

ARTICLE

TEACHER'S WORK WITH VIDEO CLASSES IN D.E.: DIFFICULTIES AND CHALLENGES FOR TEACHER EDUCATION AND TEACHING PROFESSION

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ABSTRACT: This article addresses the impacts of digital technologies on teaching and in relation to the idea of teaching as a profession considering video lessons as the main educational resource for teaching in distance education (D.E.) and remote education. The objective is to analyze Brazilian theses and dissertations that address issues, problems and difficulties faced by teachers in the process of producing video lessons for D.E. A review in BR-CAPES-BTD resulted in 11 master thesis that show distances between teacher training and the reality of work in D.E. Precariousness involves aspects of languages (audiovisual and teacher - expressiveness) and teacher socialization. These result in detrimental effects on the dimensions: the teacher's person (negative feelings, discomfort, sufferings and malaise); teacher professional development and social impact of teaching (teaching quality). In times of digital education, the production of video classes is a practice that is part of the teaching work that requires to be analyzed and understood. The article shows a facet of this teaching reality that stresses the professionalization of teaching and brings new challenges for teacher education.

Keywords: Distance Education, Teacher Education, Teaching Work, Teaching Professionalization, Expressiveness.

TRABALHO DOCENTE COM VIDEOAULAS EM EaD: DIFICULDADES DE PROFESSORES E DESAFIOS PARA A FORMAÇÃO E A PROFISSÃO DOCENTE

RESUMO: O artigo aborda os impactos das tecnologias digitais no trabalho docente e na relação com a ideia de docência como profissão considerando a videoaula como principal recurso educacional da docência na EaD e no ensino remoto. O objetivo é analisar teses e dissertações brasileiras que abordam questões, problemas e dificuldades enfrentados por professores no processo de produção de videoaulas para EaD. Uma revisão no BR-CAPES-BTD resultou em 11 dissertações que mostram distanciamentos entre a formação docente e a realidade de trabalho em EaD. As precariedades envolvem aspectos de linguagens (audiovisual e do professor – expressividade) e de socialização docente. Delas decorrem efeitos prejudicantes nas dimensões: personalidade do professor (sentimentos negativos, desconfortos,

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sofrimentos e mal-estar); desenvolvimento profissional docente e impacto social da docência (qualidade do ensino). Em tempos de educação digital, a produção de videoaulas é uma prática constituinte do trabalho docente que requer ser analisada e compreendida. O artigo mostra uma faceta dessa realidade da docência que tensiona a profissionalização do ensino e traz novos desafios para a formação de professores.

Palavras-chave: Educação a Distância, Formação de Professores, Trabalho Docente, Profissionalização Docente, Expressividade.

TRABAJO DOCENTE CON CLASES EN VIDEOEN EaD: DIFICULTADES Y DESAFÍOS DE PROFESORES PARA LA FORMACIÓN Y PROFESIÓN DOCENTE

RESÚMEN: El artículo aborda los impactos de las tecnologías digitales en la labor docente y la relación con la idea de la docencia como profesión considerando las clases en video como el principal recurso educativo para la docencia en educación a distancia (EaD) y enseñanza remota. El objetivo es analizar tesis y disertaciones brasileñas que abordan cuestiones, problemas y dificultades que enfrentan los docentes en el proceso de producción de clases en video para EaD. Una revisión en BR-CAPES-BTD resultó en 11 disertaciones que muestran distancias entre la formación del profesorado y la realidad del trabajo en EaD. La precariedad involucra aspectos de los lenguajes (audiovisual y expresividad docente) y socialización docente. Estos resultan en efectos perjudiciales sobre las dimensiones: personalidad del docente (sentimientos negativos, sufrimientos y malestar); desarrollo profesional docente e impacto social de la docencia (calidad de la enseñanza). En tiempos de educación digital, la producción de clases en video es una práctica que forma parte de la labor docente en EaD que requiere ser analizada y comprendida. El artículo muestra una faceta de esta realidad docente que tensa la profesionalización de la docencia y trae nuevos desafíos para la formación del profesorado.

Palabras-clave: Educación a Distancia; Formación de Profesores; Trabajo de Enseñanza; Profesionalización Docente; Expresividad.

INTRODUCTION

The article addresses the impacts of digital technologies on teaching work concerning teaching as a profession. The starting point is issues, problems, and difficulties teachers face in producing video lessons for D.E.

Distance Education (D.E.) is an educational modality in which the didactic-pedagogical mediation in the teaching and learning processes occurs with Digital Information and Communication Technologies (TIDCs). Students and teachers develop educational activities in different places and times and deferred communication. D.E. is distinguished from other forms of remote education for its planned characteristic and for requiring pedagogical, didactic, and organizational innovations with methodologies, learning environments, management, and peculiar evaluation (BRASIL, 2005). The video class (or tele class³) is identified by ABED (2019) as the primary educational resource used in teaching in D.E., both in distance learning courses (92.6%) and in semi-face-to-face courses (81.8%).

³Moran (2009) identifies tele class as the class held at a distance in which students see the teacher in real-time (synchronous), and video class is the one recorded and edited for later access (asynchronous). However, the production process is similar in both and performed in the studio.

In Brasil, D.E. is considered an alternative for democratizing access to education and social inclusion. Several factors contributed to its dissemination since 1990: the expansion of privatization policies; technological innovations; the enactment of the National Education Guidelines and Framework Law (which regulates, promotes, accredits, and disseminates D.E. at all levels of education and determines that teacher education would take place at the university); the expansion of Higher Education and the proliferation of teacher education programs (BRASIL, 2005; BARROS, CARVALHO, 2011; SOUZA, MOITA, CARVALHO, 2011; GATTI *et al.*, 2019).

Currently, the E.A.D. B.R. Census - an analytical report on D.E. in Brazil from 2018 - shows that D.E. is consolidated in the educational scenario with 2,358,934 students enrolled at different levels of education (ABED, 2019). This expansion takes place in the context of the political, economic, and educational scenario of the country's financial crisis, with the following consequences: reductions in faculty in various Higher Education Institutions (I.E.S.); policies for cuts, contingencies, and reductions in public funds for education; withhold of hiring processes of new teachers for public I.E.S.; changes in forms of educational funding; closing of courses and precarious teaching work. In this context, many teachers migrate to teaching in D.E. courses looking for job opportunities, albeit permeated by challenges - without addressing, within the scope of this article, the criticism of the general conditions of education and teaching in this modality.

The Brazilian government's current policy reinforces remote education initiatives: Ordinance No. 2,117, of 12/06/2019 (BRASIL, 2019), expanded the use of remote education for face-to-face courses at federal I.E.S. by up to 40% of classes.

Within the scope of teacher education policies, Resolution No. 2, of 07/01/2015 (BRASIL, 2015) provides that graduates must have a repertoire of information and skills allowing the teacher to relate media's language to education in the didactic-pedagogical processes. They must demonstrate mastery and clever use of TDICs for information, communication, development of learning, pedagogical practice improvement, and cultural formation expansion. Likewise, Resolution CNE/CP No. 2, of 12/20/2019 (BRASIL, 2019) includes, among the teaching competencies: understanding, use, and creation of TDICs in teaching practices in a critical, meaningful, reflective, and ethical manner, as a pedagogical resource and training tool; as well as the use of different languages – verbal, corporal, visual, sound, and digital; in addition to taking care of their health.

