PHYSICAL EDUCATION REMOTE TEACHING IN NARRATIVE: ON THE RUPTURES AND LEARNING IN EXPERIENCES WITH TECHNOLOGY

O ENSINO REMOTO DE EDUCAÇÃO FÍSICA EM NARRATIVA: ENTRE RUPTURAS E APRENDIZADOS NA EXPERIÊNCIA COM A TECNOLOGIA 🔗⊕

ENSEÑANZA ONLINE DE LA EDUCACIÓN FÍSICA EN NARRATIVA: SOBRE LAS RUPTURAS Y APRENDIZAJES EN EXPERIENCIAS CON TECNOLOGÍA 🔗⊕

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Abstract: Literature has focused on the co-evolutionary understanding between technology and education, highlighting the teacher as a key player in this process. The objective of the text is to problematize the pedagogical experience of a Physical Education teacher from the state education network during the Covid-19 pandemic, under the lens of neotechnicism and emerging literacies. A qualitative methodology was adopted based on narrative studies, pedagogical cases and their contributions to teacher training. As a result, it was noticed the feeling of incompetence to deal with digital platforms, the support of a peer collaboration network, the urgency of "how to use technological tools" and, in the background, "what to teach". Finally, it is considered that thinking about remote Physical Education teaching in the pandemic is more than thinking about technology, but rather it is reflecting on how the teacher is formed by experience and the possibilities of modifying the perception of Physical Education classes in this context.

Keywords: Physical Education. COVID-19. Education, distance. Personal Narrative.

1 INTRODUCTION

The speed of technological advancements has led to diverse social rearrangements. In the educational field, it has called the centrality of the school into question (SIBILIA, 2012). Such a move should be viewed from an understanding of technology that overcomes the centrality of the technological artifact and considers it as a device that can trigger changes in social practices, the forms of human interaction, and the recognition of oneself and the other, as well as how technology changes organizational and institutional contexts by revising social structures[1]. Therefore, the contemporaneous porosity of digital technology devices has provoked continuous questioning in the educational/school field about its practices, organization, and social role.

These issues derive from the insight that every educational environment works as a complex system in which changing an element (for example, a technology type) requires reorganizing the entire educational ecosystem. In this sense, the literature in the last decade has focused on the co-evolutionary understanding between technology and education (e.g., BURNE, 2017; ARAÚJO; KNIJNIK; OVENS, 2021; ARAÚJO et al., 2021a; TINÔCO; ARAÚJO, 2020). The teacher is notably a key player in the reorganization of these processes as he/she is affected by the inclusion of technology and responds to (by adopting or rejecting technology) the affordances enabled by the device, the practices arising from it, and the offered context in his/her working environment (DAVIS; EICKELMANN; ZAKA, 2013).

The exercise of revisiting teachers' experiences and their encounters with digital technology can help to better understand what effects from derives from it in their practices. Within the context of the SARS-CoV-2 pandemic[2] (also known as COVID-19), when 138 nations closed their schools in compliance with the physical distancing and the schooling of 80% of children worldwide was abruptly interrupted (VAN LANCKER; PAROLIN, 2020), it is not difficult to find reports of teachers who suddenly faced the compulsory use of information and communication technologies (ICTs) as a condition to carry out their work.

As an attempt to understand the present time and given the limitations of instruments able to capture all the complexity of the educational field, with the constraints on conducting on-site experiments and investigations (due to physical distancing), teaching narratives have gained momentum as a way of investigating diverse questions arising in contemporary education (SILVA *et al.*, 2021; BÔAS; NASCIMENTO, 2021; VAREA; GONZÁLEZ-CALVO; GARCÍA-MONGE, 2022). Based on the principle that any human experience could be explained, elaborated, and shared, narrative research has enabled teachers to signify their experiences and talk about themselves and their arrangements to act and understand a reality they subscribe to in a temporal space (SOUZA; MEIRELES, 2018).

