

## ERRATA

Errata: <https://doi.org/10.1590/S1678-4634202450264928E>

No artigo, **Educação básica na pandemia de Covid-19: críticas ao ensino remoto** - DOI: <https://doi.org/10.1590/S1678-4634202450264928> publicado em **Educação e Pesquisa**, v. 50, 2024, por favor, corrigir:

**No título em inglês**, onde se lê: Professional learning of prospective elementary school teachers in supervised training

**Leia-se:** Basic education during the Covid-19 pandemic: criticisms of remote teaching

**No abstract**, onde se lê:

Professional learning has garnered considerable attention from researchers, as it forms a fundamental aspect of teachers' professional development. Such learning encompasses a range of essential elements, including acquiring knowledge about curriculum content, teaching methods, core values, attitudes intrinsic to the teaching profession, and the nuances of professional culture. Notably, supervised training stands as a significant context for the professional learning of prospective teachers, offering direct exposure to the teaching profession and opportunities for critical reflection on theoretical and practical experiences. In this study, we undertake an investigation of the professional learning experiences of prospective teachers within the Early Years of Elementary Education, employing a qualitative and interpretative approach. To achieve this objective, we conducted in-depth research with ten female students enrolled in an Education Undergraduate Program at the Federal University of the Fronteira Sul, Erechim Campus. Our focus was on examining their learning encounters during supervised training. The empirical data for the study encompassed narratives shared by the ten interns during sessions dedicated to teaching in Elementary School, alongside textual productions prepared by the students throughout their training. The analysis of the gathered data has revealed noteworthy learning outcomes concerning teaching in various dimensions. Firstly, it shed light on the process of lesson planning, characterized by its reflective nature, theoretical underpinnings, and comprehensive approach to devising learning pathways for students. Secondly, the investigation illuminated the development of teaching skills, an intricate fusion of multiple elements that collectively facilitate effective classroom practices. Lastly, the study elucidated the dynamics of the school environment, perceived as an interactive, dynamic, pluralistic, and adaptable context conducive to the realization of successful teaching endeavors.

**Leia-se:**

Remote teaching ensured social distancing for students and education professional during the Covid-19 pandemic, but received criticism from various sectors of Brazilian society, including education and psychology institutions. Given the lack of academic discussion concerning the phenomenon, this article identifies and analyzes criticisms made by education and psychology institutes to remote teaching in basic education. A qualitative and documentary research was conducted with 34 documents, published between March 11 and May 11, 2020 by six entities. Content analysis extracted 143 excerpts, which were organized into five categories. Results show that remote teaching is detrimental to the teaching-learning process: limited or non-existent access of students and their families to technological resources; precariousness of teaching work; violation of the right to education; commodification of education; and stripping of the school's social role. Developed in a rapid and decontextualized manner, disregarding socioeconomic and racial markers, remote teaching increased teaching work and further expanded educational inequalities, which proved to be political and technical government strategies. Attacks on public schools increase in an ultraliberal and obscurantist context, but not without popular, democratic and libertarian resistance. This dispute is extended and updated in the pandemic context, as evinced by the institutional manifestations. Although they all present criticisms, these are neither homogeneous nor based on the same interests, with some showing concern for the market while others focus on constitutional rights.

**Nas Keywords**, onde se lê: Teacher professional learning; Supervised training; Teacher education undergraduate courses; Elementary School

**Leia-se:** Basic education – Remote teaching – Covid-19 – Pandemic.

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