Cecílio and Reis (2016) consider that the use of TDICs challenges teachers' performance, especially in higher education in D.E., and they highlight the importance of studies that are attentive to the virtual world in their relations with teaching work, health, and the quality of life of teachers. According to these authors, TDICs participate in the diversification of tasks, increasing the complexity of teaching work, increasing time and intensifying work; and harming teachers' health.

Pechula and Penteadó (2018) noted that the teacher's figure remains outside the focus of investigating studies on teachers' work in D.E. and emphasizes the importance of teaching practice in video classes.

In March 2020, the World Health Organization characterized COVID-19 as a Pandemic. The Ministry of Health of Brazil declares community transmission status, with social isolation guidelines to reduce its initial disease speed. Face-to-face classes from public and private educational institutions are suspended, and emergency remote education is authorized⁴ (BRASIL, 2020). In the absence of a national education strategy for the situation, states, municipalities, and schools invest in searching for alternatives that enable them to continue teaching and the link and dialogue between school/teachers and students/families. Across the country, Basic and Higher Education institutions start to organize strategies to adapt their face-to-face courses for emergency remote education, with video lessons as the primary strategy.

⁴ The distinction between Distance Education and online remote emergency teaching classes is worth noting. The latter is an extraordinary measure and temporary solution to continue teaching activities in circumstances that prevent the realization of face-to-face activities. Remote teaching has the internet as its primary tool, with classes (synchronous), meetings, or videoconferences based on the face-to-face model (more personalized and focused on the needs of the group of students). However, classes occur in an adapted, virtualized, and improvised way, using resources such as applications and platforms that enable video calls and virtual meetings. Occasionally, asynchronous class recordings also occur.

In terms of contextualizing the period, it is worth mentioning that several political obstacles hindered strategic public health actions from facing Pandemic in Brazil. Therefore, in five months, the country already accounted for more than 116,580 thousand deaths by the coronavirus, constituting itself globally as the second country with the worst numbers, behind the United States. The dramatic scenario of the expansion of the epidemic was aggravated by the ideologization of political actions marked by the denial of science and the lack of effective coordinated public management in the Federal sphere. Still, under the unfolding of the ideological disputes of the 2018 elections, a period marked by the spread of false news on social networks, the pandemic period became more vulnerable to the dissemination of information without technical and scientific basis. With the aggravating effect on people's lives, with treatments and healings that do not work, falsehood concerning the use and efficacy of medicines, raising conspiracy theories and speeches that minimize the situation's seriousness.

In Brazil, the pandemic context opens up the reality of the problems of social inequality and divestments in public education, highlighting the social abyss between public and private schools and, at the same time, explaining the differences between the levels of education concerning the profile and conditions of the teaching and student community. This condition gives visibility to the countless difficulties faced by most students and teachers in the country. The problems involve limited access to the internet; non-existent or obsolete technologies (computers, tablets, cell phones, televisions); lack of adequate space for study and work at home; low performance in remote classes, the worse, the lower the students' age; the setbacks and failures of attempts to make remote education viable in Early Childhood Education and Elementary School I. Other problems are the lack of family support for students and teachers, teachers' fragile training and unpreparedness to use TDICs, unpreparedness and no support for teachers. Also, there are overload, anxiety, boredom, exhaustion, and impairment of the mental health of teachers, students, and their families.

Despite the problems that have arisen, it is worth considering that the teaching experiences developed during social isolation measures may positively impact future possibilities for expanding using TDICs in education. It is possible to foresee, for example, the decrease in teachers' resistance to technologies, the expansion of teachers' familiarity with technology-mediated teaching, and the openness to changes and innovations in teaching-learning practices. Thus, for the near future, it is pertinent to suggest that more teachers of different levels of education will have experiences with video classes – which may represent possibilities for options and variations in the changing teaching work in the contemporary scenario (ESTEVE, 1999 and 2014).

According to Nóvoa and Alvim (2020), the pandemic revealed the urgency and the possibility of transforming the school model. In a few days, the impossible became possible: the classroom gave rise to a diversity of learning spaces (especially at home); school hours become volatile; classroom teaching methods disappeared, and diverse approaches emerged. Despite the inconsistency and fragility of national education systems' responses, many schools have successfully implemented creative solutions, highlighting the importance of establishing bonds of trust between schools, families, students, and communities. Also, it should be noted that the best answers were given by teachers whenever they had professional autonomy, capacity for action, and a dynamic of collaboration. The pandemic revealed pre-existing problems and accelerated the need for changes, highlighting the importance of well-prepared teachers, reinforced teaching professionalism, a good relationship between the school and families, and new educational environments.

This article is a review study that aims to analyze Brazilian theses and dissertations that address issues, problems, and difficulties teachers face in producing video lessons for D.E.⁵. First, it addresses the context of the movements for the professionalization of teaching, the universitization of teacher education, and D.E.'s expansion in Brazil. Then, it emphasizes the studies that identify challenges of the teaching work in the production of video classes and, finally, presents the review study (methodological path and results).

⁵We observed that emergency remote education in the pandemic context is not the scope of this study.

THE TEACHING PROFESSIONALIZATION MOVEMENT, THE UNIVERSITIZATION OF TEACHING EDUCATION AND THE EXPANSION OF D.E. IN BRAZIL

It is considered relevant to understand that the emergence of D.E. in Brazil is related to the expansion of Higher Education and linked to the process of universitization that integrates the international teaching professional movements.

The teaching professionalization movement, in the 1980s in North America; the 1990s, in Europe and the 2000s, in Latin America, has one of its most potent expressions in the process of universitizing teacher education (OLIVEIRA, 2010; TARDIF, 2013; MAUES, 2014; NÓVOA, 2017).

On the one hand, the professionalization movement highlights the importance of education for economic growth. It gives visibility to teachers' education and the need to build a knowledge base for teaching. Thus, universitization has brought gains for the teaching, academic, symbolic, and scientific planes (NÓVOA, 2009 and 2017; GATTI *et al.*, 2019; SARTI, 2019). However, on the other hand, it generated fragmentations and distances between the university and schools; theory and practice (to the detriment of practices and the concrete reality of schools and teachers); university knowledge and the practice of teaching work (with expertise, routines, and cultures). Also, it opposed the academic production and the socio-professional condition of teachers; the appreciation of specialists, researchers, and university professors, and the symbolic devaluation of school teachers - leading the latter to lose their "own place" achieved in the training of new teachers (SARTI, 2019).

It turns out that the project for teaching professionalization involves ambiguities, distortions, limitations, tensions, and challenges. Globalization, neoliberal policies, and international organizations interfere heavily in educational reforms, in the object of work, and the conditions of the organization of the teaching work, producing precariousness: alignment of the school to the company and the contents to the market demands in a competitive society; education treated as a commodity and linking the elements that make education up to the logic of the market; among other aspects that intensify teaching work and erode teachers' autonomy and authority (TARDIF, 2013; ENGUITA, 1991; OLIVEIRA, 2010; BALL *et al.*, 2013; MAUES, 2014; NÓVOA, 2017).