The research reported in this paper is an exercise of such attentive, reflective listening. It aims to problematize the pedagogical experience of a teacher from the

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1 LIEVROUW; LIVINGSTONE *apud* SELWYN, 2017.

2 More information about SARS-CoV-2 is available at the World Health Organization (WHO)'s website: https://www.who.int/.

public education network of the State of Rio Grande do Norte, Brazil, under the lens of neotechnicism and the literacies emerging from teaching within a pandemic context. Specifically, it creates a dialogue between the reporting teacher and other teachers who reflect on the experience under different sights. By systematically reflecting on the experience, the text has a formative purpose towards promoting some thoughts on the teacher's practice and the contextualized problematization of Physical Education remote teaching.

2 METHODOLOGY

The adopted methodological perspective aligns with qualitative studies that consider the investigated phenomena through a contextual prism. It is inspired by narrative studies arguing that "[…] teachers learn from their practical experience and this learning process is maintained throughout their career" (KELCHTERMANS, 1995, p. 5) and that "[…] certain events, phases or people work as 'turning points' in the stories […]. The teacher feels forced to react, reevaluating certain ideas or opinions, changing professional behavior elements." (KELCHTERMANS, 1995, p. 7-8).

More than a moment of punctual reflection on practice, Passeggi and Souza (2017) point out that a narrative:

> [...] proposes a new episteme, a new type of knowledge, which emerges not seeking truth, but from a reflection on the narrated experience, thereby ensuring a new political position in science, which implies principles and methods that legitimize the subject's word [...]. (PASSEGGI; SOUZA, 2017, p. 11).

The subject who narrates the experience in this study is a young high school Physical Education teacher in Northeastern Brazil in the context of the SARS-CoV-2 pandemic. The text is operationally inspired by the pedagogical cases systematized by Casey, Goodyear, and Armour (2017) and problematized by Araújo (2019) regarding their contributions to thinking about studies on teacher training. In this approach, the reporting teacher was asked to share her teaching experience and feelings about it during the pandemic period.

The narrative was written by a teacher who has been working for four years in the public education network in the State of Rio Grande do Norte, Brazil, and currently works in a State Center for Professional Education (CEEP). The text describes her impressions of teaching remote classes during the period between 2020 and 2021. Her narrative serves as a starting point to the researchers' analysis as a dialogical move between action and reflection, a conversation among peers who seek to understand nuances of the emergency remote teaching experience to think about what Physical Education could learn from this period.

3 NARRATING THE SCENE: PHYSICAL EDUCATION REMOTE TEACHING

In the State of Rio Grande do Norte, in-person classes were suspended by Decree no. 29.254 (RIO GRANDE DO NORTE, 2020) on March 17, 2020. The Decree initially suspended the classes for 15 days, but then repeatedly postponed

them until the second half of 2021. At first, each school started holding meetings with its teachers to reflect on how to teach in the face of the new pandemic context. After those discussions, the education network adopted remote teaching to serve the students and proceed with the teaching-learning process.

Considering the different realities of each school, including students' access difficulties, and the lack of preparation of most teachers, each school became responsible for working with their teachers on how best to keep lessons going for the students. Facing my reality, I chose to work asynchronously because I was unaware of most of the existing platforms and tools for holding synchronous remote classes, even though I had not yet clearly comprehended what these concepts (synchronous and asynchronous) may mean. It seemed to be less intimidating and closer to what I was doing, to some extent, in my in-person teaching (such as using Google Forms[3], guided studies, movies, and documentaries), as well as handling the specificities of Physical Education.

It is important to highlight that many of the teachers at my school were in diverse professional and family contexts. They needed to adjust their personal and professional activities and reinvent their didactic and pedagogical actions through online classes and digital platforms, initially without any training or support. In this context, although I had some training that I regarded as suitable to be a teacher, the situation generated feelings of inability and anguish.

