
**NEW POST-PANDEMIC EDUCATIONAL PARADIGMS: THE
IMPORTANT CHANGES AND ADAPTATIONS IN THE EDUCATIONAL
SYSTEM CAUSED BY THE PANDEMIC COVID-19**

***NOVOS PARADIGMAS EDUCACIONAIS PÓS-PANDÊMICOS: AS
IMPORTANTES TRANSFORMAÇÕES E ADAPTAÇÕES NO SISTEMA
EDUCACIONAL PROVOCADAS PELA PANDEMIA COVID-19***

MARIA CLÁUDIA DA SILVA ANTUNES DE SOUZA

Doctor and Master in Environmental Law and Sustainability from the University of Alicante – Spain. Master in Legal Science from the University of Vale do Itajaí – UNIVALI. Permanent Professor at the Stricto Sensu Graduate Program in Legal Science, at the Doctoral and Master's Degree courses, and at the Graduate Law Course, both at the University of Vale do Itajaí – UNIVALI.

GABRIEL REAL FERRER

Doctor and Master in Environmental Law and Sustainability from the University of Alicante – Spain, full Professor in the Postgraduate Program Stricto Sensu in Environmental Law and Sustainability from the University of Alicante – Spain. Attorney.

AULUS EDUARDO TEIXEIRA DE SOUZA

Doctoral student in Legal Science at the University of Vale do Itajaí in double degree with the University of Alicante/ESP. Master in Law from Universidade Caxias do Sul. Specialist in Constitutional Law, Administrative; Tax Law and Process from the Estácio de Sá University. Legal Attorney of OAB/SC. Attorney. E-mail: aulus@edsadv.com.br.



FELIPE CHIARELLO DE SOUZA PINTO

Master and Doctor in Law from PUC/SP; Dean of Research and Graduate Studies and Full Professor at the Faculty of Law and at the Master's and Doctoral Program in Law at Universidade Presbiteriana do Mackenzie; Deputy Coordinator of Academic Programs in the Area of Law at CAPES/MEC.

ABSTRACT

Objective: This scientific article aims to analyze the new post-pandemic educational paradigms, proposing a re-reading in the educational system in the face of the COVID 19 pandemic.

Methodology: For methodology, the deductive logical basis was used through bibliographical and documentary investigation.

Results: the pandemic scenario brings profound changes in several dimensions of human existence, starting from the health aspect until reaching economic, social and cultural effects in general. Contributions to a new educational reality, highlighting the need for new skills in the pedagogical structure, the adaptation of teaching - learning on virtual platforms

Contributions: the study presents an approach that proposes the analysis to reach acceptable levels of virtual education and global cooperation in favor of a new model of education, public and private authorities must make efforts, economic and social, to capillarize virtual communication allowing there to be reach and effective social awareness.

Keywords: Pandemic COVID 19; Educational system; Teaching; Virtual communication.

RESUMO

Objetivos: O presente artigo científico tem como objetivo, analisar os novos paradigmas educacionais pós-pandêmicos, propondo uma releitura no sistema educacional frente à pandemia COVID 19.

Metodologia: Para metodologia, foi utilizada a base lógica dedutiva por meio de investigação bibliográfica e documental.

Resultados: o cenário de pandemia traz mudanças profundas em várias dimensões



da existência humana, partindo do aspecto sanitário até alcançar efeitos econômicos, sociais, culturais em geral. Contribuições para nova realidade educacional, destacando a necessidade de novas habilidades na estrutura pedagógica, a adaptação do ensino – aprendizagem nas plataformas virtuais

Contribuições: *o estudo apresenta abordagem que propõe a análise para o atingimento de níveis aceitáveis de ensino virtual e cooperação global em favor de um novo modelo de educação, as autoridades públicas e privadas devem envidar esforços, econômicos e sociais, para capilarizar a comunicação virtual permitindo que haja alcance e efetiva conscientização social.*

Palavras-Chaves: *Pandemia COVID 19; Sistema educacional; Ensino; Comunicação virtual.*

1 INTRODUCTION

This scientific article aims to analyze the new post-pandemic educational paradigms, proposing a re-reading in the educational system in the face of the COVID 19 pandemic. As a research problem, was the current educational system prepared to master technological resources, multimedia, social interaction and distance communicability caused by the pandemic COVID 19?

The research is justified in view of its academic and social relevance, considering the reflections and contributions to a new educational reality, highlighting the need for new skills in the pedagogical structure, the adaptation of teaching - learning on virtual platforms.

