using technologies and active methodologies" (UNIVESP, 2020a, p. 17).

The three courses mentioned above propose the use of digital technologies for students to experience this type of practice; the IPs specifically focus on pedagogical practice, placing students in teaching experiences within schools. Additionally, in the section on practical activities as a curricular component, the project emphasizes the discussion of the potential of technological tools in teaching and learning processes.

Other courses include research-related terms in their syllabi and objectives. In the course Fundamentals and Practices in Geography Teaching, the syllabus includes activities such as "simulations, games, and other practices using media and technologies" (UNIVESP, 2020a, p. 99) to assist in understanding the field.

The course Projects and Methods for Knowledge Production discusses the production of scientific-technological work, while the course Fundamentals and Practices in Natural Sciences Teaching focuses on the relationship between science and technology, assessing their impact on society and the environment.

The topic of media was considered due to its strong intersection with technological tools and appears in the projects studied when they explore the development of information and communication means. It was noted that the English course, taken in the first semester, addresses, among other topics, digital media and the understanding of textual and oral messages found in these media.

The reliability of sources and the truthfulness of information disseminated through networks were critical topics during the pandemic, as fake news and denialism posed risks to public health. Even before the health crisis, this issue was an important topic because it relates to political and social life in contemporary times.

It was also possible to identify works that include the research terms. The theoretical framework found – both in the core and supplementary bibliographies – is presented in Table 3.

Table 3: Bibliographic References from UNIVESP Containing the Research Terms

Bibliographic Reference	**Course(s)**
ANDERSON, T.; DRON, J. Three generations of distance education pedagogy. *EaD in Focus*, n. 2, p. 119-134, Nov. 2012.	Educational Design
ARRUDA, E. P. Fundamentals for the development of digital games. Porto Alegre: Bookman, 2014.	Integrative Project V
BELLONI, M. L. Children and media in Brazil. Campinas: Papirus, 2014.	Technology-Mediated Education
BRAZIL. Ministry of Education (MEC), Secretariat of Basic Education. Guide to educational technologies. Brasília: SEB, 2008.	Methodology and Development of Didactic Materials for Teaching
CAPRON, H. L.; JOHNSON, J. A. *Introduction to Computing*. São Paulo: Pearson, 2013, 8th ed.	Computational Thinking
CARVALHO, F. C. A. de; IVANOFF, G. B. T*echnologies That Educate: Teaching and Learning with Information and Communication Technologies*. São Paulo: Pearson, 2013.	Computational Thinking
CASTELLS, M. *The Internet Galaxy: Reflections on the Internet, Business, and Society*. Translated by Maria Luiza X. de A. Borges. Rio de Janeiro: Zahar, 2003.	Technology-Mediated Education
CHAI, C. S.; KOH, J. H. L.; TSAI, C. C. *A review of technological pedagogical content knowledge*. In: Educational Technology & Society, v. 16, n. 2, p. 31–51, 2013.	Educational Design

COLELLO, S. M. G. *The School and Textual Production: Interactive and Technological Practices*. São Paulo: Summus, 2017.	Reading and Text Production
COLL, C.; MONEREO, C. (Ed.). P*sychology of Virtual Education: Learning and Teaching with Information and Communication Technologies*. Porto Alegre: Artmed, 2010.	Technology-Mediated Education Educational Psychology
KENSKI, V. M. *Education and Technologies: The New Pace of Information*. Campinas/SP: Papirus, 2013.	Computational Thinking
KENSKI, V. M. *Technologies and Face-to-Face and Distance Education*. Campinas: Papirus, 2015.	Educational Design
KENSKI, V. M. *Technologies and Teaching Time*. São Paulo: Papirus, 2013.	Technology-Mediated Education
LITTO, F. M.; FORMIGA, M. (Ed.). *Distance Education: The State of the Art*. São Paulo: Pearson, 2009.	Educational Design Technology-Mediated Education
LITTO, F. M.; FORMIGA, M. (Ed.). *Distance Education: The State of the Art*. São Paulo: Pearson, 2012. v. 2.	Educational Design
LOCK, M. *Transversal Communications: Digital Prejudice and Its Effects on Public Opinion*. Porto Alegre/RS: EdiPUC, 2019.	Computational Thinking
MENEZES, A. M. de. *The Paradigms of Learning Computational Algorithms*. São Paulo: Blucher Publishing, 2018..	Computational Thinking
MILL, D. *Virtual Teaching: A Critical View*. Campinas: Papirus, 2012.	Technology-Mediated Education
MORAN, J. M.; BEHRENS, M. A.; MASETTO, M. T. *New Technologies and Pedagogical Mediation*. São Paulo: Papirus, 2000.	Technology-Mediated Education
MUNHOZ, A. S. *Studying in a Virtual Learning Environment: A Practical Guide*. Curitiba: InterSaberes, 2013.	Educational Design
MUNHOZ, A. S. *Instructional Design for Virtual Environments*. São Paulo: Cengage Learning, 2016.	Educational Design
MUNHOZ, A. S. *Instructional Design for Virtual Environments*. São Paulo: Cengage Learning, 2016.	Fundamentals and Practices in History Education
VIALI, L.; LAHM, R. A. *Technologies in Science and Mathematics Education*. Porto Alegre/RS: EdiPUC Publishing, 2019.	Computational Thinking

Source: Own elaboration based on UNIVESP, 2020a.

