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What Unesp students say about their experience with Emergency Remote Teaching: a Benjaminian perspective

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ABSTRACT

This study aims to discuss the narratives of students from two disciplines, from two undergraduate courses, from one of the units of the São Paulo State University (Unesp), the School of Engineering of Ilha Solteira, about their experiences with Emergency Remote Learning (ERL). The ERL was proposed due to the Covid-19 pandemic and was characterized by interactions with educational purposes through synchronous and asynchronous classes on digital platforms. 59 students regularly enrolled in the Licentiate Degree in Mathematics and Bachelor of Animal Science courses participated in this study. Data were compiled through an online form, in which students were invited to write about their experiences with ERL in the 2020 academic year and analyzed from the perspective of Walter Benjamin's Monads. From the answers to the form, it was possible to characterize descriptions of experiences, diagnoses, and expectations of students about ERL, as well as reflections on performance in the proposed teaching activities, about their own learning and social isolation. Most of the 59 students consulted recognize that the ERL fulfills the purpose of reducing losses in relation to the content of the subjects, provided for in the curriculum of the courses, but social inequalities, evidenced by the lack of physical and technological infrastructure, were present in the experiences with teaching activities carried out remotely.

KEYWORDS

Emergency remote learning. University graduate. Covid-19.

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O que dizem estudantes da Unesp sobre experiência com Ensino Remoto Emergencial: uma mirada benjaminiana

RESUMO

O presente estudo tem por objetivo discutir narrativas de estudantes de duas disciplinas, de dois cursos de graduação, de uma das unidades da Universidade Estadual Paulista (Unesp), a Faculdade de Engenharia de Ilha Solteira, acerca de suas experiências com o Ensino Remoto Emergencial (ERE). O ERE foi proposto em razão da pandemia da Covid-19 e se caracterizou por interações com finalidades pedagógicas por meio de aulas síncronas e assíncronas em plataformas digitais. Participaram deste estudo 59 estudantes regularmente matriculados nos cursos de Licenciatura em Matemática e Bacharelado em Zootecnia. Os dados foram constituídos por meio de um formulário online, no qual os estudantes foram convidados a escrever sobre suas experiências com ERE no ano letivo de 2020, e analisados na perspectiva das Mônadas de Walter Benjamim. Pelas respostas ao formulário foi possível caracterizar descrições de experiências, diagnósticos e expectativas dos estudantes sobre ERE, bem como reflexões sobre desempenho nas atividades didáticas propostas, acerca da própria aprendizagem e do isolamento social. A maioria dos 59 estudantes consultados reconhece que o ERE cumpriu o propósito de diminuir perdas em relação ao conteúdo das disciplinas, previstos nas matrizes curriculares dos cursos, mas as desigualdades sociais, evidenciadas pela falta de infraestrutura física e tecnológica, se fizeram presentes nas experiências com as atividades de ensino realizadas remotamente.

PALAVRAS-CHAVE

Ensino remoto emergencial. Graduação. Covid-19.

Lo que dicen los estudiantes de la Unesp sobre su experiencia con la Enseñanza Remota de Emergencia: una perspectiva benjaminiana

RESUMEN

Este estudio tiene como objetivo discutir las narrativas de estudiantes de dos disciplinas, de dos cursos de pregrado, de una de las unidades de la Universidade Estadual Paulista (Unesp), la Facultad de Ingeniería de Ilha Solteira, sobre sus experiencias con la Enseñanza Remota de Emergencias (ERE). El ERE fue propuesto debido a la pandemia Covid-19 y se caracterizó por interacciones con fines educativos a través de clases sincrónicas y asincrónicas en plataformas digitales. En este estudio participaron 59 estudiantes matriculados regularmente en los cursos de Licenciatura en Matemáticas y Licenciatura en Ciencia Animal. Los datos se recopilaron a través de un formulario en línea, en el que se invitó a los estudiantes a escribir sobre sus experiencias con ERE en el año académico 2020, y se analizaron desde la perspectiva de las Mónadas de Walter Benjamin. A partir de las respuestas al formulario, fue posible caracterizar descripciones de experiencias, diagnósticos y expectativas de los estudiantes sobre ERE, así como reflexiones sobre el desempeño en las actividades docentes propuestas, sobre su propio aprendizaje y aislamiento social. La mayoría de los 59 estudiantes consultados reconocen que el ERE cumple con el propósito de reducir las pérdidas en relación al contenido de las asignaturas, previsto en el plan de estudios de los cursos, pero se presentaron desigualdades sociales, evidenciadas por la falta de infraestructura física y tecnológica. en las experiencias con actividades docentes realizadas a distancia.