After that first moment, and in the face of new discussions with teachers, the need to have virtual contact with students through synchronous activities became highlighted as crucial in order to provide a concrete dimension to the asynchronous activities. To meet this demand, the use of other platforms and tools became essential because, despite the state education network having its own platform, called *Sistema Integrado de Gestão da Educação*[4] *(SIGEduc) - Escola Digital*, the rate of use by students and teachers was low.

Based on this reality, incentive actions were promoted to register for and use SIGEduc. Although other platforms and tools were being used due to the diverse contexts of the students, there was a requirement from the State Secretariat for Education, Culture, Sport, and Leisure (SEEC) to register classes in the digital tool made available by the state government.

At a given moment, some virtual training was offered by SEEC through the First Direc's[5] official *YouTube*[6] channel to enable teachers to become aware or familiar with tools such as *Canva*[7] and *Google Jamboard*[8]. Moreover, considering the pandemic, the SIGEduc system underwent some updates, and other resources were implemented, e.g., web conferencing.

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3 An application for creating and managing inquiry questionnaires, registration forms, polls, etc.

4 This tool was developed by ESIG Software e Consultoria and adopted by the Government of the State of Rio Grande do Norte to support teachers in registering grades, frequency, and the taught content.

5 The Regional Directories for Education and Culture (Direcs) are regional units of SEEC aimed to decentralize the educational actions in the State of Rio Grande do Norte. The state currently accounts for 16 Direcs.

6 A video sharing digital platform.

7 A graphical design online platform.

8 An interactive board developed by Google as part of the *Google Workspace* structure.

However, regarding the use of platforms, the most used resource to facilitate communication and bring students closer to teachers was the *WhatsApp* messaging application[9]. This resulted in additional work for teachers since students often initiated conversations out of class groups and time schedules, even though they were guided by the created class groups.

In late 2020, considering the CEEP's curriculum structure, another change in the teaching practices arose. Classes were planned and taught while putting together teachers of each knowledge area based on the same Transversal Contemporaneous Theme (TCT) from the Brazilian National Common Curriculum Base (BNCC). This aimed to promote a dialogue between curriculum units and reduce the volume of activities and materials for students.

When the time for hybrid classes (part-time in-person and online) came in 2021, a lack of attendance from students to the remote meetings, which are still happening in parallel, was noticed. Students seem not to accept virtual mediation or interaction anymore since they know they will later be with the teachers. This situation significantly afflicted teachers and generated the feeling of fulfilling a mere formality as hybrid teaching assumes online meetings.

After overcoming the first moment of difficulty and estrangement with the new didactical and pedagogical reality, pre-service students and I produced digital materials to support students by revising and recovering the knowledge objects handled during this period. Specifically for the Physical Education curriculum unit, learning often takes place from the body in motion, but this was not happening or happening in a virtualized way. This led to reflections and a recognition of the different language modalities in Physical Education (written language, oral language, and visual, sound, tactile, gestural, self, and spatial representations) from the New London Group's proposal for multiliteracies, e.g., the production or appreciation of movies, podcasts, videos, sport implements, and infographics.

In a partnership with the PIBID-UFRN group[10], the Physical Education subproject, where I served as a supervisor between 2020 and 2022, interactive and digital didactic materials were prepared based on the knowledge objects provided in classes. The languages used were the most diverse ones, all enabled by digital platforms for remote interaction with students. The produced interactive and digital didactic materials were gathered into documents entitled "Pibidizados" and "Pibidpédia", presenting all the knowledge objects handled in the synchronous and asynchronous classes during the second half of the 2020 academic year. *Canva* was used as the platform to create the materials as it allows inserting hyperlinks and images that lead students to websites, podcasts, and videos in platforms (such as *YouTube*) covering the class themes, as well as to gamified platforms such as *Mentimeter*[11] and *Kahoot*[12]. This enabled converging all the other creations of the group into a single interactive didactic material, which enabled students to revise all the knowledge objects.