Since 2003, several D.E. programs have been implemented to collaborate with Higher Education's democratization in Brazil (2015), expanding the private sector. With the creation of the Universidade Aberta do Brasil/U.A.B. (Open University of Brasil), in 2006, public higher education was expanded in different regions and municipalities (BRASIL, 2006).

The Decree No. 6,755, of January 29, 2009, instituted the National Policy of Basic Education Teacher Training, which implies the expansion of enrollment in the Pedagogy and Licenciature Degree Courses of Public Institutions of Higher Education and the offer of face-to-face courses and distance of initial and continuing education. Thus, in the same year, the National Plan of Basic Education Teacher Training – PARFOR was created, accessed by Freire Platform, offering open, on-site, and distance courses.

The Higher Education Census compared the figures from 2008 and 2018 demonstrating the rise of D.E. in the country: the number of admissions increased by 10.6% in face-to-face undergraduate, and by three times the distance education and the percentage participation of those entering distance undergraduate courses went from 19.8% to close 40%. In 2018, a total of 2,358,934 students enrolled in D.E. courses, considering the different education levels. In the same year, the modality accounted for 24.3% of undergraduate enrollments and 50.2% of undergraduate degrees - for the first time in the historical series, in teacher education courses, the number of students enrolled in D.E. courses surpassed the face-to-face courses (BRASIL, 2019).

Contrary to D.E.'s vertiginous growth in Brazil, research on teaching work in this teaching modality is still moving at a slow pace compared to other areas in the Education scope (VELOSO, MILL, 2019).

CHALLENGES OF TEACHING WORK IN D.E. AND THE PRODUCTION OF VIDEO CLASSES

Teaching in D.E. is a challenging reality for teacher education, as it involves adapting practices to the possibilities and formats of an educational media process with the production of virtual classes under a new dynamic (SANTOS, 2011; BARROS, CARVALHO, 2011; SOUZA, MOITA, CARVALHO, 2011).

In this line, Mill (2014) and Veloso and Mill (2018) point to the transition from the teaching process of the “single teacher” type of teaching, face-to-face, to “multiple teachers” in D.E.⁶. They identify an extremely fragmented and organized work process collectively and cooperatively: each part of the component activities is attributed to a worker or team with teachers and non-teachers acting in a collaborative, shared, articulated, consonantly, and interdependently. Thus, the “multiple teachers” work process presents contradictory aspects reconciled with contemporary work characteristics in D.E., highlighting complex and perverse elements linked to work fragmentation, flexibilization, and precariousness.

Video classes are the primary resource used in distance education (ABED, 2019), and some authors point out challenges in teacher education and teaching work in D.E.

Rodrigues, Almeida, and Dal Forno (2018) analyze productions on teacher education for the use of TDICs in the classroom and identify that teacher education for using these resources is non-existent or precarious, prioritizing the technical character to the detriment of the pedagogical one.

In the context of teaching in D.E., Tezonin (2018) identified that the preparation and production of audiovisual teaching materials cause insecurities and difficulties for teachers: fear of speaking in front of the camera, clothing, makeup, time control, spatial and body awareness, and use of non-verbal language.

Saldanha (2013-a and 2013-b) analyzed languages in a tele class, observing the limits and possibilities of pedagogical dialogue. He pointed out ambiguities for the formation, verifying challenges regarding the didactic transposition, the interaction, and the teaching-learning process. He identified a tension between the promises of education and the risks of semi-education that involve the teaching action and the spectacularization of teaching, emphasizing the tele class’s media and imaginary character, which overestimates the visual language compared to the pedagogical action. In an ambivalent way, therefore, tele classes can point to new and creative forms of communication between teacher and students and restrict training processes to instruction and knowledge to information. This happens in the transposition of the traditional expository class to the media. The teacher is seen as an animator or content presenter and the students as viewers, transforming the class into a media product in the information and entertainment molds. The image place in tele class and pedagogical mediation at a distance is problematized. Under the image dictate, there is a reorganization of the teacher’s action, reducing his pedagogical practice and displacement of the teacher’s figure and his pedagogical authority for the performance as a content presenter. In conclusion, the formative tele class potential requires the teacher’s experience with oral and written language that incorporates elements of conversation, narratives, and reflections; and to establish, in speech, pauses and silences to promote dialogue, interaction, reflection, and the construction of expertise.

Pechula and Penteado (2018) focused on teaching practice in video classes. They analyzed the teacher’s expressiveness (verbal, vocal, and non-verbal resources) to broaden the discussion on the complexity of the relationships between body, media, and education. In the video classes, the authors identified the expository style restricted to content presentation. The teacher’s orality was the primary pedagogical element. On the slides, the writing was predominant, with few image elements, the didactic content being the factor of alignment of the teacher’s speech to the slides’ records. There were few or poorly constructed expressive, communicational, or relational processes for teachers. There was a lack of

⁶In D.E., teaching includes a group of educators: teacher-author; content teacher-trainer; teacher-trainer/applicator; virtual and face-to-face teachers-tutors; multidisciplinary team; educational designers; coordinating team; and technical support team, the number of members varying (MILL, 2014).

interactive or dialogical spaces, and the few attempts showed a lack of naturalness and spontaneity. The unique setting and the furniture referred to oratory spaces in solemn ceremonials, dominating formality and school, academic, or religious tradition (noble hall, amphitheater, or church). The images' capture did not sync with the teacher's expressiveness (limited in several aspects). There were inadequacies in gestures (sometimes absent, restricted, or repetitive; at other times, excessive). At the discursive level, the D.E. proposal is considered to be innovative and creative. However, in teaching practice in video classes, traditional pedagogical action prevails. Therefore, the importance of investigating the expressiveness of the teacher is also emphasized in the D.E. modality.

In turn, Moura (2019) analyzed the process of producing video classes in D.E. with attention to the dilemmas, challenges, and perspectives concerning the pedagogical process. Teachers have difficulties: organizing and managing class time and using slides; adaptation with the cameras; and feelings of nervousness, anxiety, worry, discomfort, indisposition, and malaise (some vomited due to phobia of video cameras). In the face of teachers' difficulties, I.E.S. technicians help with "tips" from the communication area's repertoire, which involves positioning/movement aspects in the studio and constructing mental images related to students. In turn, the I.E.S. offer training courses for teachers, with theater content, costumes, makeup, body language, postures, gestures, and vocal exercises - in addition to notions about recording studio equipment and how to behave on camera. The teacher's performance and disinhibition have been valued more than the knowledge domain, and the audiovisual language becomes an essential didactic resource. The video class structure (when integrating scenery, lighting, capture by cameras, frames, vignettes, tracks, among other elements) contains similarities with television production. Therefore, the classroom's mediatization process and the teaching work reorganization are problematized. This occurs because the teacher was framed in the role of television presenter and the student as a viewer.