PALABRAS CLAVE

Enseñanza remota de emergencia. Graduado universitario. Covid-19.

CRediT

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Introduction

In fact, experience is the stuff of tradition,
both in private life
as in collective life.
It is formed less with isolated data
and rigorously fixed in memory
than with accumulated,
and often unconscious, that flow into the memory
-Walter Benjamin[1]

At the end of 2019, SARS-CoV-2, the very famous Coronavirus: protagonist of the pandemic by Covid-19, appears on the scene with great force. The overwhelming impact of this pandemic has been affecting the world population ever since. With it, the teaching processes, here considering the formal education in Brazil, were affected in an unprecedented way by the paralysis of face-to-face educational activities and the beginning of the period of social isolation as a way to contain the virus transmission.

We believe, as does Arruda (2020, p. 258), that the "unprecedentedness of this event does not allow us to make considerations in the short or medium term" about how education was impacted and how the multiple relationships that students built, with the ways of interacting virtually and at a distance, will imply in the ways of organizing and developing higher education in universities around the world and, in the State of São Paulo, also in the state universities. Therefore, it seems pertinent to discuss about how the people involved experience/experienced this scenario, evidencing elements that may subsidize a critical diagnosis of contemporary educational issues, namely social isolation and synchronous and asynchronous non-presence classes. After all, this pandemic period forces us to face and contrast the quality of educational systems, especially and most markedly that of the curriculum, which carries with it the responsibility of training in a given context (PACHECO, 2019), characterizing it as the one that translates the interweavings, a word used by Conrad (2019), at the level of the interactions of people and the worlds (social, economic, political, cultural and ideological) in which they participate.

And to discuss undergraduate students' narratives about their experiences with Emergency Remote Learning (ERL) we draw on the concept of traditional experience (BENJAMIN, 2012) by German writer and philosopher Walter Benjamin, a noted Frankfurt School intellectual. This concept interests us, especially, because Benjamin's traditional experience refers to the act or effect of transmitting some kind of knowledge. From these considerations, it seems pertinent to accept that the experience narrated about the ERL will make it possible to know a little more about teaching at the university in this specific historical period. Thus, "experience" in this article is treated with reference to what refers to a knowledge of students who experienced the ERL, with strength and power to turn into wisdom, which can be transmitted in the form of narratives that lead us to reflect on the RPE and teaching at the university in times of pandemic.

[1] BENJAMIN, Walter. On art, technique, language and politics Lisbon: Relógio d'Água Editores, 1992. p.103.

Unlike scientific experience, which is shaped as a rationalized, systematic, purportedly objective and denotative knowledge, traditional experience is shaped as an intuitive, narrative discourse (in the form of a story, proverb, parable, tale, etc.), subjective and connotative, because it leads the other to interpret the story they hear (MORAIS, 2017, p. 385). Benjamin (2012) demonstrates that narrating is like storytelling, powerful social and cultural element, important for the experience that is transmitted and not for the story itself. Narrating is one side of experience, being necessary and possible to be shared as wisdom.

Thus, to fulfill our intentions, this text presents a history of the proposition and acceptance of Emergency Remote Learning at Unesp, specifically at the Ilha Solteira College of Engineering. Next, we present the methodological procedures that comprised this research, including the characterization of the participants and the invitation process for participation in this study. Furthermore, we bring as results the narratives of the research participants, closing the text with some considerations, although not final ones.

Emergency Remote Learning at Unesp, Ilha Solteira Campus: A History

In view of the statement issued by the Council of Rectors of State Universities of São Paulo (CRUESP) on March 13, 2020, which informed the creation of technical committees to monitor the situation and evolution of the Covid-19 pandemic in the three public universities in São Paulo State (USP, Unesp, Unicamp), it also determined the suspension of classroom activities from March 17, 2020, including undergraduate classes. Later that year, on March 18, the National Education Council (CNE) issued a note providing clarification on how universities and state and municipal education departments could proceed according to the scenario, indicating the continuity of teaching activities, which were previously on-site, but are now remote. In this sense, it clarified that

> 4. in the exercise of autonomy and responsibility in conducting their academic projects, respecting the parameters and legal norms established, with emphasis and in compliance with the provisions of the MEC Ordinance No. 2.117, December 6, 2019, institutions of higher education may consider the use of EaD mode as an alternative to the pedagogical and curricular organization of their classroom undergraduate courses (BRASIL, 2020, s.p.).

