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What will the post-pandemic world in Education look like? Hybrid? Singular? United? And Open to innovation?

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At the beginning of the period of isolation, there was a common expectation that things will resume when we come back. However, after some time, this idea seems to fade. Who bets on a future as it used to be?

The world has changed. Certainties deconstructed. Perspectives of a new and unpredictable world were

created and took the place of what was once possible, trivial, and lasting. The deep-rooted zones of comfort that surrounded life gave way to unforeseen

events and experimentations. The foundations of society in the most diverse fields of action were shaken and demanded emergency formats. The face-to-face world gave way to the virtual world, with all its peculiar characteristics, limitations, potentialities, and challenges that needed to be accepted and incorporated, almost immediately.

One of the challenges brought by the pandemic was to deal with social isolation. Man is naturally a social being, and contacts are fundamental to the development of emotional and personal intelligence.

The lack of physical presence has increased for many the need for hugs, affections, and social encounters.

However, has the absence of the physical structure of walls, concrete, and bricks also brought the need for

meetings once often only held in these physical spaces?

For many, perhaps yes. But the reality may be different.

The school world had quickly to adapt to teach remotely. Trial, error, and hits were experienced during the intense period of the pandemic and were the only way for the class to happen. All these brought new and possibly relevant experiences to teachers who once questioned the virtual classroom.

Teaching work has undoubtedly doubled during this period. The presence of the teacher in the digital environment is required and even more necessary. The

students should feel welcomed and belonging to the educational group.

The traditional creative expressions and teaching practices taught remotely may not be a preference. However,

they have brought experiences to teachers to deal with expectations, difficulties, uncertainties, and desires of their students. And also, to deal with the challenges and fears of the teaching itself. For sure, the remote classes gave teachers background they might never have imagined they could have, were it not for the pandemic. The teaching world had to adapt to the unexpected. The world of the students got visibility. It showed the existing and unfortunately widening gap between the different social strata.

According to the latest data published by IBGE (Brazilian Institute of Geography and Statistics), 1 in 4 people does not have access to the Internet. Therefore, the virtual world does not favor everyone.

The face-to-face world gave way to the virtual world.



The expectation that most students with Internet access were ready for the remote classroom was not real. There were reports of students with no connection and who needed to find a place in the community to attend classes. Others pointed out the difficulty of following an online course because of the precarious structure of their houses (low-quality connection, or the need to share the Internet with other members of the family). Others complained about the lack of laboratory lessons that were in their curriculum. And those who felt isolated got discouraged and just dropped out of the course.

Now more than ever, the teachers had to look in two directions: at their difficulties and the students often failed effort to stay present in remote activities.

One question for the teachers is whether, in this period of deprivation, they have realized the fundamental factors of teaching, whether they are contact and partnership with students, educational practices, or technological skills.

Many teachers may have had difficulty in dealing with the virtual world and with this moment of social isolation. However, they have cast into the unknown. Their practices accounted for their teaching responsibilities and desire to contribute to the learning of their students.

Little by little, businesses are reopening. The “new normal” shows its face. We do not know what the resumption will be as long as a vaccine against Covid-19 is not produced on a large scale and proven it is efficacious.

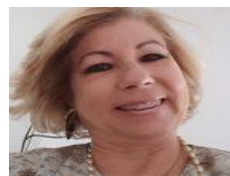
In the educational sphere, when classes return to the physical environment, teachers and educational institutions should be sensible in welcoming students back to class and integrate them into the new realities. What previously existed no longer exists. The traditional school, organized in pre-pandemic times,

needs to give place to a contemporary school. The experiences brought by remote teaching with its successes and obstacles will help to rethink a modern Education that reflects the demands of today's society. Perhaps hybrid education is not the only legacy for the post-pandemic world. The scientific knowledge value, better sanitary conditions, technology with more precise data, and above all, the human capacities and potential to (re)adapt to the new world conditions are foundations of the future to come.

And if so, the old will give place to new experiences. Hybrid teaching with face-to-face moments mingled with virtual moments will be consolidated. Teaching and learning remotely will be the basis for a new educational perspective: united, singular, and open to innovation.



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This article is a result of the authors' ascertainment and analysis, without compulsorily reflecting CEST's opinion.