In an educational scenario with new possibilities for teaching practices and the video class as the primary resource of distance education, the following questions guide the review study: what do the Brazilian theses and dissertations say about the problems and difficulties faced by teachers in the teaching work of producing video lessons for D.E.? What can the teaching work that involves video class production say about the challenges of teaching professionalization?

REVIEW STUDY

The searches were carried out in the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel Capes – BR-CAPES-BTD in February 2020. BR-CAPES-BTD is a database and bibliographic search system linked to the Brazilian Federal Government that gathers records since 1987 and digitally disseminates the theses and dissertations produced by the master's and doctoral programs recognized by the Ministry of Education and Culture in Brazil, and the publications are in Portuguese.

The initial searches were carried out in February 2020 (therefore, before the pandemic context of COVID-19) and were guided by the terms "videoaula" and "teleaula" separately (without the use of Boolean expressions). There was no restriction on the time limit for the search. Moreover, given that the BR-CAPES-BTD is characteristically related to national graduate programs, there was no need for the use of a descriptor related to the Brazilian context.

The term "videoaula" resulted in 64 publications (four from Doctorate, 30 from Academic Master, 28 from Professional Master, and one from a professional course) between 2013 and 2018. The term "teleaula" resulted in 12 publications: 10 Academic Master and a Doctorate, carried out between 1996 and 2014. Altogether, the searches resulted in 76 publications. This amount fell on a selection process involving readings of titles and abstracts and, when necessary, also of the full text.⁷ The selection was guided by search inclusion and exclusion criteria, as noted below:

⁷ In this regard, it is worth clarifying that, in the CAPES catalog, publications are generally in a summary and full-text format. However, occasionally some productions may not be available; in this case, a specific search was carried out on the web, with the publication's title, to access the publication directly from the graduate program's institutional repository of origin from the research.

The **inclusion criteria** are: the research involves teachers or future teachers (in this case undergraduate students – teachers in training) of D.E. (regardless of education level – if higher education: bachelor's or licentiate degree, or graduate); and the research allows, in it, to identify the approach of some conditions related to work processes of production of video classes and/or training for it (courses, workshops, training, and others). For inclusion, priority was given since the research provides elements of characterization of situations, conditions, practices, requirements, and production subsidies. Also, languages, performance, and expressiveness, including teachers' subjectivity (feelings, perceptions, and representations), and the problems and difficulties teachers face are provided, among others of affinity, with this article's objective. Such elements favored the inclusion of the research even though it had no centrality or direct approach.

The **exclusion criteria** are: repeated publications and those whose treatment given to the video class is far from this article's scope. For example, excluded studies were those addressing the video class purely for checking student learning; evaluation of distance learning; strategy and methodological tool; reception study; the object of analysis of discursive and television genres; dissemination of tutorials; support or content research product.

After applying these selection criteria, 65 publications were excluded, and 11 publications were elected to be part of the review.

The 11 publications were read in full and identified by author(s), year of publication, and I.E.S. federation state where the research was conducted.

The content analysis (BARDIN, 2010) of the researches allowed to categorize the results in two thematic sets of elements, namely: a) issues, problems, and difficulties faced by teachers in the teaching work of teaching practice in the situation of producing video classes; and b) challenges for teacher education - the needs, demands, potential, and perspectives. The results are presented and summarized in charts.

Discussions are conducted based on the idea of building teaching as a profession - which, in this article, is not restricted to a specific level of education.

The contributions for the analysis are from authors in the field of teacher education and work.

Tardif (2013) considers that professionalization requires teaching to move from vocation and craft concepts (routine activity, technique, artisanal practice) to the profession. This involves recognizing the complexity of teaching and the knowledge of teaching expertise, implying that teaching practices involve ethics, autonomy, and the ability to produce professional knowledge based on reflective processes and social recognition. Therefore, an investigative, innovative, reflective, problematizing, and critical view of the act of teaching becomes necessary (TARDIF, 2013; TARDIF, MOSCOSO, 2018).

Professionalization requires knowledge of teaching expertise, as it is a complex work involving dilemmas and contradictions. The teaching expertise, derived from the concrete teaching situation, needs to be objectified, known, recognized, and validated by the research (GAUTHIER *et al.*, 1998).

For Ramalho, Nuñez, and Gauthier (2004; p.10), "thinking about the teacher as a professional, working from the perspective of teaching as a profession, implies recognizing him as a producer of his professional identity." The (re)construction of the teacher's identity needs to be guided by theoretical arguments based on the practices of the actual teaching context, looking at the doubts, difficulties, problems, dilemmas, and uncertainties faced by teachers in their work routines (CARDOSO, BATISTA, GRAÇA, 2016). Thus, teacher professionalization has a double aspect: internal (professionalism) and external (professionalism), in a dialectical process of identity construction and social recognition (RAMALHO, NUÑEZ, GAUTHIER, 2004).

The professionalization project demands approximate education to the concrete reality of teaching, teachers, expertise, and teaching-typical cultures. In this approach, emphasis should be given to the experienced teacher figure as a trainer for new teachers (NÓVOA, 2009 and 2017; GATTI *et al.*, 2019; SARTI, 2019).

VIDEO CLASSES TEACHING WORK: WHAT THE BR-CAPES-BTD RESEARCHES SAY

This item brings the review results of the selected BR-CAPES studies (content analysis) referring to the teaching work process of production of video classes; aspects such as teacher issues, problems, and difficulties; and the detrimental effects that these aspects have on the teacher, his work and the quality of distance learning.

The characterization of the research (identification, objective, and methodology) and the results of the content analysis - thematic sets: “teacher issues, problems, and difficulties” and “challenges for teacher education” - are presented in Chart 1. Chart 2 summarizes the set of “issues, problems, and difficulties of teachers (Q.P.D.)” by categories of the leading emerging themes and identifies some of the aspects involved. In contrast, Chart 3 summarizes and highlights this process’s detrimental effects on the teacher, his work, and teaching quality. Charts 1, 2, and 3 show that a series of issues, problems, and difficulties teachers face in the teaching practice with video classes were identified. These have detrimental effects on the quality of the teacher’s work and the teaching identity itself.

Chart 1. Characterization of research and thematic sets (teacher issues, problems, and difficulties/Q.P.D. challenges for teacher education).