Specifically in the School of Engineering, Unesp campus in the city of Ilha Solteira, the suspension of in-person undergraduate classes began on March 16, after the issuing of Communiqué 002/2020 from the institution's Director's Office, sent via institutional platform, alerting that the return of activities would be subject to later communication, according to the recommendations of the Unesp Rector's Office. On March 28, 2020, Unesp Ordinance 122 (DOSP, 2020a) was published, defining the guidelines for the development and adaptation of undergraduate courses for non-presence activities due to the pandemic. Such ordinance

caused a reaction in the Unespian[2] community, either from the faculty segment or from the student[3] segment through their representative bodies.

On March 30th of the same year, the Congregation of the School of Engineering, Unesp Ilha Solteira campus, the highest collegiate body of the local institution, in an extraordinary meeting, decided unanimously to suspend the teaching activities of the undergraduate courses taught remotely from the unit, as well as to make the evaluations and the entry of absences in the academic system ineffective as of March 16th. The Congregation's decision was based on Unesp Administrative Rule 122 and was justified by: (i) the instability of Unesp's network to meet the demand; (ii) potential prejudice to those who did not have access to the Internet, or even to those who have access, but in a limited way in their place of isolation; (iii) administrative and technical operational difficulties for the immediate installation of this structure, in view of the large number of servers that are involved in actions to support the community and those who are in the risk group, thus avoiding displacement and; (iv) solidarity support to teaching staff, administrative technicians and students, due to the turbulent period and emotional instability through which we are going through due to the COVID-19 pandemic.

After strong criticism from the Unespian community to Ordinance nº 122, the Unesp Rectorate gives a new wording to it and presents Ordinance nº 128, of April 23rd (DOSP, 2020b). In this sense, in a meeting held on May 27, 2020 and considering the update of the ordinance that defined guidelines for the development and adaptation of undergraduate courses for non-face-to-face activities, the Congregation of the unit, after clarifications, analysis and wide discussion of the subject, decided by twenty-four votes in favor, five votes against and one abstention, to approve the proposal to carry out emergency remote activities in the unit's undergraduate courses. Next, the Collegiate considered and approved, by twenty-one votes in favor, eight votes against, and one abstention, the creation of Working Groups to help the Undergraduate Course Councils in the elaboration of the minimum criteria for the implementation of Emergency Remote Learning.

Unesp's campus in Ilha Solteira has the following undergraduate courses: Bachelor's degrees in Civil Engineering, Mechanical Engineering, Agricultural Engineering, Electrical Engineering, and Zootechnics; Bachelor's degrees in Physics and Mathematics; and Bachelor's and Bachelor's degrees in Biological Sciences. During the months of April and May, in the colleges of all courses, the means and methods that would subsidize the offer of the first semester of 2020 in a non-presential way were discussed. The Permanent Teaching Commission of the campus decided to offer the subjects considered theoretical, i.e., those that

[2] By Unespiana community we mean all social actors who have an institutional link with Universidade Estadual Paulista (Unesp), whether they are undergraduate or graduate students, technical-administrative and teaching staff.

[3] See note of the Union of Professors of Unesp. Available at: <https://www.adunesp.org.br/noticias/a-portaria-122-as-contradicoes-e-os-equivocos-da-unesp-ao-priorizar-a-garantia-do-semestre-a-qualquer-custo>. Accessed on: 08 Oct. 2020.

do not involve field and/or laboratory activities, in a non presential way and forwarded the orientation to the Congregation.

The Faculty of Engineering, Ilha Solteira campus, in an ordinary meeting of the Congregation, held on 05/27/2020, after analysis and wide discussion of the subject, approved the proposal to carry out Emergency Remote Activities in the Unesp Undergraduate Courses, Ilha Solteira. Following the Congregation's decision, Work Groups were created in the eight graduation courses of the Unity, which had six days to discuss and present minimum criteria as a kind of guidelines for the implementation and conduction of the remote activities that comprised the Emergency Remote Learning in the Unity. These guidelines were forwarded to the Course Councils, which then forwarded them to the Permanent Teaching Commission, which gathered the contributions from the courses and presented them to the Collegiate.

Thus, in an extraordinary meeting held on June 12, 2020, the Unit's Congregation approved the minimum criteria for conducting the ERE, and they were subsequently published in the Director's Office Ordinance No. 2, of June 12, 2020. Such ordinance defined the academic calendar for these activities, which began three days later, on June 15, 2020, with seven (7) days of adaptation for faculty and students.