9 A multiplatform digital application for instantaneous messaging.

10 Institutional Scholarships Program of Initiation to Teaching at the Federal University of Rio Grande do Norte.

11 An application for creating and managing presentations with real-time feedback from the audience.

12 A platform for creating and managing multiple-choice tests with synchronous multiplayer and instantaneous feedback.

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The experience lived in 2020 and 2021 due to the pandemic was characterized by discontinuities that required reorganizations in which teachers and students did not always have the pedagogical time needed to incorporate the used technologies.

4 BEING A TEACHER AND THE FEELINGS OF INCAPACITY: WHAT IS BEING DIGITALLY COMPETENT?

Thinking about teachers who managed to play their role with the available skills in moments of challenge imposed by the pandemic also involves thinking about their previous experiences, contact with technology, and personal repertoire of access, consumption, and mediatic creations. The current case is no different. Amid decisions and interventions of governments, norms, decrees, and laws presented in a rush, it is useful to focus on the unfortunate deficiency of the Brazilian education system in responding to the challenge posed by the pandemic. This is evidenced by the teacher's narrative, particularly in the way that she had to reinvent her "didactic and pedagogical actions through online classes and the use of digital platforms, initially without any training or support" and that this generates "feelings of inability and anguish."

Reports like this reinforce the findings of the *TIC Educação 2020* survey (NIC. br) about what the stakeholders involved in the educational processes suffered during the pandemics. The case reported in this study fits into the 80% of public schools that used "virtual learning environments or platforms" to support the didactical activities, despite these public tools having a low rate of use by students and teachers, such as SIGEduc.

It is worth highlighting the isolation and autonomy of the teacher in the educational process, given the fragility of continuing teacher education offered by the education system to use existing technology, as well as the urgent demand of teachers in the face of the pandemic reality. In this case, it is necessary to realize that investing in technology is not limited to making platforms or devices available. Instead, one needs to call into question, train, and prepare teachers to take advantage of the potential of digital technology, its connectivity, and the entire communicational ecosystem that it carries and can offer.

People nowadays increasingly use their smartphones, whether in school environments or not, but this does not mean that they have all the skills and competencies to deal with these devices, their relationships, and new behaviors to effectively support new forms of teaching and learning. The SARS-CoV-2 pandemic can be seen as a catalyst for this realization, which encompasses teachers who had to adapt their teaching practices, often becoming "guinea pigs" for any speculation, suggestion, and other forms of guidance on how to deal with this new situation.

Taking the studies carried out by UNESCO (WILSON *et al.* 2011 UNESCO-IBE, 2016; GRIZZLE *et al.* 2021) and other researchers on this subject (VIEIRA, 2008; PASSARELLI *et al.*, 2014; ROSA, 2016; SANTOS; AZEVEDO; PEDRO, 2016, REDECKER; PUNIE, 2017; ARAÚJO *et al.*, 2021b) as references, the debate on the Media and Information Literacy (MIL) concept arises as a set of competencies that

foster citizens to access, find, understand, evaluate, use, create, and share content in different formats and with different tools, in a critic, ethic, and expressive way, so that they can participate and be involved in personal, professional, and social activities. This synthesis results from the recently published *Media & Information Literacy Curriculum for Educators & Learners* (GRIZZLE *et al.*, 2021).

The MIL concept elaborated by UNESCO experts enumerates three axes to guide and ease its understanding and applicability (WILSON *et al.*, 2011, p. 22; GRIZZLE *et al.*, 2021, p. 20). These are:

> 1. having knowledge and understanding of media and information to enable democratic discourse and social participation;
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> 2. evaluating media texts and information sources;
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> 3. producing and using media and information.