RESEARCH CHARACTERIZATION			THEMATIC SETS	
IDENTIFICATION <small>Author, year, and State</small>	OBJECTIVE	METHODOLOGY	TEACHER ISSUES, PROBLEMS, AND DIFFICULTIES	CHALLENGES FOR TEACHING EDUCATION
VASCONCELOS (2018) Paraíba Master Thesis	Analyze the production and use of video classes from a distance course of Bachelor of Public Administration.	Documentary and descriptive field research. Documentary resource and semi-structured interview	Inadequate posture in front of the camera; lack of synchronization of slide contents concerning the oral explanation; mismatch between visual information exposure (slides) and oral information (speech); recording performed in an impoverished setting or traditional classrooms, offices, or auditoriums without virtual resources. Several needs: teacher education for the production of video classes; integration of the multidisciplinary team; pedagogical support for the production of video classes; a policy that systematizes institutional guidelines for the production/use of instructional material (video classes); physical infrastructure (inadequate studios) and human resources. The production of video classes is an overload and generates negative experiences and feelings of helplessness, discomfort, frustration, demotivation, and teachers’ physical and mental exhaustion. The result is the precariousness of D.E., with limited and weakened educational processes.	Video classes can lower barriers in the relationship between teacher and students; promote humanization; favor communication and interaction with students and facilitate learning in D.E. However, video class production needs to be considered in the initial and continuing education of teachers.
MACHADO (2018) Rio de Janeiro Master Thesis	Investigate the social representations of the video class among teachers and apply a video class training workshop	Open questionnaire	Concerning video lessons, the teachers demonstrate disinterest and resistance to recording; ignorance of the production practice; difficulty with the camera; fear; shame; artificiality; and identity conflicts as a D.E. teacher.	Changing the representations of teachers about video classes is required.
BARBOSA (2018) Paraná Master Thesis	Understand the importance of verbal and non-verbal language and how it can favor communication in the tele class.	Qualitative Semi-structured Interview	Have control over aspects of appearance and image and language in front of the cameras, just like a communicator: movements, rhythms, posture, gesticulation, gaze, facial expression, clothing, voice (“restrained and rhythmic”), accessories, makeup, clothing with its textures, patterns, and colors, hair with its dye, cut and hairstyle, among others.	The teacher’s appearance, image, and language (verbal and non-verbal expressiveness) are essential in the tele class to improve students’ communication, interaction, empathy, and learning.
SILVA JR (2017) Pernambuco Master Thesis	Analyze how the teacher’s didactic-pedagogical contributions are mobilized in the video classes, considering the teaching dynamics’ influence.	Qualitative Case study – Interview with teachers and producers of video classes. Observation of video classes. Questionnaire with students	Teachers lack education and knowledge about the production of video classes and the problems and difficulties concern “cinematographic” aspects: scriptwriting; dealing with cameras; use of oral and body language; adequacy between text, speech, and image on the slides; neglect of didactic subsidies (interaction with other resources, dialogism, and revision at the closure). There is also a lack of communication and teacher participation with the video class’s pre-production team.	Continued education for video class production should include scriptwriting, slide production, communication, language suitable for the target audience, oral and body language (verbal and non-

RESEARCH CHARACTERIZATION			THEMATIC SETS	
IDENTIFICATION Author, year, and State	OBJECTIVE	METHODOLOGY	TEACHER ISSUES, PROBLEMS, AND DIFFICULTIES	CHALLENGES FOR TEACHING EDUCATION
				verbal resources), and educational aids.
PRIULI (2017) São Paulo Master Thesis	Describe and interpret a human transposition phenomenon/ experience – the adaptation of class to video class	Qualitative Reports, questionnaires, hermeneutic conversations Students of language courses at a private university	Strangeness of the recorded voice, pauses in speech, nervousness, use of the camera and self-exposure; non-existent co-authorship between teachers and audiovisual producers; reproduction of a traditional class, with the impoverishment of the audiovisual language and the production of meanings. Formation gaps: use of audiovisual language; adaptation and transposition of languages taking into account the interaction in asynchronous communication.	Revisit the concept of class in times of hybridization. Teacher education needs to involve the appropriation of audiovisual language and TICs for narratives and ways of expressing themselves in video classes.
CAMPOS (2017) Rio de Janeiro Master Thesis	Identify factors that configure difficulty in didactic transposition (face-to-face classes for video classes).	Qualitative Case study. Focus group and questionnaire. Teachers of Video Class Production Workshop.	There is the little familiarity of teachers with teaching in D.E. The difficulties include dimensioning of time, commitment to the scientific quality of information; elaboration of the video class script with the relation between text and illustrations; actions in front of the camera, teleprompter, and movement compatible with speech.	Teacher education and professional development's actions need to include teaching in D.E., their teaching technologies, and video classes' effects.
MEDEIROS (2016) Paraná Master Thesis	Study students' and teachers' preferences regarding video classes to identify interface requirements for video lesson production tools.	Quantitative Survey. Multiple-choice questionnaire. Descriptive analysis and statistical tests. Students and teachers of technical courses.	Teachers are unaware of methodologies or techniques for producing video classes, have difficulty controlling time, use interactive resources, and make changes in the voice that make speech more dynamic.	The teacher's speech interferes with learning. Measured speech facilitates understanding. The fast and enthusiastic speech, with the editing of alternate teacher images and slides, favor involvement. The use of the teacher's voice and video class production should be considered in teacher education.
CAMARGO (2012) Minas Gerais Master Thesis	Analyze the process of teacher education at a university to master video language, highlighting teachers' difficulties.	Qualitative. Case study. Teachers in the process of qualification and training for the recording of video classes.	Teachers' unpreparedness and difficulties include shyness, tension, coldness, discomfort, nervousness, and insecurity, mastery of spoken language (voice control; diction; pronunciation; agreement; colloquial speech; vices of language; regionalism; habits); the domain of body expression (disinhibition, movements, gestures and facial expression compatible with speech); image care (skin, hair and beard hygiene, colors and prints of clothes, skirts, and necklines, makeup); mastery of content (coherence; clarity; and power of attraction and persuasion); mastery of language (video script, colloquial, and academic) and the use of a teleprompter.	Teacher education should prepare the teacher to work in D.E., including communication tools, information technologies, and language (verbal and non-verbal).
MAZZEU (2012) São Paulo Master Thesis	Identify, in video classes, the processes that establish dialogue and stimulate students' critical and participative attitude.	Qualitative. Case study. Analysis of the script versions of the video class and reflective description of the product. Understanding the concept of audiovisual language	The production of video classes that encourage critical, participatory, and dialogical attitudes requires the teacher: clear and direct speech; adequacy of the speech to the video class format; use of questions; presentation of conflicting ideas, explanations, or propositions; rhetorical or dramatic pauses; dramatizations of themes or content; emotion and intonation in speech.	D.E. requires understanding video classes as a complex object that requires a combination of audiovisual and teacher languages (verbal and vocal resources).
MOREIRA (2010) São Paulo Master Thesis	Conduct a multi-referential reading of the intersubjectivity between teachers, director of tele classes, and technical team in the construction of tele classes and teacher training course for T.V.	Qualitative Research-action. Testimonies and reports of occurrences made possible by teaching practice with the television format and class production technique. Audiovisual teachers and technicians.	Teachers have technical limitations for the recording of tele classes in television language patterns, in the use of cameras, in alternating movements in the visual planes and the different types of frames and audiovisual didactic resources, in communicational noises and gestures, with inadequate movements of hands, arms, legs, and feet, used as an anxiety relief valve. Difficulties generate anxiety with consequences of an emotional and behavioral nature. The difficulties led the I.E.S. management and technical team to create a teacher preparation course.	Teacher education needs to reflect on D.E. practices. The tele class can be a space for questioning, learning, and developing teaching skills and new teaching and learning methods with the possibilities of technologies and communicational languages.
MELO (2009) Bahia	Analyze the construction of the body and image of teachers	Qualitative. Case study. Interviews.	In the transition from face-to-face to distance education, parameterized by television culture, an I.E.S. seeks to adapt and match the teacher's posture to a newscaster, making him a	D.E. is a space for the constitution and creation of educational and visual images resulting from