We are definitely experiencing an existential period marked by the transformation of paradigms. Few events considered an international public health emergency will be as striking as the pandemic caused by the new Coronavirus, also known as COVID-19.

The evolution of the forms of global communication and, consequently, the way of dealing with social relationships, has demonstrated to Humanity the true importance of Cooperation and Solidarity.



Not only that, it has gone beyond the limits of conformity to what the Global Society understood by "normal life". Therefore, many question when the course of events will bring life back to normal.

From the perspective of normality, it is essential to clarify, questioning very sparingly, what normality are we talking about?

For, if we live in a postmodern society (KUMAR, 1997), in which all the twists of the supposed normality have been taking place since the industrial revolution, then it is to be inferred that in just over two centuries, the bricks, already transformed in atoms, have relativized aspects previously considered normal, such as, for example, the Social Function of the family and Society, which transferred to the State and the private sector a good part of those traditional functions that they once had (HARARI, 2020, p. 366).

In this regard emerge the transformations that move the modern educational phenomenon, which, by the by, was anything but modern. Education, founded on traditional epistemology, still maintains an archaic structure, under the cloak of submission, and not of learning mediation.

However, the effort made by educational institutions to promote effective distance education based on technology and globalized instruments cannot be disregarded. However, the effort is still timid and, therefore, limits the real objective that is pursued, the Universalization of education.

These technologies associated with educational models of the 21st century should enable citizens to critical thinking and scientific maturation with a view to global Cooperation and Solidarity, which, above all, will allow massive efforts to avoid the imminent collapse of Humanity by the ecological disorder of ecosystems. (HARARI, 2020, p. 362).

However, contemporary criticism involves the capitalist system in the impeding factor of the evolution of the global educational phenomenon, as it attributes to this one of the main foundations for the delay in the acceptance of the modern paradigms of virtual education, that is, the credit that education is a function exclusive to the State and, therefore, its emphasis orbits a traditional concept of



transmission of knowledge ideologically catalyzed to class struggles and dominations (GIDDENS, 2018, p. 191).

Now, according to the process of (trans) shaping of social relations worldwide resulting from the risks to which Humanity is exposed, a shared destiny has been established for Global Society (BECK, 2018, p. 82).

The new reality of risk to people's health, resulting from the ongoing pandemic in the world, shows that the problem must be dealt with in a shared and transnational character, in which, the impossibility of national resolution or by the old post-colonial practice, obliges the adoption of non-traditional means and methods to enable the continuity of a "new educational normality" of the 21st century, from and onwards, COVID-19.

In this understanding, the theme is approached methodologically according to the propositions of Pasold (2018, p. 94), whose analysis is based on the bibliographic and documentary research technique, realized through the deductive method (PASOLD, 2018, p. 89- 115), with a view to achieving the objectives outlined below.

For methodology, the deductive logical basis was used through bibliographical and documentary investigation.

In this sense, the article aims to demonstrate the new educational paradigms and how they have been implemented during the pandemic and what their post-pandemic reflexes COVID-19 will be like.

2 UNDERSTANDING THE PARADIGM OF THE CONTEMPORARY SOCIAL AND EDUCATIONAL SYSTEM

The pandemic scenario has caused numerous changes in the way people relate. All of a sudden, the world had to adapt to what until recently was observed with relative fear by most people, technology.

The speed imparted by the pandemic to the global education system concretely portrays part of these changes. Public and private educational institutions



have been forced to adapt face-to-face education to distance learning, the challenges of which are dizzyingly immense.

Difficulties range from the unpreparedness of human resources to operate computerized systems to the absence of technical and pedagogical structures in schools and universities. This troubled global transmission occurs due to the change in the social paradigm that guides modern life without, however, closely observing the changes evidenced in the scenario of social reality.

Luhmann (2016, p. 742) considers that the Society is a systemic organism that feeds back, therefore, the direction that the theoretical-evolutionary statements imprinted in the educational bosom, although open and adaptive, did not promote the adequate improvement of the technique and the science.

Although there has been a significant advance in the way the Society relates to its environment, partly rationalizing the use and exploitation of the planet's natural resources, progress has been oriented towards predatory consumption in risky status, as stated by Beck (2011).

The evolution of the contemporary social system undergoes an effective metamorphosis, transforming itself based on what the variants of communication and technology foster in life in society.

This reality can take different forms when we focus on the perspective of the changes caused by the pandemic in the educational system. The previous paradigm was effectively replaced due to the need for rapid adaptation to electronic means of communication and the global interaction of the world wide web, the internet.

New instruments allowed the construction of a digital world that has become an essential protagonist in the lives of individuals.

