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TUTORING THROUGHOUT PANDEMIC TIMES: PROFESSORS' AND TUTORS' EXPERIENCES AT A PUBLIC UNIVERSITY'S BUSINESS COURSE

MONITORIA EM TEMPOS DE PANDEMIA: LIÇÕES E PRÁTICAS DE PROFESSORES E MONITORES NO CURSO DE GRADUAÇÃO EM ADMINISTRAÇÃO EM UMA UNIVERSIDADE PÚBLICA

Murilo Gabriel Da Costa Silva, Graduado
https://orcid.org/0000-0003-3900-1601
murilo.costa@academico.ufpb.br
Universidade Federal da Paraíba | Programa de Pós-Graduação em Administração
João Pessoa | Paraíba | Brasil

Isaac Almeida Moraes Oliveira De Azevedo, Graduado
https://orcid.org/0000-0002-5094-3432
oliveiraisaac123@gmail.com
Universidade Federal da Paraíba | Programa de Pós-Graduação em Administração
João Pessoa | Paraíba | Brasil

Lynda Lee Batista Dos Santos Lima, Graduada
https://orcid.org/0000-0002-7797-7421
lyndalimabs@gmail.com
Universidade Federal da Paraíba | Programa de Pós-Graduação em Administração
João Pessoa | Paraíba | Brasil

Heudja Santana Varela Ribeiro De Araújo, Graduada
https://orcid.org/0000-0002-7491-1347
heudja.varela6@gmail.com
Universidade Federal da Paraíba | Programa de Pós-Graduação em Administração
João Pessoa | Paraíba | Brasil

Ana Lúcia De Araújo Lima Coelho, Doutora
https://orcid.org/0000-0002-0877-6351
ana.coelho@academico.ufpb.br
Universidade Federal da Paraíba | Programa de Pós-Graduação em Administração
João Pessoa | Paraíba | Brasil

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ABSTRACT

The academic tutoring, as a mean to motivate the student to teaching activities, remain poorly understood. Amid the Covid-19 Pandemic and it consequent lockdown, learning and monitorship became remote-based, urging for new configurations by professors' and tutors'. This present study seeks to understand, by the logic of these actors, how did occurred the referred adaptation of learning and tutoring practice through this context. It was used, as a method, the basic qualitative research, interviews and additional document survey were conducted. It was concluded that academic tutoring and learning practices itself didn't change in its essence, it just passed through contextual and incremental changes, through an experiential learning process trial coming. It was inferred that many practices and tools adopted will become incorporated to the post-pandemic scenario, and the lessons learned through it unfavorable context, will become interesting. It study contributes to the academic tutoring study field and expands the notion about the pandemic scenario impact to the present and to the future of higher education.

Keywords: Tutoring. Learning. Emergential Remote Learning.

RESUMO

A monitoria acadêmica, como uma ferramenta de motivar o aluno à docência, mantém-se pouco estudada. Em meio à pandemia de Covid-19 e ao consequente isolamento social, o ensino e a monitoria tornaram-se remotos, exigindo novas configurações por parte de docentes e monitores. O presente trabalho busca entender, a partir da lógica desses atores, como ocorreu a adaptação do ensino e da prática de monitoria em meio a esse contexto. Utilizando-se, enquanto método, a pesquisa qualitativa básica, foram realizadas entrevistas e levantamentos documentais adicionais. Concluiu-se que a prática em si da monitoria acadêmica e do ensino não mudaram essencialmente, apenas passaram por mudanças contextuais e incrementais, por meio de um processo de aprendizagem experiencial a partir da experimentação. Depreendeu-se que muitas das práticas e ferramentas adotadas tornar-se-ão incorporadas ao contexto pós-pandêmico, fazendo oportunos os aprendizados adquiridos no contexto adverso vivenciado. O estudo contribui com o campo da monitoria acadêmica e expande a noção sobre os impactos do cenário pandêmico ao presente e futuro da educação superior.

Palavras-chave: Monitoria Acadêmica. Aprendizagem. Ensino Remoto Emergencial.

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1 INTRODUCTION

At superior education institutions (SEI), the teaching-learning process involves using innovative teaching strategies as a means to potentialize active apprenticeship of the students (HERRERA *et al.,* 2020). Amongst possible activities which enhance students' development, academic tutoring is a prominent tool (FRISON, 2016).

Tutoring enables an active learning process to students; it consists in creating an opportunity for the students' autonomy to obtain knowledge, hence the process of 'learning to teach' (BOTELHO *et al.,* 2019). Therefore, they mediate the learning process of their fellow apprentices (BATISTA; FRISON, 2009), and, consequently, perfecting their knowledge and ability (ALBUQUERQUE *et al.,* 2012). The act of tutoring, according to Dantas (2014), is also characterized by the incentive, specifically, to the process of becoming a teacher.

Activities realized by tutors, through the process of helping the supervising professor on the development of a graduate school course (DANTAS, 2014), potentialize the learning process to students; whilst increasing the supervising professor's teaching and give tutors the opportunity to develop their teaching competence through real experience (BOTELHO *et al.,* 2019; MERRIAM; BIEREMA, 2014).

However, on 2020, the new coronavirus (Covid-19) pandemic, publicly announce in March, caused a great impact in many areas, such as: health, transportation, economics, and education. Teaching on the country was affected, from kindergarten to university, given that all institutions had to adapt to a reality roughly imposed by the pandemics; to maintain themselves functioning, those institutions had to abide to 'emergency remote teaching' (ERT), which forbade students from coming to classes in person and ministered all of them on-line (COUTO; COUTO; CRUZ, 2020).