RESEARCH CHARACTERIZATION			THEMATIC SETS	
IDENTIFICATION <small>Author, year, and State</small>	OBJECTIVE	METHODOLOGY	TEACHER ISSUES, PROBLEMS, AND DIFFICULTIES	CHALLENGES FOR TEACHING EDUCATION
Master Thesis	in television studios for the production of tele classes.	Teachers and Production team (coordination and technicians).	celebrity well as an alignment of the tele class to a television product to be consumed by students. This process produced effects on personal life and transformations in the body of teachers, who were open to elaborations, modifications, and adaptations aimed at esthetics and technical improvement of appearance as objects of consumption, worship, and spectacle in contemporary society. The transformations involved care with clothing, hair, skin, makeup, hygiene habits, diets, and clinical procedures (Botox application and plastic surgery). The teachers looked for beautification patterns, esthetics, improvement, and revitalization of the physical appearance and even the teacher's voice, being modified through technical resources. The students reinforced the changing motivation, who started to treat teachers as television celebrities, asking for autographs and photographs. Teachers experienced feelings of strangeness and idealization, fascination, glamor, and spectacularization of the image.	contemporary society's visual expressions, in a process that values appearances in the inversion of priorities for teaching and educating students.

Source: Authors, 2020.

Chart 2. Main emerging themes - summary of the aspects involved.

Theme	Q.P.D.	SUMMARY OF THE ASPECTS INVOLVED	REFERENCE
Audiovisual language		Lack of training; unpreparedness, and lack of knowledge regarding the processes, speeches, practices, and resources of the audiovisual language used in video classes. Lack of familiarity with the recording studio environment, recording situation, and use of equipment, materials, and technologies.	BARBOSA (2018) VASCONCELOS (2018) MACHADO (2018) SILVA JR (2017) CAMPOS (2017) PRIULI (2017) MEDEIROS (2016) CAMARGO (2012) MAZZEU (2012) MOREIRA (2010)
Teacher's language		Demands for the development of expressiveness ⁸ (verbal, vocal, and non-verbal resources): Verbal and vocal resources (problems with voice, speech, pronunciation, agreement, regionalisms, vices of language, communicative noises, habits, etc.) Non-verbal resources (problems with posture and relationship with cameras; lack of body care: skin, hair, beard, makeup, clothing).	BARBOSA (2018) MEDEIROS (2016) CAMARGO (2012) MAZZEU (2012) MOREIRA (2010) MELO (2009)
Language integration		Failures in the integration and synchronization of audiovisual and teacher languages (expressiveness). Failures in transposing resources from face-to-face class to video class.	VASCONCELOS (2018) BARBOSA (2018) SILVA JR (2017) PRIULI (2017) CAMPOS (2017) MEDEIROS (2016)
Teaching socialization		Lack of pedagogical support. Lack of support from teachers. Communication and interaction failures with the multidisciplinary/multi-professional team. Lack of participation and co-authorship in the entire process of producing video classes.	VASCONCELOS (2018) SILVA JR (2017) PRIULI (2017) CAMPOS (2017)

Source: Authors, 2020.

⁸It is worth clarifying that the ways of expressing issues, problems, and difficulties differ in publications; however, the organization of results that refer to elements of expressiveness responds to an attempt to standardize terminology based on the framework of Speech, Language and Hearing Sciences (BEHLAU, DRAGONE, NAGANO, 2004; KYRILLOS, 2005).

Chart 3. Detrimental effects for the teacher, his work, and the quality of teaching.

Category	DETRIMENTAL EFFECTS	REFERENCE
Teacher	Negative experiences, perceptions, and representations. Negative feelings: fear, shame, shyness, estrangement, nervousness, artificiality, insecurity, tension, helplessness, discomfort, frustration, demotivation, coldness, anxiety, emotional and behavioral disorders. Physical and mental overload and exhaustion.	VASCONCELOS (2018) MACHADO (2018) PRIULI (2017) CAMPOS (2017) CAMARGO (2012) MOREIRA (2010)
	Teachers' bodies and lives at the mercy of esthetic transformations of the physical image as objects of consumption, worship, spectacularization, and glamorization.	MELO (2009)
Teaching work	Teachers' lack of interest and resistance to recording video classes.	MACHADO (2018)
	Reproduction of the traditional face-to-face class; neglect of didactic subsidies; lack of dialog in the pedagogical process; impoverishment of the production of meanings.	VASCONCELOS (2018) SILVA JR (2017) PRIULI (2017)
	Alignment of the video class to a media culture product.	MELO (2009)
Quality of distance teaching	Conflicts of teacher's identity representations.	MACHADO (2018) MELO (2009)
	Precarious teaching, with limited and fragile educational processes; impairments to learning.	VASCONCELOS (2018) SILVA JR (2017) PRIULI (2017)

Source: Authors, 2020.

The number of eleven publications represents a small number of studies that address teachers' difficulties in teaching in the production of video classes in D.E. The temporal distribution analysis showed that Brazilian researchers' attention to this specific framework of the teaching work is recent, manifested in 2009, and intensified in 2017 and 2018 (Chart 1). Veloso and Mill (2019) also showed that only a tiny portion of research on doctoral programs in Education is focused on D.E., despite great interest in teacher education.

Chart 1 shows that all productions are master's degrees, with the majority being academic masters and one professional master's (MACHADO, 2018). The absence of theses suggests that the theme is little explored in academic consistency since the doctorate provides more significant methodological densification and theoretical-reflective deepening. The results are in line with a bibliometric study on the scientific production of theses related to D.E. and teaching work in this modality (VELOSO, MILL, 2019), which presented a word cloud composed of the titles of the analyzed productions, among which there are not the terms "videoaula" or "teleaula."

Regarding the territorial distribution of the studies, Chart 1 also shows that most were developed in I.E.S. in the Southeast (six), followed by the Northeast (three) and the South (two) regions. There were no studies in the North and Midwest regions. These results follow the distribution of D.E. enrollments in the country (ABED, 2019). According to the 2017 Higher Education Census, the Southeast region predominates with 41%, followed by the South (23%) and the Northeast (19%). Considering the extent of Brazil and the high number of I.E.S. offering D.E. courses, studies lack to demonstrate teachers' different teaching realities with video classes in the various I.E.S. across the country. The results also follow the Brazilian geographical distribution of scientific thesis production identified in the study by Veloso and Mill (2019), focusing on São Paulo institutions.

Regarding methodological aspects, all are qualitative research, except one (MEDEIROS, 2016). There is a predominance of case studies (five), followed by documentary research (two), and research-action (two). Among the strategies, the following prevail interview (five), questionnaire (five), and documents (two); that only one occurrence is noted for the observation, the focus group, the report, and the hermeneutic conversation.

Concerning the teacher issues, problems, and difficulties, Charts 1 and 2 show that the production of video classes creates new demands for teaching practice, as it requires teacher's skills and abilities related to a) the use of technological devices and dealing with the audiovisual language; b) the use of himself and his own body as a resource for expression, communication, and the development of the teacher's verbal, vocal, and non-verbal expressiveness; c) the transposition, integration, and

synchronization of audiovisual and teacher languages, with their respective resources. The research contributes to outline the teacher education's deficient aspects when explaining aspects for teachers' initial and continuing education, such as developing the teacher's verbal, vocal, and non-verbal expressiveness; the audiovisual language; distance learning and teaching with video classes.