If before the structure was organized in “audience” and “speaker”, today they are all speakers, interactionists, and all the educational stability of the past was emptied at the heart of the “online and off line” positions (BECK, 2016, p. 177-178), making the teacher a mere mediator of information shared in closed virtual education systems.

Souza and Pasold (2017, p. 462-479) clarify that “the very structure of man's mind is arranged in a network of information that interconnect to form a complex and



unitary whole”, whose capacity, according to Morin (2014, p. 15), the structure of the human mind is inherent, which unites, situates and processes, isolated or joint information in the social reality where it is conceived.

Analyzing closely, another is not the logic of the current education system, whose paradigm was based until the beginning of the pandemic state caused by the covid-19 against the systemic structure of human and environmental nature (SOUZA, 2017, p. 462-479).

The man, in Pasold's words (1980, p. 30-31), “adequately equipped builds his life, and this construction, if it is the result of the intelligent use of the cultural continuity of his species, will make him learn for the present and for the future”

However, it is necessary to consider that education and the systems that interact with its actors play a fundamental role in the transnational scenario, since globalized education as a core component of a new paradigm of knowledge construction, makes life even more important in the scenario of global Sustainability.

At this point, relevant is Pasold's proposition (1980, p. 32) about the interconnection of the educational process characterized by the transmission of information in the school environment. The author affirms that "strategically, the technology affects, affecting the transmission and also the capture, so that its discussion ends up in the debate about the final product of the educational process".

Nevertheless, the reality of the current educational paradigm is quite disproportionate in relation to what it is intended to achieve as a new, more interactive and global paradigm.

This is because the pandemic forced the educational system to adapt quickly, without any scientific study or field research that confronted the reality of the public and private system of educational institutions in Brazil. It is true that the intention to remove the frontiers of knowledge, giving greater dynamism and interactivity in education is not in keeping with the archaic reality of Brazilian education.

According to data from the internet management committee in Brazil released by the national congress, more than 42 million Brazilian households do not have a computer, which corresponds to 75% of Brazilian households (BRASIL,



2020). This reality in itself already justifies and requires caution in the emergency adaptations of a new educational paradigm, under penalty of making the fundamental right to education unfeasible.

Miranda (2019) explains that,

The opportunities and risks of a technological and connected world can reflect, and generally are, the choices that drive the social process in its economic and cultural scope. Thus, individuals and technologies - like the internet - become significant factors, among others, in the same process; that is, both constitute products and producers of social change.

Therefore, despite the reality that the Society began to experience since the beginning of the covid-19 pandemic, notably the social isolations and the limitations of coming and going, the fact is that socio-interactional human life started to live with a constellation of new instruments aimed at intense technologization.

Hence the importance of understanding the evolution in the corridor of transformations in the current social and educational system.

In this context, inserted in the ongoing transformations, important aspects highlighted by human need stand out, such as, for example, the credibility of science, the media and the valorization of factual truth.

The pandemic caused in the atmosphere of the contemporary social system a rupture of values and importance of the first magnitude in human life, whose relevance is directly linked to the productive structure of scientific knowledge and the multiplication of education in the world.

A social system that, since the advent of classical nineteenth-century liberalism, which emphasized the social well-being of individuals, has plastered the policies of educational management of the State in a Society that suffers from the breadth of transnational modernization or, under a lesser optimistic perspective, suffers from the advent of globalization.

Under the educational bias, since the renewal proposal of the public education system, since the New Education Pioneers Manifesto of 1932, an attempt was made to promote the debate on the universalization of public education,



compulsory and free, underway for more than 80 years in the Country. (VIDAL, 2013, p. 577-588).

However, much later, what is verified is the expressive lack of educational structure to adapt the teaching staff and students to what is tried to be called “New” educational policy focused on technological means and tools for the transmission of knowledge at the universal level (XAVIER, 2004, p. 21-38).

Highlights Milena Buarque (BBC NEWS BRAZIL, 2020),

For Russeff, the problem is the result of the progressive disqualification of basic education and the disrepute in which literate culture is found in our society. “This tragic scenario of national education is reiterated [...] in the criticism of public power and the absence of a policy of inclusion of the masses.

Thus, the renewal of the educational paradigm system in the 1930s sought, over time, to strengthen the public, secular and free school, however, it was not successful in promoting and achieving the universalization of education for all levels and social classes.

The main proposal was praiseworthy, seeking to expand the reach of the educational system of that period, surpassing social classes and giving a human face to the educational proposal with a view to meeting the social function of teaching.