It is possible to notice that the reporting teacher participating in this study has demonstrated having (even if unconsciously) the literacies that allowed her to face remote classes and their difficulties by creating action strategies while acknowledging her possibilities (synchronous and asynchronous), competencies, and limitations (whether using platforms or not). This learning seems to not be explicit in her education, but it comes from experimentation processes together with, for example, other teachers or PIBID members, as reported. The dialogue established with other teachers, including those from other areas, indicated they discussed the competencies needed to effectively teach with digital technologies. The narrative demonstrated that the teacher was able to adapt to the situation by interacting and collaborating with her peers, as well as managing resources and demands that the imposition of remote teaching still carries.

If there was a first reluctance to use some resource/platform, it is possible to infer this was based on their complexity. At the same time, seeking to use the platforms at an opportune moment stems from the need for student participation and engagement. It is important to emphasize that, despite seeking self-training, the teacher reports that there were "incentive actions to register for and use SIGEduc" due to low adhesion and the bureaucratic requirement from the Secretariat for Education. All these perceptions point to the pedagogical sensibility, while they respond to some extent to the first guiding axis for fostering the mentioned UNESCO's media and information literacies.

A second issue emerging from the teacher's narrative is the creation of interactive and digital didactic materials upon the new reality of synchronous and asynchronous classes during the pandemic 2020 academic year. The use of different platforms for building materials that could support students in the specificity of Physical Education classes collaborates with another guiding axis for fostering the UNESCO's media and information literacies: producing and using media and information. Oliveira *et al.* (2021), relying on Pereira (2014), address the different languages in teaching spaces and times of school Physical Education, a moment that the reporting teacher expressed in her teaching practice.

Costa (2021) reveals that Physical Education teachers still reinforce an instrumental character in dealing with digital platforms. In this sense, there is a

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concomitance in the actions of the narrating teacher. While corroborating findings by emphasizing the teacher's understanding of media and information for social participation (axis #1) and producing and using media and information (axis #3), it is possible to notice an ongoing self-training for critical evaluation (axis #2). This can be seen from her statements on the rework of teachers through the interaction via text messaging apps or when she reports the "feeling of fulfilling a mere formality" in the online moments of hybrid teaching. More than seeing the media text and information sources, we understand that the teacher is at a moment of understanding the context. Therefore, the teacher puts herself on the way of gathering skills in applying both new and traditional media formats and promoting MIL among her students. This refers to the Rosa's concept of literacies (ROSA, 2016, p. 24), in which literacy goes beyond the "cognitive literacy skills" to be framed as "social practices within each social, cultural, educational, and political context".

In the critique between society and technology, it is encouraging noticing from the report that the teacher addresses the powerful "inclusion/exclusion" logic that communication can generate, today enhanced by digital and even more aggravated by the pandemic. The Internet as a medium can bring wonder on different screens while it integrates and excludes by the premise of accessing the connectivity or not.

Whether consuming what is produced by the cultural industry or producing from it, it is necessary to understand that the logic is not stagnant. Thanks to digital platforms and technological advancements, educational mediation was made possible in pandemic times, but that is not why training teachers to understand, evaluate, and produce media and information texts is less urgent. Digital technology surrounds, observes, and listens to those who teach in the school reality.

5 A MUSEUM OF GREAT NEWS: THE NEOTECHNICIST UPRISING AND TEACHER PLATFORMIZATION

It is possible to notice in the teacher's narrative that the Physical Education teacher faces some situations involving pedagogical, social, political, and aesthetic confrontations. Even though resulting from the pandemic, they go beyond it and leave past, present, and future concerns visible to our school routines. Silva (2005, p. 21) warns that the "[…] concerns related to the organization of the educational activity and even a conscious attention to what to teach" result from the emergence of the notion of curriculum. This somehow points out that the contemporary confrontations about how and what to teach go beyond what is experienced in this pandemic moment. The point of difference is the urgency of the situation and how it can impact the future of our pedagogical ecosystems.