Considering that the project is from 2020, six of the twenty-three references are from the five years prior to its publication, with the most recent works being from 2019. The Pensamento Computacional (Computational Thinking) course presents references from 2018 and 2019, while other courses have older references. It is possible to understand that older texts are still referenced, but there is a constant update on the subject due to new technical and research developments, as well as public policies.

Additionally, it is noted that the disciplines in History, Educational Psychology, and those dedicated to the production of teaching materials also address the use of technology in education.

The project also addresses the virtual learning environment of UNIVESP – although it does not specify the platform – in which students can obtain information about their performance and request guidance resources related to their final thesis (TCC). The virtual space mentioned in the section about the PPC (Pedagogical Project of the Course), concerning the PI (Integrative Project), indicates that the stages of the activity will be carried out both virtually and in physical centers (poles).

In the section about the assessment of the student body, the project indicates that, due to the distance learning format, UNIVESP does not apply only traditional assessment methods and instruments. Considering that the modality often causes the student to feel isolated, the university proposes methodologies and assessments that encourage interaction. Group activities are carried out online, and students also have the opportunity to interact in the physical centers (poles).

Regarding infrastructure, the project mentions the existence of physical centers (poles) for conducting in-person exams – mainly final bimonthly assessments of courses – and other activities, such as those supporting the PI (UNIVESP, 2022b). As previously mentioned, face-to-face activities in distance learning courses underwent the most significant changes during the ERE (Emergency Remote Education).

With the preventive health measures to combat the spread of COVID-19, UNIVESP suspended in-person recovery exams, face-to-face meetings related to the PI, and graduation ceremonies. Internship activities were maintained according to the guidelines of the granting institutions, without harm to the students in case of suspension (UNIVESP, 2020b). Telework was also established, with activities of advisors, mediators, and physical center monitors conducted online (UNIVESP, 2020c).

With the suspension of activities at the physical centers (poles), exams were restructured to be conducted virtually. On April 15, 2020, UNIVESP held a live session on YouTube regarding the new online exam system implemented by the university during the pandemic. The internship and the Integrative Project (PI) had to be adapted to the remote mode, respecting the specificities of each location, while group productions and interactions remained online.

Throughout 2020, there were expectations of a return to in-person activities, triggered by national and state ordinances and decrees that set deadlines that were continuously extended, generating uncertainty. It was only in 2021 that the university was able to establish protocols for the return to face-to-face activities, directing them to follow the guidelines of the state, municipalities, and those related to the university's sanitary protocols (UNIVESP, 2021a).

Finally, it is important to note that some of the experiences and studies related to technologies during the Pedagogy course at UNIVESP are designed to be carried out in school environments, a procedure that could not be performed in person during the quarantine period that affected the entire country.

5. FINAL CONSIDERATIONS

Technologies in education constitute a topic of interest for initial teacher training, not only due to the requirements set by educational councils but also because of the relevance that technological means have – and have always had – in contemporary life, whether in the socio-political sphere, in relation to knowledge, or in school life.

UNIVESP presents technology as an essential differentiator for the functioning of the EaD modality, not only for its intrinsic value but also as a catalyst for guiding principles: the expansion of higher education, dynamic interaction among learning actors, digital inclusion, and the role of teaching in the virtualization of material life today. In the specific case of the Pedagogy degree program, it was possible to observe that there are mandatory courses that exclusively address the studied topic, aiming to prepare students for distance learning and for their professional practice. Parts of the project emphasize the role of both the teacher and the student in the context of technology use in education, providing new alternatives for student experiences and teaching practices. However, technology is also content in various other subjects, both didactic and pedagogical, representing an influential element in other areas of knowledge.

UNIVESP is an institution that provides higher education opportunities to a wide demographic. Although digital technologies enable massification and reach a large portion of the population, structural inequalities prevent a part of this population from being served.

With the crisis caused by the COVID-19 pandemic, these inequalities were brought to light. In the face-to-face modality, the Emergency Remote Education (ERE) was implemented to avoid significant educational losses, even with questionable results. In the virtual modality, the pandemic reinforced the institution's concern with students' access to technology as a means of interacting with content, among students, and with teachers, building an inclusive space to promote learning.

EaD struggled with the interruption and postponement of activities carried out at the poles and schools. This impacted final exams, guidance meetings or group work, and the internship and integrative project, both carried out in schools. The physical space of the poles was transferred to the virtual learning environment, and other practical activities were subject to the granting institutions – which, like universities, were temporarily closed and focused on Emergency Remote Education.

This destabilized the principles established in the analyzed course project, which includes in-person moments. Given the modality's specific nature, technological mediation was established, and both teachers and students were aware of and agreed to conducting the teaching and learning process remotely, with the exception of the internship and practical proposals in schools. Therefore, there were significant losses during the pandemic crisis.

In conclusion, it is important to note that the entire process described was not experienced the same way by all the actors involved in the virtual training offered by UNIVESP, as territorial inequalities aggravated the expectations of the outcome to be achieved by the Emergency Remote Education. Students, in particular, had to shift their virtual training activities to address the chaotic everyday realities of their home schools.

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