However, the pandemic triggered a transformation in the current paradigm, that is, in addition to aiming for the universal promotion of education, the system forced teachers and students to technological update social interaction based on the constellation of new instruments of communication, research and distance learning.

The model has undergone a dizzying mutation even for those used to handling educational technology tools. The impediment of face-to-face classes covered the teaching relationships with the mantle of Transnationalization of the educational and socio-interactional system.

However, it is not possible to neglect social inequality in a scenario where the educational system does not enjoy an effective priority and, therefore, produces quite considerable dropout rates. The synthesis of social indicators for 2019, for example, released by the Brazilian Institute of Geography and Statistics (BRAZIL, 2019)



reveals that 6.5% of Brazilians lived in 2018 in extreme poverty, with the pandemic this data was aggravated.

And if the problem in the higher education system demands an effective adaptation of the learning instruments and knowledge mediation, the same does not happen in basic education, because many students in several countries go to school with a very specific purpose, to have at least one meal daily to avoid starvation, a circumstance that the pandemic, through isolation, stimulates the aggravation.

In this sense, at an educational level of the current system it is necessary to adapt, at another level of the same system, it is necessary to transform. Not only the means, forms and tools of teaching and learning, but the inequality revealed by the importance of food in the school environment.

In addition to the aforementioned problem, there is another extremely important problem to be faced: how to transform and adapt, as necessary, the modern educational system, promoting the technologicality of teaching in a Society where, a good part of the world population, including the Brazilian, does it not have access, nor does it have the economic and financial conditions to obtain the means, the essential tools for interaction and studies in a virtual way or, so called, distance learning?

3 TRANSFORMATIONS AND ADAPTATIONS IN THE EDUCATIONAL SYSTEM ARISING FROM THE PANDEMIC

According to UNESCO (BRAZIL, 2020), about 85 countries were literally slaughtered educationally by the covid-19. Approximately 776.7 million children and young people have been expelled from the education system.

The central word of this installed reality is routine. Adapting routines and transforming old habits are essential aspects so that the educational damage in the education system is not even greater.

The increase in the use of the internet for academic activities, handling of application tools for virtual communication and presentation of online slides,



microphones and cameras with signal and image stability in order to allow communication and mediation of classes by teachers, were just some of the transformations that the Society has undergone, notably students and teachers.

The rediscovery of the internet as a tool for research and information, or even as an effective tool for saving time, were the major advances. Pedagogical meetings that lasted several hours took place in a matter of minutes. According to Defourny (BRAZIL, 2020),

In this context, it is also very important to maintain a bond with the students, create community and create a sense of belonging that is important for both students, teachers and the community. That is why it is very important that the strategy of each teacher is adapted to the circumstances of the country and to the circumstances of his class. Therefore, the curriculum will be revised. But we do give the possibility to maintain this learning link and to work at a distance in the best possible way.

However, how to deal with those who do not have access to computers, internet, “smartphones”, “tablets” or any of the tools for global hospitalization?

It seems reasonable to conceive that the great secret lies in the governmental investment of economic resources in a new model of teacher training, whose mission will be the mediation of virtual knowledge and not the transmission of face-to-face knowledge.

As Ridley (2020) explains, “the teacher needs to master numerous variables that represent the complexity of a classroom, including content, materials and teaching resources. This search for constant improvement in teacher training [...]”.

From the author's perspective, it is possible to assert that the teacher, in addition to the traditional pedagogical resources and materials used in person in the classroom, from this new post-pandemic conformation, will have to master the technological, multimedia, social interaction and communicability at a distance, that is, virtually.

However, if, on the one hand, investment is needed to improve the pedagogical teaching structure, on the other, investments are needed to, in fact, universalize distance learning. If it was difficult before, now it is even more difficult.



This is because, the social isolation imposed on the world school network has placed around 1 billion and 600 million students and teachers in a situation of school overcrowding (SATHLER, 2020).

Schools and universities must compulsorily adapt to online activities. The digital solutions adopted are innumerable, however, not all have sufficient instruments and knowledge for their use and, in this sense, the educational system is undermined.

The renewed teaching knowledge must prove useful in the organization of a tutorial work routine in undergraduate courses whose teaching and learning spaces integrate their participants at different times and spaces through digital technologies of interaction and communication (CARMO; FRANCO, 2019).

The emergency nature of the pandemic triggered immediate decision-making to get used to educational activities, without properly considering the risks that virtual coexistence can bring, whether in the psychological sphere or in information security, the global society has become a true technological guinea pig to meet mitigation of losses.