In this moment of intense discussion and propositions about what and how to teach in school Physical Education upon almost strictly digital mediation, the report shows a concern with the tools and their usability, but not with pedagogical issues. Such a recurrence at different moments in 2020 and 2021 may have repercussions towards a neotechnicist upraising 4.0[13] in the knowledge and practices of school Physical

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13 The idea is not a developed concept but a spirit of the contemporary pedagogical time, which mixes a return to the newest old way of teaching and bureaucratizing pedagogical processes with an entrepreneur look.

Education. It is worth remembering that pedagogical technicism and productivism are among the neoconservative moves within contemporary education, dressed in novel costumes. Evoking the idea of neoconservatives refers to Yuk Hui's idea about neoreactionaries (HUI, 2020), embracing progressives who imagine that technology is a purifying advent for the contemporary school.

It is visible in the report a concern with the ways of mediation that will be carried out in the period. Nonetheless, little is told about the processes involving learning and the youths' relationship with the devices activated through synchronous and asynchronous ways.

Saviani (2011, p. 381) indicates that "[...] inspired by the principles of rationality, efficiency, and productivity, the technicist pedagogy advocates the reorganization of the educational process to make it objective and operational." In this way, technology in such 4.0 move has a contribution often associated with greater objectivity and productivity of educational learning. If school Physical Education had been previously linked to technicist teaching processes related to the logic of sports under the assumptions of rationalization and the desire for efficiency and effectiveness (SOARES, 1992), there is an underlying concern that the current time offers an unconscious resumption to the past but disguised as an advancement on the aegis of education technological imperatives (SELWYN, 2011).

It can be also observed that, while establishing Emergency Remote Teaching (ERT) or Hybrid Teaching (HT), some elements were gradually being naturally inserted into teaching knowledge and practice, such as consumption and production in the social media, and how to organize content within the program and time schedule. This hence erased the boundaries between teachers and students in the organization of the teaching pedagogical time and flow. Confounding, arbitrary feelings (inability and anguish) were developed in the first moments of the suspended classes and the beginning of the return to teaching remotely. Teachers would need to invest in the production of audiovisual materials to think about synchronous moments, but much closer than those produced in consolidated digital platforms such as *YouTube*. Based on the offered report, this first move was the reason for the initial option for asynchronous activities due to the lack of platform proficiency.

By viewing platforms as "(re)programmable digital infrastructures that facilitate and shape personalized interactions among end-users and contributors", (POELL, NIEBORG; DIJCK, 2020, p. 4), it is possible to understand why teachers avoided them since the structure posed by platforms changes a teacher's know-how, thus constraining the teaching practice into that structure. As Poell, Nieborg, and Dijck (2020) explain,

> [...] platforms structure how end-users can interact with each other and other contributors through graphical user interfaces, offering particular affordances while withholding others, for example, in the form of buttons – like, follow, rate, order, pay – and metrics related to them […] This form of platform governance materializes through algorithmic sorting, privileging particular data signals over others, thereby shaping what types of content and services become prominently visible and what remains largely out of sight. (POELL, NIEBORG; DIJCK, 2020, p. 7).

In a flow like that of *YouTubers*[14], *Instagrammers*[15], and *TikTokers*[16], teachers began to produce, circulate, share, consume, and manage diverse didactical practices through platforms. In a language closer to youths and their social practices in those networks, it seems that there is a contamination of these ways of informing and communicating that traverse the narratives mediated by technology produced by teachers.

However, in the teacher's report, there is a reflection on the way of mediating her actions on the available platforms. It is noticeable that a lack of training in the use of the platforms may be a healthy tactic in the implementation of pedagogical flows since it does not generate anxiety and uncritical adhesion to the platforms and the ways to connect teachers and students.

This abrupt avalanche of uses results in the need to be careful in the technological use limited to the uncritical instrumental/technician. As Saviani (2011, p. 383) has already warned, "from the pedagogical point of view, it is concluded that, if for the traditional pedagogy the central issue is learning and, for the new pedagogy, is learning how to learn, for the technicist pedagogy what matters is learning how to do."