Considering an already stated concern, the lack of internet access by undergraduate students, the Pro-Rectory of Undergraduate Studies at Unesp carried out an action together with the University's Units for the distribution of cell phone chips with internet access, aiming at the participation of students in the Emergency Remote Learning activities.

The Methodological Procedures

The present study discusses narratives of undergraduate students from one of the units of the Universidade Estadual Paulista (Unesp) about their experiences with Emergency Remote Learning (ERE), which, proposed because of the Covid-19 pandemic, was characterized by interactions for pedagogical purposes through synchronous and asynchronous classes on digital platforms.

Participants

Fifty-nine (59) students, regularly enrolled in undergraduate courses at the School of Engineering, Unesp, campus of Ilha Solteira, participated in the study, filling out forms where they could narrate their experiences in the ERE. Of the 59 students, 39 (thirty-nine) are students from the Animal Science course and 20 (twenty) are students from the Mathematics Degree course. Below, we present Table 01, which characterizes the course period, in semesters, and the Bachelor's and Bachelor's modality. We point out that the absence of columns for the second, sixth and tenth semesters is due to the fact that no participant in the study, either in the undergraduate or graduate course, declared to be in one of these three

periods (semesters) of academic life. We also point out that the percentages that appear below are based on the total number of study participants (59).

Table 1. Characterization of the participants as to course and semester

Course	Semester							TOTAL
	1º	3º	4º	5º	7º	8º	9º	
Bachelor's Degree in Mathematics (Regular course duration: 8 semesters) (%)	0	2 (3,39)	0	9 (15,26)	7 (11,86)	2 (3,39)	0	20 (33,9)
Bachelor of Animal Science (Regular course duration: 9 semesters) (%)	24 (40,68)	5 (8,48)	1 (1,69)	5 (8,48)	2 (3,39)	1 (1,69)	1 (1,69)	39 (66,1)

Source: Prepared by the authors.

Because we understand that the experience that students have already had with classes in Higher Education is a factor that can influence the way they narrate their experiences with the ERE, we sought to characterize this. Table 1 shows that more than half of the participants are between those enrolled from the first to the fourth semester, and a considerable number of them (40.68% of the total study population) are in their first semester of higher education, that is, they have experienced CLT even before experiencing face-to-face classes.

The invitation to participate in the study

The invitation to fill out the form - available via Google Forms - was made to students enrolled in courses offered by one of the authors of this article. The teacher taught a subject, offered in the curricular matrix from the sixth semester (and does not require prerequisites), for students enrolled in the Mathematics Degree course, and another subject, offered in the curricular matrix from the first semester (and does not require prerequisites), for students of the Bachelor of Animal Science course; she is also part of the Permanent Teaching Commission and of the campus Congregation, participating in all discussions about the ERE in the Unesp unit of Ilha Solteira. Therefore, he always had a concern about how the ERE had

been conducted and how the students were feeling about it. In this sense, at the end of each of the disciplines students were asked to think about their experience with the ERE and fill out a form (available via Google Classroom platform).

This occurred, more specifically, at the end of August, which, according to the Unit's calendar approved in an extraordinary meeting of the Congregation, marks the end of the first semester of 2020. We emphasize that, although this study is an isolated initiative of the teacher in the disciplines under her responsibility, the students answered the form about the ERE in general, not focusing or privileging aspects, facts or impressions only of the disciplines taught by this teacher.

Analysis of the students' answers: the Benjamian Monads

According to Petrucci-Rosa (2011), Walter Benjamin developed the philosophical construct called Monad taking Leibniz's "Monadology" as a basis and this construct has served and has served as a basis for narrative analysis (BARBOSA, 2021; LIMA, 2021).

Barbosa (2021) recognizes the Monads as one of the most relevant theoretical constructs elaborated by Walter Benjamin, together with Constellations. Lima (2021), on the other hand, takes this construct as a powerful methodological framework to organize and analyze data constituted to investigate educational experiences.

Based on Petrucci-Rosa et. al. (2011), we understand Monads as small fragments of stories that, when articulated, offer the possibility of telling about a whole of which they are part:

> Monads are conceptualized as the elements of things, indivisible and indissoluble, simple substances and without parts, which conform the real in its totality. Since reality is multiple and differentiated, such minimal elements differ among themselves and are subject to natural changes (PETRUCCI-ROSA et. al., 2011, p. 204).