Regarding the use of technological devices and the treatment with audiovisual language, shortcomings in the initial teacher education concerning digital education have been pointed out in studies (CECÍLIO and REIS, 2016; RODRIGUES, ALMEIDA, and DAL FORNO, 2018), stating the need for attention to this aspect of education within the scope of teacher training policies (BRASIL, 2015; BRASIL, 2019). Such formative precariousness is also confirmed by ABED (2019) when identifying that education for distance teaching takes place primarily in service, through "training" offered by the contracting I.E.S. themselves. This review, through Chart 1, shows strategies of some I.E.S. to face problems in teaching practice with the production of video classes: many of them offer "workshops", "courses," or "training" for their teachers, as observed in master thesis of Machado (2018); Camargo (2012); Moreira (2010), and Melo (2009).

Without belittling in-service training, video lesson production's specific situation challenges teacher education in a peculiar aspect: generally, in I.E.S., technicians and communicators with training in audiovisual, television, cinema, publicity, and advertising assist the teacher. Cinematic and television models tend to guide production with the logic of media culture, which according to Costa (2002), privileges the image's impact, the fragmentation of contents, and the personification. Models of the cultural industry are mimicked as standards of the formats of audiovisual productions, establishing esthetic references for video class production. However, ambivalently, the mediation of technologies in the school environment can give rise to innovative and creative experiences, giving a new meaning to the notions of distance and presence, in the perspective of Nóvoa and Alvim (2020).

Therefore, the teacher's image becomes an estheticized object produced and consumed as a media celebrity. His teaching identity is diluted amid mixing with profiles of actors and presenters of entertainment and news programs. The teacher, equated with a communicator, whose image of television celebrity is built with the application of knowledge and technologies with audiovisual language, can even achieve the esthetic ideals sought by the I.E.S. However, this demonstrates the prioritization of tacit expertise, techniques, languages, resources, and media culture practices to the detriment of knowledge, expertise, and teaching culture (Charts 1 and 3).

Charts 1 and 2 show that the teacher needs to use himself and his body as a resource for expression and communication in video classes. However, they point out that the teacher does not have a professional teacher education that offers him access to technical subsidies to develop verbal, vocal, and non-verbal expressiveness. He ceases to have formative experiences of distance learning practice that involves, for example, the production of video classes. In this scenario, the Communication area's contribution, with the absence of action in the Speech, Language and Hearing Sciences area (educational, non-clinical-therapeutic) for the development of the teacher's expressiveness, constitutes one of the training precariousness causing detrimental effects on himself and the teaching work (Chart 3).

Weckelmann (2008) points out that the D.E. teacher depends on clear and agile communication to develop communicative and expressive skills. The importance of studies about the teacher's expressiveness in face-to-face and distance learning modalities was also highlighted by Pechula and Penteadó (2018). They consider the theme a fundamental component for the teacher's communicability. The authors suggest that content related to expressiveness could compose a discipline to be taught by a speech therapist with experience in the professional voice area (teacher's voice) to integrate the teacher education curriculum. However, none of this review's publications noted the reference to Speech, Language and Hearing Sciences participation in initial or continuing teacher education or advisory services to produce video classes in I.E.S.

The teacher's expressiveness, clarity, and communicative agility add quality differentials to a distance class, which points to a promising field of dialogues and partnerships between Education, Communication, and Speech, Language and Hearing Sciences, aiming to qualify education and professional development processes for teachers.

Concerning the transposition, integration, and synchronization of audiovisual and teacher languages, with their respective resources, Charts 1 and 2 explain and synthesize issues, problems, and difficulties already identified by Tezonin (2018) and Moura (2019).

Charts 1 and 3 confirm that, given the issues, difficulties, and problems faced in teaching practice with video classes, D.E. teachers submit their own body, their image and subject themselves and their practice to logics that interfere in the construction of the teaching identity and pedagogical practice - mischaracterizing teaching, which is compromised in its logic and cultures for assuming references of mass culture. Similar results, which involve compromising the pedagogical process, were presented by Saldanha (2013-a and 2013-b) and Moura (2019). Such aspects cannot be underestimated in the analysis of teaching work with video classes - especially when one has, from a perspective, a view based on the construction of teaching professionalism, which involves the identity of a teacher.

Chart 3 highlights the main detrimental effects arising from problems and difficulties with video classes, which affect teachers (in their personalities) and the quality of their work and teachers' identity (in teaching professionalism). Among the effects that fall on the teacher's person are perceptions, representations, experiences, and negative feelings that contribute to discomfort, frustration, demotivation and overload, physical and psychological exhaustion, and other forms of teacher suffering, illness, and malaise. The negative impact of TDICs on the teacher's health had already been noticed by Cecílio and Reis (2016).

Nóvoa (2009 and 2017) recalls that the teacher is the person and an essential part of the person is the teacher so that the teacher education must provide spaces for interaction between the personal and professional dimensions since the teacher produces the "his" life and also "his" profession. He adds that looking at the teacher's person is particularly relevant in periods of crisis, innovations, and changes when feelings of lack of control and control over situations and contexts of professional intervention are sources of stress for teachers and require redoing professional identities.

International studies on teacher malaise show that teaching can lead teachers to pleasure as well as suffering (PINO JUSTE, 2018). When addressing teacher malaise, Esteve (1999 and 2014) proposed to nuance its repercussions on a large scale that involves, among other aspects, the social and organizational conditions of teaching work - including issues of communication by teachers in the educational institution.

The problem of malaise, suffering, and teachers' illnesses is a reality of teaching as a vocation and craft that defies professionalization. The well-being dimension dialogues simultaneously with the teacher's personality and with the teaching professionalism. Thus, Penteadó and Souza Neto (2019) propose to think of the body, health, and well-being as elements of the teaching culture that substantiate professional development and teaching professionalization. The teacher's well-being, care, and health promotion must be addressed in the education and teaching profession, with the purpose of a change. When considering teachers' difficulties with video class production, we identified the need for attention to this framework of teaching practice in future interdisciplinary research concerned with the relationship between teachers' work and health. In this sense, physical and mental health care is one of the teaching competencies in the current education policy (BRASIL, 2019).

Other effects, on the other hand, go beyond the teacher's personality and reach the teaching professionalism, such as the assignment of new roles and the (re)construction of the teaching identity - aspects identified in the studies by Machado (2018) and Melo (2009).

Thus, it is worth noting that both the issues, the difficulties and the problems identified (Charts 1 and 2) and the detrimental effects they cause (Chart 3) are constitutive elements of the logic of deconstruction and mischaracterization of the teaching identity - which follows, therefore, against the professionalization (TARDIF, 2013).

The studies (Charts 1 and 2) also showed a lack of support for D.E. teachers on teachers' part in teacher education, representing a challenge regarding teacher socialization. None of the publications presented a reference to peers' engagement for teachers' professional development in that teaching modality. Despite all were signing the need for training in teacher education, to produce video classes.