By adhering to the so-called neotechnicist uprising via the compulsory use of digital technology in emergency pedagogical times, problems from the past haunt the pedagogical present and confound the future of teaching and learning. Other problems are often out of the teachers' decision-making ability, but in what the education systems offer or fail to offer in terms of work platforms. It is possible to observe that many choices were mercantile and organized by large technology companies. For example, the public agents approved the educators' access to the digital platforms dominating the technology market when offering the first pedagogical support package bound to the so-called big techs[17]. These digital infrastructures are modulating the ways of being and living both ERT and HT. Nobody cannot or does not want to criticize such an adhesion without questioning these education "systems".

6 REVISITING AND LEARNING FROM THE EXPERIENCE: REFLECTIONS FROM THE TEACHER

When analyzing the experience from the point of view and the reflections herein raised by the colleagues/teachers, it is possible to identify two key insights. The first is that, despite having a virtual environment and tools made available by the Government of the State of Rio Grande do Norte, little or nothing was used or explored by the teacher and her colleagues. The lack of training and support in the use of the platform creates a feeling of not being competent (in this and other digital technology platforms). This feeling was already present in the progress of actions in the pandemic periods and dialogued with several colleagues who mutually supported each other, thereby structuring a collaboration network that was closer and more systematic than

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14 People who produce digital content to the video sharing platform with homonymous name of the user.

15 People who produce digital content to online platform for sharing photos and videos with homonymous name of the user.

16 People who produce digital content to an online platform for creating and sharing short videos with homonymous name of the user.

17 A term used to refer to dominant Information Technology companies.

the training offered by the education network. In the case of that participating teacher, such a collaboration network was represented by the PIBID group. When thinking about the competencies that one had/has or not, the perception of a gap easily turns into guilt, inability, fear, or apprehension. Nonetheless, these feelings must not be treated in an individualized, teacher-centered way but rather as a complex device encompassing educational practices, working conditions, pedagogical time, physical and curriculum structures, among others. This consideration is associated with the teacher from the raised reflection on digital competencies. If there are systematized theoretical frameworks for teacher training, they do not reach the received continuing teacher education. It is important to emphasize that teachers still lack effective public policies aimed at providing continuing education. In addition to knowing how to be proficient with digital technologies, they can know how to question, reflect on, and instigate the potential of their students with such technologies.

The second insight relates to the sense of urgency brought by the pandemic moment. During this period, concerns turned almost exclusively to using the tools that would now make the technological mediation between teachers and students. In this context, "what" was being taught has been placed into the background, mainly in the view of the specificity of Physical Education considering body experience and movement as important elements of knowledge in this field. Therefore, seeking knowledge objects "better adapted" to remote teaching was a constant, thus deconstructing the systematization previously proposed in the in-person teaching. This consideration was largely given to the reporting teacher by the idea of technicism and pedagogical productivism addressed in the reflection. Indeed, it seems that her experience also needs this self-criticism to some extent. However, the speed of the transformations in the epidemiological situation, changes in the guidance from the Secretariat for Education, and social pressures, did not provide the needed time to improve the pedagogical intents.

In summary, the reflections lead to the importance of rediscovering the possibilities of pedagogical practice and becoming aware of the different contexts and possible teaching approaches. In this way, the teacher's learning occurs through planning, living, and reflecting on teaching. It was like this in 2020 and 2021 and always will be.

7 FINAL REMARKS

The reflective move in problematizing the pedagogical experience is a challenge and an incomplete exercise. Admitting the incompleteness of the reflection is an attitude that opens other readings or the focus on experience as a power to expand the richness of the debate. Instead of complaining about the limits, it acknowledges the power of dialogue and listening to the teaching experience as a trigger for advancements.