From the contributions of Goodson and Petrucci-Rosa (2020), we can understand the Monads as imagetic narrative fragments, where "the monad is particle that together with others, brings possibilities of understanding social, cultural and political contexts" (GOODSON; PETRUCCI-ROSA, 2020, p. 95).

Thus, in this study, the answers to the form were read and analyzed, as to similarities and singularities, comparatively, agglutinating them into Monads. In this way it was possible to synthesize and characterize four Monads that allow us to glimpse some positions of the students when facing the experiences in higher education during the pandemic. Below, in Chart 02, the Monads are organized and a characterization of each one appears in sequence.

Table 2. The Monads

1. Self-Assessment of Learning
2. Face-to-face vs ERE
3. Loss Mitigation
4. "Lost year" vs new ways of learning

Source: Prepared by the authors.

The first Monad nucleates the narratives about the self-evaluation of learning by students, i.e., it will nucleate the statements that make mention of the evaluation of the period in which students performed activities of Emergency Remote Learning, considering their learning in this period. The second will focus on bringing together the students' positions about the main differences between attending undergraduate courses in the pre-pandemic period and during the pandemic, that is, face-to-face classes versus ER classes. The third, will seek to congregate narratives about the understanding of the ERE proposal as mitigation of learning losses during the pandemic period, i.e., loss mitigation. Finally, the fourth and last Monad will seek to gather positions about the students' experiences in the ERE, mainly aligned with the pessimism of understanding it as a year of undergraduate teaching activities that had been lost, emptied, or by the optimism of considering that this experience enabled new ways of learning.

In an attempt to organize the results, we have listed the complete answers from each form from 1 to 59. Thus, when we need to refer to an answer, we will do so by relating it to the number in which it is tabulated. It is worth mentioning that the data from the participants of the study were presented entirely in the way the answers to the forms were given, that is, following faithfully the writing and the accentuation.

Results: The Students Speak Out

Self-Assessment of Learning

Initially, we will present a chart that illustrates the students' response to the experience with the ER regarding learning during the pandemic period. Besides the negative or positive positioning that can be perceived during the reading of the answers, the answers to the questions tried, in general, to present some of the justifications that could be evidenced in the narratives. The participants of the study had three possibilities to classify their own learning evaluation during the ESS: Good, Average, and Poor. These classifications could be apprehended from the answers expressed in relation to the evaluation of the ME, considering the learning in this period, and the positions were separated according to the course in which these students are linked.

Table 03. Students' evaluation of the period in which they performed ERE activities, considering their learning.

	Zootechnics (%)	Degree in Mathematics (%)
Good	13 (22)	7 (11,9)
Average	17 (28,8)	12 (20,3)
Poor	9 (15,3)	1 (1,69)

Source: Prepared by the authors.

[...] what made it difficult was often the lack of internet, but always trying to keep up with what I can. (Excerpt of Answer 14)

[...] not everyone has a quality internet and sometimes lose class or the date of delivery of work because they end up without internet [...]. (Excerpt Response 50)

[...] many people do not have a quiet or calm place to develop the activities, in my case for example, I live with my parents, my 3 sisters and my nephew, I do not have a room of my own, then have silence and peace to study is very difficult, when I need silence I go to my grandmother's house, but there is no internet [...]. (Excerpt Response 36)

[...] learning was a little difficult, because it was kind of hard you stay in front of a computer paying attention to what the teacher said, and had several things that took the attention. (Excerpt Response 37)

[...] it was well suited to the period and was very flexible, enabling most to follow the subject. (Excerpt of Answer 53)

[...] all the learning in remote teaching seems to be vague, I myself could not reconcile many things [...]. (Excerpt of Answer 59)

[...] either for lack of preparation, either because of the troubled times we have been going through, or because of the accumulation of activities [...]. (Excerpt from Answer 46)

[...] in subjects that require a practical understanding was more difficult to assimilate the subjects. (Excerpt of Answer 4)

In some subjects it was quite easy to do the remote teaching, but in others it was much more complicated because we were not doing the practical activities. (Excerpt of Answer 17)

[...] in the case of internship, for example, it was very complicated to fulfill the hours because the schools were not very open, they did not communicate with us interns, so we were lost. (Excerpt of Answer 29)

The narratives that allowed the elaboration of Chart 03, enunciated difficulties, understood as harmful to the learning process, arising from several factors. For example, access to the Internet network. Another difficulty pointed out in the arguments was the lack of an environment that would provide the necessary conditions and structures to develop the activities of the ERE. Some other difficulties were raised. As an illustration, situations were reported in which teachers were not ready to help and solve doubts as they did during the pre-pandemic period, a factor that the narratives attributed, on one hand, to the excessive workload, and on the other hand, the lack of preparation to make the most of the technological tools that were available at the time. In addition, it is possible to observe the valuation of the practical components in learning, where difficulties were described regarding the practical nature that is often seen as a facilitator, and in the RPE it ceases to exist.