Other aspects of teaching work could be highlighted (Charts 1 and 2): one of them is the lack of collective spaces, in I.E.S., for support, sharing, collaboration, analysis of practices, and reflection of teachers on teaching with video classes and other distance teaching practices. Another point is the lack of teacher participation in the construction of specialized professional knowledge for the modality. The lack of involvement of experienced teachers with the education of new teachers is also evident. Also, there are no initiatives for the composition of teaching groups, communities of practice, communities of learning, or other forms of organization that, within the scope of professionalism, configure devices for questioning and critical reflection on teaching to have repercussions on knowledge, teaching expertise, teaching culture, teaching identity, learning and support to face difficulties, and the search for innovative solutions to typical teaching problems (GAUTHIER *et al.*, 1998; NÓVOA, 2017; TARDIF, MOSCOSO, 2018).

However, such processes would be highly desirable to foster professionalism, bringing work closer to education and enabling the construction of knowledge, teaching expertise, decision-making power, autonomy, and peer control over education and work (TARDIF, 2013; NÓVOA 2009, 2011, and 2017). The movement to look at the doubts, difficulties, problems, dilemmas and uncertainties of teachers is, therefore, necessary to reflect and critically intervene on teaching practice, reconstructing meanings and reinterpreting experiences, with a view to the construction of identity teacher in contemporary times (CARDOSO, BATISTA, GRAÇA, 2016).

The teaching professional development process is favored when teachers can reflect and research their practices to build expertise and skills, through a comprehensive, dynamic, flexible process of personal and collective stages of construction of the profession, in the dialectic between individual, professional group, and institutional collective (RAMALHO, NUÑES, GAUTHIER, 2004).

We report to Nóvoa (2009, 2011, and 2017), Gatti *et al.* (2019), and Sarti (2019) to ask if the distance between the training and the reality of teachers' work in D.E. would not be a reissue, at this moment of emergence of digital education, of the same process between the university and the basic school. Did it, in universitization, involve the symbolic devaluation of teachers and their practices with erasing the culture and teaching identity, leading school teachers to lose their "proper place" in the profession and in the process of educating new teachers?

In other words, would D.E. teachers be, when producing the video classes under the guidance of communicators and molds that do not necessarily correspond to those of teaching and, without counting on the support of their peers, losing their "proper place" in the profession and the education process of new teachers?

Sarti (2019) contributes to remember that teacher professionalization presupposes that teachers exercise strategic control over the work processes they carry out and that they have an active role in the task of educating the next generations of teachers through the use of devices that enable them to approach the reality of the work and the construction of professional identity in the process of socialization.

According to the argument, we are led to assume that the work of production and teaching practice of video classes in D.E., with the issues, difficulties, and problems identified in the present study and the way the I.E.S. has treated these, ends up putting at risk the teaching professional identity itself and acts against the construction of the profession, reinforcing the deprofessionalization.

D.E. sets up a scenario for expanding the field of teaching work with specific demands for being a teacher, teaching practice, and the reality of teaching, which, however, has been expanding apart from doctoral research, debates, curricula, disciplines, and training practices of initial and continuing teacher education courses – including those in distance learning. Without adequate distance learning preparation, teachers are alienated from their training (initial, continuing, and in-service). Teaching work conditions and routines in this type of teaching represent a facet yet unveiled in digital education teaching.

Considering the need for teaching professionalization, we emphasize that video classes are part of the teaching context that has been little explored in research on teaching practice. Doubts, difficulties, problems, dilemmas, and uncertainties that teachers face in their work in D.E. need to be identified. It is appropriate to identify teachers' solutions and the expertise and knowledge mobilized and constituted or transformed in teaching practices. It requires understanding better the conditions that

interfere in the (trans)formation of the professional teaching identity in this modality. Here, we formulate some ways to broaden training, technological mediation, and the teaching profession.

FINAL CONSIDERATIONS

The article addressed the interfaces between technology and education, focusing on the challenges the teacher faced in a facet of teaching work in distance education, which is the production and practice of teaching with video classes.

A review of the BR-CAPES-BTD catalog allowed the analysis of Brazilian research that addresses issues, problems, and difficulties teachers face and resulted in the selection of eleven master thesis, showing that the theme is still little investigated.

The review showed that there are precarious training of teachers in elements that would be fundamental for the production of video classes: the audiovisual language, the teacher's language (verbal, vocal, and non-verbal expressiveness), and the integration of these languages, as well as failures in the professional socialization of teachers (lack of support from teachers and integration of the teacher in the team). This precariousness produces conflicts, perceptions, and negative feelings and discomforts that can instill processes of suffering and illness in teachers. If added to elements characteristic of contemporary work in D.E. (linked to the fragmentation of work, flexibility, and precariousness), such processes can enhance and aggravate existing teacher malaise forms already known in face-to-face teaching, linked to old teaching concepts (vocation and craft).

The review also showed the lack of research that addressed the theme in articulating the epistemic fields of education, health, and communication - resulting in the perception that teaching, in D.E., is still guided by a conception of artisanal and technical work, identified as a craft.

With the analysis of research on the production of video classes in D.E., tensions and challenges of teacher professionalization were identified. Simultaneously, the need for teacher education was also pointed out, which allows consolidating the position of each person as a professional and the profession's position (NÓVOA, 2017).

The limits of this study, resulting from methodological frameworks (the choice of base, search criteria, etc.), also demarcate the starting point for future research, with possibilities to explore other frameworks: productions in journals; teaching in remote education in general, especially considering the experiences arising from the pandemic period marked by the urgency and structural inequality of access to digital technologies. As this article's period refers to the moment that precedes the global health crisis, new outlines and comparisons should expand the research scope, including within the doctorate's scope.

The year 2020 is emblematic for the educational field in terms of the use of technologies, teachers' engagement in processes of reinvention and innovation in teaching practices, the visibility of formative limitations, and the absence of technological support to the teacher. A current period that showed social contradictions and differences between public and private schools and, also, between levels of education, configuring multiple realities and difficulties faced by teachers and students, with different perceptions of their detrimental effects on the teaching and student well-being, in a context of the diversity of experiences with the non-face-to-face teaching-learning process.

This article contributes to thinking about the formative dimensions of the teacher's work's different realities and conditions in contemporary times. This involves critically analyzing distance education without undoing its complexity and without disregarding the specificities of this teaching modality and the teacher's needs. Teachers must be subsidized for teaching with video classes and for reflecting on teaching practices in D.E. Above all, it is in teacher education (teaching expertise, teaching culture, teaching identity, professional socialization) that the teacher must seek answers to dilemmas, questions, difficulties, problems, and teaching needs. These do not dispense with interdisciplinary dialogue and partnership with other areas.

In digital education, the production of video classes is a practice that constitutes the teaching work that needs to be analyzed and understood (including for the study of professional socialization). This article showed a facet of this reality of teaching in D.E. that stresses professionalization and brings

new challenges for teacher education, especially when the new forms of technological mediation bring structures that modify working conditions, the notion of presence, and teaching practices.

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