Despite being legitimate, educational studies that establish diagnosis and analyses of pedagogical experiences lack a movement back to the studied space. Education research can advance in the formative perspective by operating through

narrative and dialogue with the teacher. It is necessary to believe that thinking on teaching and, specifically, Physical Education teaching should be done **with** the teacher. In the light of reflections on her practice, the reporting teacher could expand the problem, leaving out questions such as "not knowing how to use a platform" or "the feeling of inability" to think the technicism in teaching and education policy.

These amplifications resulted from reflections during the pandemic, even beyond it. Therefore, thinking Physical Education remote teaching in the pandemic is more than thinking on technology, but rather it is reflecting on how the teacher learns from experience in this context.

Regarding the pedagogical practice in remote teaching, the reported experience changed the perception of Physical Education classes due to the devices enabling the mediation of those classes. Nonetheless, technology sometimes operated more to reinforce teaching practices already recognized in the in-person teaching and less to envision innovation possibilities. Far from being a negative criticism of the teacher's experience, this perception is a reflection that can subside other historical moments of developing Physical Education as a curriculum unit in Brazilian education.

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Resumo: A literatura tem apostado na compreensão coevolutiva entre tecnologia e educação destacando o professor como peça-chave neste processo. O objetivo do texto é problematizar a vivência pedagógica de uma professora de Educação Física da rede estadual de ensino durante a pandemia de covid-19, sob as lentes do neotecnicismo e das literacias emergentes. Adotou-se a metodologia qualitativa a partir dos estudos narrativos, dos casos pedagógicos e suas contribuições para formação docente. Como resultados percebeu-se o sentimento de incompetência para lidar com plataformas digitais, o apoio de uma rede de colaboração por pares, a urgência do "como utilizar ferramentas tecnológicas" e, em segundo plano, "o que ensinar". Considera-se, por fim, que pensar o ensino remoto de Educação Física na pandemia é mais do que pensar em tecnologia, mas antes é refletir sobre como o professor se forma pela experiência e as possibilidades de modificação na percepção de aula de Educação Física neste contexto.

Palavras-chave: Educação Física. Covid-19. Educação a distância. Narrativa Pessoal.

Resumen: La literatura se ha centrado en la comprensión coevolutiva entre tecnología y educación, destacando al docente como elemento clave en este proceso. Este texto tiene como objetivo problematizar la experiencia pedagógica de una profesora de Educación Física de la red estatal de educación durante la pandemia de Covid-19, bajo el lente del neotecnicismo y de las literacias emergentes. Se adoptó una metodología cualitativa basada en estudios narrativos, casos pedagógicos y sus aportes a la formación docente. Como resultado, se percibió el sentimiento de incompetencia para trabajar con plataformas digitales, el apoyo a una red de colaboración entre pares, la urgencia de saber "cómo usar las herramientas tecnológicas" y, en segundo plano, "qué enseñar". Finalmente, se considera que pensar en la enseñanza a distancia de la Educación Física en la pandemia es más que pensar en tecnología, más bien es reflexionar sobre cómo el profesor se forma a partir de la experiencia y las posibilidades de modificar la percepción de las clases de Educación Física en este contexto.

Palabras clave: Educación Física. COVID-19. Educación a distancia. Narrativa Personal.

EDITORIAL NOTES

CONFLICT OF INTERESTS

The authors have declared that this work involves no conflict of interest.

AUTHORS' CONTRIBUTIONS

Leilane Shamara Guedes Pereira Leite: Conceptualization, Methodology, Research, Writing – original draft and editing.

Alan Queiroz da Costa: Data curation, Formal analysis, Research, Writing – original draft and editing.

Márcio Romeu Ribas de Oliveira: Data curation, Formal analysis, Research, Writing – original draft and editing.

Allyson Carvalho de Araújo: Conceptualization, Data curation, Formal analysis, Methodology, Oversight, Writing – original draft and editing.

RESEARCH ETHICS

The research project state that all ethical procedures contained in Guide to Integrity in Scientific Research of the Federal University of Rio Grande do Sul.

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