The responses also focused on tracing differences between attending undergraduate courses in a face-to-face setting and through classes via RES. Many students reported a preference for face-to-face learning, listing a set of difficulties that they observed, experienced and stated in their answers to the form.

Thus, in summary, regarding this set of excerpts on the self-evaluation of learning of undergraduate students participating in the study, we can state that a good portion of those interviewed agree that learning was affected and impaired, mainly, by the inexistence and impossibility of conditions: material, such as access to the internet; structural, such as the absence of a specific space to carry out the activities of the ERE and; formative conditions, on the part of the University teachers, that besides being going through a troubled and delicate moment, the formative absence of university teachers to deal with the available technologies, somehow affected the students' learning.

Face-to-face vs ERE

Although I only spent a short time in college in face-to-face classes because of the pandemic, I liked it much better than the remote learning. (Excerpt from Answer 7)

I didn't have much contact with face-to-face because it is my first semester in college, but this remote teaching was very complicated. It lacked the practical classes that would give us a better notion of some of the subjects covered in specific classes. (Excerpt of Answer 47)

In this pandemic, like all of them, there were financial difficulties that we had and that, at least for me, forced us to try a service that would not bring risks to me and my family [...] (Excerpt of Answer 13)

As our course is not ODL, we were not prepared for this type of distance learning, for lack of support for students and also for lack of experience of the teachers [...] (Excerpt of Answer 28)

In person you have the possibility to go to the teachers' room, get together with friends, study the content. Ead is very complicated because everything is new has no contact with friends to make study groups do not have teachers to ask questions in time that is not in class. (Excerpt Response 42)

I also believe that the number of activities required in some subjects was exhausting, much more than if we were in person, which also exhausted us. (Excerpt of Answer 29)

The difference is quite big because in the face-to-face class the amount of activities to be done was not so many and the ease of understanding the content was greater. (Excerpt of Answer 45)

The face-to-face class gave me a lot of interest and a better understanding than the remote learning. For the face-to-face was something we lived the university having the practices and an approximation with the professors, while the remote teaching kept these experiences away. (Excerpt of Answer 49)

The difference between the two is that one you are in the classroom, present, focused and not everything distracts you, now in Remote Learning, the student sitting in front of the computer screen ends up getting tiring, more frustrating and everything distracts you. (Excerpt of Answer 31)

The differences are big, when I was going to university it was much better, because I am going to a place that is appropriate to receive knowledge, in remote learning, we don't have that appropriate place. (Excerpt of Answer 8)

I find myself in a position where I can have a good remote learning experience, because I have internet and a quiet place to attend classes without any problems, but on the other hand, there are people who are not in the same situation and remote learning becomes more difficult. (Excerpt of Answer 57)

Obviously face-to-face class is much better, you can do the practical classes, solve doubts, and at home I don't think it is a study environment, there is too much distraction and noise. (Excerpt of Answer 5)

I liked it, because I kept studying, I didn't stand still. (Excerpt of Answer 12)

When we turn our attention to the profile of the students who participated in the study, we can see that a good number were in their first semester of undergraduate studies - Chart 1. However, even so, the answers affirm that despite having had little (only a few days in March) or almost no experience with face-to-face higher education, they declare a preference for the latter.

Besides the difficulties already mentioned, it is possible to observe the report of financial difficulties, the lack of preparation - training - to deal with the new ways of doing the undergraduate course, and the excessive volume of activities in the ERE. It is also observed that several justifications exalted the activities in the face-to-face format, since they complain that one of the difficulties they face is the lack of an appropriate environment for study, besides the fact that the Emergency Remote Learning makes learning difficult.

In an attempt to synthesize the information, in the selected answers, it is possible to observe the preference of students for the face-to-face format for several factors, but mainly, for the possibility of carrying out practical activities during the formative process in higher education and for the fact that the ERE requires formative conditions, on the part of the students, institutional, on the part of the University, and structural/financial, as previously announced. Moreover, students argue that in the face-to-face format, the experiences are more fruitful. However, there are still those who recognize that the ER made it possible to maintain a relationship with the contents to be studied.