According to Harari (2020, p. 375),

The revolutions of the past two centuries were so rapid and radical that they transformed the most fundamental feature of the social order. Traditionally, the social order was firm and rigid. "Order" implied stability and continuity. Rapid social revolutions were exceptional, and most social transformations resulted from the accumulation of a series of small steps. Humans tended to assume that the social structure was inflexible and eternal. Families and communities could struggle to change their place within the order, but the idea that the fundamental structure of the order could be changed was strange. People tended to reconcile with the *status quo*, declaring that "this is how it has always been, and this is how it will always be". In the past two centuries, the pace of change has become so rapid that the social order has acquired a dynamic and malleable character. It now exists in a state of permanent flux.

From the perspective pointed out by the author, it is inferred that the transformations and adaptations of educational life in times of pandemic will continue to evolve and flow continuously, breaking the traditional model and, in some aspects, obsolete.



Nevertheless, public and private authorities need to be aware that Transnationalization for the universalization of a new educational paradigm depends, above all, on cooperation, integrity and social sustainability in teaching relationships, since, in practice, the expository classes have lost meaning to give space to interactive classes and with greater effectiveness of interaction between the actors.

The education system that is expected, or that which will be installed in the future, towards which the global society is moving, due to the abrupt rupture in the standards managed so far, is an inclusive, sustainable and feedback system.

The realization that informational communication will allow the universalization of teaching in this new model of virtualized structure gains special importance when the Society moves away from physical contact and moves to virtual contact.

In this way, the idea of restructuring the teaching paradigm gains ground under the auspices of globalization and virtual educational environments, since the awareness that investments and improvement of the teacher-student group is necessary is shaped to a model of social structural coupling in the scope of consensual systems, which do not materialize through chemical, biochemical or neurophysiological interactions, but through the complexity of the social communication system used to promote the aforementioned adaptations (LUHMANN, 2016, p. 595).

In other words, in order to reach acceptable levels of virtual education and global cooperation in favor of a new model of education, based on distant education, public and private authorities must make efforts, economic and social, to capillarize virtual communication allowing there is scope and effective social awareness of the need and importance of accepting that new times shape new realities.

The pandemic caused, above all, an overwhelming unreasonable pressure on private and public educational institutions to adapt to the reality of distance learning, disabling the immediate unpreparedness of the means and human resources to meet this new reality.

The massification of distance learning, revealed imposingly by the pandemic pressure is the main transformation that can be ascertained as a reflection of the



situation experienced, requiring an immediate adaptation of teaching institutions to cyberspaces, which, explains Castells (1999), are:

an integrated communication system based on digital language, which allows the distribution of words, sounds and images on a global scale, allowing cultural goods to circulate through their plots and reach individuals who can appropriate and personalize them according to their identity.

Indeed, based on effective communication, resulting from the awareness of all the actors involved in the construction of this policy, which is intended to be paradigmatic, it is possible to highlight the significant importance of converting technological interfaces into efficient didactic-pedagogical instruments to serve the Common Good (PASOLD, 1980, p. 37) delimiting the bases of a new post-contemporary teaching policy based on the global pandemic framework.

4 FINAL CONSIDERATIONS

The present study concludes that, there were many transformations and adaptations that the global Society has experienced and is experiencing due to the pandemic period. The current paradigm educational model shows signs that it is becoming outdated and that it is giving way to the distance learning model, with educational cyberspaces intended for interaction and research, unlike in-class lectures.

The actors, not yet sufficiently prepared, to face the transformations presented and the adaptations demanded by the social system, digest the tendencies that show the displacement of the teaching dynamics based on the immediate didactic-pedagogical transformations. However, it was not expected that the paradigm shift could be so abrupt and emergency.

However, this new educational reality demonstrated new skills in the pedagogical structure, demonstrating that the virtual classroom, or as it is called "AVA", has become the new way of teaching and learning, with greater interactivity,



decentralization and epistemological flexibility, making the teacher a true mediator who encourages knowledge.

But, critically, it is necessary to highlight the deficit to be addressed due to the loss caused by the structural instability of the face-to-face contact. The aforementioned absence causes one of the most important elements of the classroom to be lost, the language and body interaction between teacher and student.

Thus, there is no other alternative, but to stimulate new references that can supply the deficiencies found from this new transformative paradigm, for the multidisciplinary formation of the individual, in order to represent a true technical-scientific rise that allows the individual to overcome the limits imposed by physical barrier of the current face-to-face system.

In addition, undoubtedly, the changes and adaptations in the education system due to the pandemic, made students and teachers seek to perfect and develop essential aspects of life, such as autonomy, discipline, perseverance, assiduity and critical capacity for interpretation and research.

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