Loss Mitigation

The ERE came as an attempt to mitigate the loss of the semester/year, in my view we do learn with the ERE, but not everything and the same way we would learn in face-to-face teaching (Excerpt of Answer 25).

The face-to-face classes are undoubtedly better, but the remote teaching I defend, even though there were flaws, it is necessary, because due to the current situation, being without classes is much worse, because there is no prediction of return. (Excerpt Response 32)

In some ways the face-to-face teaching is superior, but the ERE was a good alternative so that it does not occur such a long delay in graduation, so I end up being in favor of the ERE. (Excerpt of Answer 56)

It lacked the practical classes that would give us a better notion of some subjects covered in specific classes). (Excerpt from Answer 47)

The course without the pandemic is much better, because we learn more with the practices. (Excerpt of Answer 48)

The biggest difference I noticed was the issue of practical classes, since my course has a large area of practical classes and distance learning limited their execution. (Excerpt of Answer 52)

Below, we present a chart that expresses the results of the positioning of the students participating in the study about the belief that the greatest goal of the ERE was to minimize the losses in learning during the pandemic period.

Table 04. Students' positioning on the belief that ERE served to mitigate loss of/in learning

	Zootechnics (%)	Degree in Mathematics (%)
Yes	37 (62,8)	18 (30,6)
Maybe	0	1 (1,69)
No	2 (3,39)	1 (1,69)

Source: Prepared by the authors.

In short, seeking to gather the students' positioning on the fact that the ERE has acted to mitigate the losses to learning, it is observed in the responses an almost unanimity of narratives agreeing with the belief that the Emergency Remote Learning was used, essentially, to reduce losses in the learning process in the academic year 2020.

It is noteworthy here that the justifications for the students' position in Chart 04 are based on the impossibility of carrying out the practical activities foreseen in the Political Projects of the Course, and that, as much as ways of providing access to practices through the ERE were sought, the experiences were not as fruitful as in the face-to-face format.

"Lost year" vs new ways of learning

New learning about how to use technologies [...] (Excerpt from Answer 6)

[...] I believe it lowered the level of learning due to lack of interest. (Excerpt from Answer 4)

In some practical subjects it was a lost year. (Excerpt from Answer 7)

It was not a lost year, but we had a lot of loss of content [...] (Excerpt Response 27)

I am in a situation that I will probably have to stay an extra year because of the internship that I could not develop remotely, if that happens I will have to stay an extra year in college [...] (Excerpt of Answer 36)

Not totally lost, because the theoretical ones were well done, but the practical ones that are with problems to be done. (Excerpt of Answer 40**)**

The complicated thing was [...] the lack of practical classes. (Excerpt of Answer 47)

It can be apprehended from the answers a certain feeling of "lost year" among the students in contrast to the experience of new ways of learning - Monad 4. That said, even though some students claim that other learning has occurred, established through experiences

with digital technologies. However, a considerable portion of the narratives reaffirm how the RPE demotivates the learning process. Besides the various difficulties and understandings about the learning process itself, the concern with the realization of curricular internships and the activities related to the practical components of the subjects is notorious.

Trying to punctuate the position reflected in the excerpts selected and brought above, it is worth noting, with a large majority, that the expression "lost year" does not faithfully translate the students' position, but, neither do they agree that essentially the experiences with the TE offered new ways of learning. It is observed that the losses were essentially in some contents, mainly directly related to the practical components.

Discussions: between findings and provocations

The manifestations made in the forms along with the students' positions in relation to the activities of the ER presented us with several factors that, according to the narratives produced by the students, hindered/prejudiced - may have hindered/prejudiced - their own learning process and that of their peers.

It is noteworthy and noteworthy that, in addition to the students' narratives show that they could not experience the practical components of initial professional training in a more fruitful way, the absence of favorable conditions for carrying out the activities in the format of the ER during the Covid-19 pandemic, in its most diverse segments, whether formative, structural, material, financial and institutional, contributed greatly to the picture narrated by students about the experience with Emergency Remote Learning, specifically with regard to the processes of teaching and learning in Higher Education in the academic year 2020.

The narrative of experience, by the students, first of all, means the speaking of an experience with a world that, besides the pathologies of Modernity (HABERMAS, 2012a; 2012b), suffered transformations with the advent of a pandemic scenario. The experience announced is related to what happens in the ERE, but it is narrated, according to what has the weight of the tradition of the face-to-face class and that is situated in the scope of the ideology of mitigating losses. The excerpts from the answers to the form denote that the action of narrating provokes in those who narrate a condition of thinking about what was lived, how it was lived, what was not lived, and what could have been lived.

For Benjamin (2012), experience is concretized in the transmission of stories through narration. Therefore, living the ERE and narrating what happened in it concretizes a form of experiencing that escapes "a completely new form of misery," the poverty of experience (BENJAMIN, 2012, p.124). The students' narrative, in addition to transmitting the experience with the ERE, gives visibility to the residual, to what was lived that remains in the present, and allows us to question how much of all this the undergraduate students will have imprinted in their training.

Considerations, even though they are not, in fact, final

In general, we can see that the lack of structure, whether it is access to the Internet or a suitable environment for study at home, impacted the students' experience with the ER and, as a result, their diagnoses about the learning developed, their expectations, and their perceptions of losses or mitigation of these.

In many answers, we found narratives of demotivation with the ER activities, while praising the face-to-face classes. However, many of the students constructed such a narrative, "[...] **obviously face-to-face classes are much better** [...]" (Answer Excerpt 5), with very little or almost no experience with face-to-face teaching, since they are new entrants to the University. And to increase the level of contradiction that will invariably be present in reflections on this unique moment in human history, we have the strong defense in the narratives that the ER mitigates the losses that, due to social isolation and the suspension of face-to-face classes, could compromise learning, lengthen the duration of the degree and delay graduations. Certainly, these data have something to tell us about how teaching and learning are socially seen and permeate an imaginary that evokes to face-to-face interaction senses of completeness about what is desirable for teaching processes. So much so that one of the great difficulties reported is related to the absence of the practical component of the subjects as a hindrance to the learning process of the knowledge to be studied.

And, as much as the participants of the study recognized that the purpose of the ERE was to reduce the learning losses, a range of complaints shows the difficulties that were present in the experience with the remote activities. When the student's narrative puts us in front of **[...] financial difficulties that we had and that, at least me, forced us to try a service that would not take risks to me and my family [...] (Excerpt of Answer 13) and [...] I live with my parents, my 3 sisters and my nephew, I do not have my own room, so to have silence and peace to study is very difficult, when I need silence I go to my grandma's house, but there is no internet there** [. ...] (Excerpt from Answer 36), we realize that while the debate is moving towards theoretical and methodological models that support a paradigm of technological education/education with technology, the Brazilian reality calls us to think about inequalities and lack of access opportunities. Social injustices and inequalities, with implications of and for economic constraints, prevent us from analyzing the impact of non-face-to-face education made possible by digital technologies.

By expressing a sense of a "lost year" for 2020, relating it to the fact that the school year is marked by the ERE, we set ourselves to think about how the School (and University is School) should be a space of interaction with contemporary media and supports of knowledge, and it is not. This, accepting that digital technologies are the current media supporting knowledge. For Arruda (2020) one of the effects of the Covid-19 pandemic is the perception that

> it is not possible to think of an education that does not need the DTIC [Digital Information and Communication Technologies], due to the future possibilities of

> new pandemics or return of this and due to the need of the school to appropriate the contemporary technological productions. Numerous schools historically that remained offline in the period of Chinese crisis, according to the authors, closed their doors due to the difficulty of adaptation to the new context (ARRUDA, 2020, p. 264).

Still in relation to this feeling, it is strange to see that the narratives tend to emphasize individual aspects impacted by the pandemic, namely possible losses to be suffered in the course, and do not raise collective issues, such as the number of deaths. Having said this, we are not forgetting that the initiative of the form comes from course subjects and, certainly, this influences the answers. However, in such an exceptional time, without precedent and with such an alarming number of victims, perhaps it was natural to expect some mention of the fact, even if the context of the form did not lead us to think about it. Perhaps we are all too keen to mitigate the "losses" and are losing the dimension of the real losses that are happening.

The contemporary world, and the presence among us of SARS-CoV-2, is challenging us to live not only from an individualistic perspective, but to think about the historical, social, political, economic, and environmental conditions on a global scale. As Lipovetsky and Serroy (2010) have rightly said, our world-culture needs to be problematized.

At this point, we resort to Benjamin's concept of experience, which inspired and guided our gaze in the reading of the narratives and in all the stages of the constitution of this article, and invite reflection on how modern man became tired of "the endless complications of everyday life" (BENJAMIN, 2012, p. 89). The frequency and volume of information, systemic demands, and demands of individual life have entailed a loss of the sense of collectivity.

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