To adopt emergency remote teaching, professors and teachers had to reinvent themselves and all of their methodology, adapting their teaching strategies to new educational technologies (HODGES *et al.,* 2020). Therefore, academic tutoring also went through adaptations on remote teaching, since the sessions with students now happened virtually. Additionally, this new environment made possible to contribute to curriculum adaptation and give support to professors through different tools.

On superior teaching institutions, professors likely struggled with the changes that were caused by ERT; likewise, the tutors also felt it, transforming the habitual classroom in

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an on-line learning space. The following paper questions, henceforth, how does academic tutoring practice functions through emergency remote teaching?

Thus, the research has as its main aim to comprehend academic tutoring practice on emergency remote teaching through the point of view of professors and graduate student tutors of the Business School of Federal University of Paraíba (UFPB). Specifically, the research intents to (*i*) study the changes of the tutor's role between presential and remote teaching; (*ii*) to understand the professor's role on this process of adaptation; (*iii*) to analyze the practical contributions of the actors to the execution of remote activities; (*iv*) to evaluate how was the apprenticeship process throughout remote tutoring; and (*v*) fathom the results which came from the effort to adapt.

It becomes latent to understand how does the acting of the pair tutor-professor works on an unstable situation of educational activities, analyzing the roles of each actor and combining the adopted practices on the adaptation process. Thusly, the study contributes to enrich the theoretical field, which has perceptibly low rate of research activity; even though tutoring is relevant to maintain the interest of academical teaching practice (DANTAS, 2014). Nevertheless, the paper contributes pondering about the roles and practice of professors and tutors along with emergency remote teaching; which can stimulate evolution or present relevant examples to be adopted.

2 ACADEMIC TUTORING AND ACADEMIC TEACHING INITIATION

Academic tutoring is understood as the act of following and/or aid a student on their development in a course (BORGES; GONZÁLEZ, 2017), promoting a previous teaching experience on the path of academic teaching, reducing difficulties naturally felt as one begins to teach.

Such tool has been used since Middle Age, and aims to enhance teaching capacity. It involves reducing costs, time, and effort to propagate knowledge. In this case, it will also potentialize the student's capacity of being more active on their learning process; hence, historically, tutors are the ones who did not yet achieved the end of their graduation, but had already acted (more or less prominently) as an educator (FRISON, 2016). Thus, it demands that students learn so they can teach.

Currently, tutoring has as its base the *Lancaster* method, prominently searching to supply the lack of professors and the necessity of promoting knowledge 'to the masses'

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(DANTAS, 2014). Therefore, tutoring is introduced as a tool to aid professors, a way to help simplifying the knowledge provided by those who teach and make this knowledge accessible to a bigger portion of population. In Brazil, tutoring activities pass through Law nº 9.394/1996, which regulates national education's basis and guidelines (BRASIL, 1996).

Getting closer to academic teaching – intending to be a professor/researcher – is a relevant motivation to tutoring students (DANTAS, 2014; PINTO *et al.,* 2016; MELO, 2017; BOTELHO *et al*., 2019); it is also clear the vision of the advising professor as support and mediation to those who are beginners on the academy. Notwithstanding, the tutor also contributes relevantly to the advisor's knowledge, becoming a mutual practice with actions such as providing feedback data from the groups during their meetings.

Theory provides that the act of academic tutoring promotes those who tutor interpersonal and technic capacities to help with their future in the profession (MELO, 2017; PINTO *et al*., 2016). Furthermore, it also develops the ability to make complex decisions during critical moments (BORGES; GONZALEZ, 2017); while also stimulating reflective and critical thinking, and empathy with the other students (BOTELHO *et al*., 2019).

Broch and Jacobi (2021) emphaticize that tutoring supports pedagogically the learning process; the tutor deals directly with students, contributing to the development of the academic performances of those who frequent that space, being compared of those courses that do not have tutors (BROCH. JACOBI, 2021; FRISON, 2016).

Academic tutoring becomes, thusly, a motivation to students' search for academic teaching positions, motivation that is reduced, including teaching programs (DANTAS, 2014; MELO, 2017; BROCH; JACOBI, 2021). Although it is a matter of great importance, tutoring has little theoretical attention, which is saturated in publications of health programs (BOTELHO *et al*., 2019; BORGES; GONZALEZ, 2017).

3 LEARNING ON EMERGENCY REMOTE TEACHING

Learning can be considered to be the main process of human being adaptation for the fact that it occurs in all aspects in life (ALMEIDA, 2007), also allowing people to learn daily through their experiences, given that learning extracted of situations that happened become instruments to comprehend and deal accurately with future decisions (MERRIAM; BIEREMA, 2014; SILVA, REBELO, 2006).

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Moreover, Beard (2010) reports that emerging experiences may concede learning opportunities through their different dimensions (SILVA *et al*., 2018), which include adaptation, transformation, and understanding the knowledge acquired (KOLB; KOLB, 2009). Hence, experimental learning can be put into the context of the atypical situation that has been lived by the world since 2020: the new coronavirus pandemics (COVID-19), which altered many routines, especially in education, through the suspension of all presential classes from regular to superior education schools (COUTO; COUTO; CRUZ, 2020). Given the situation, students and teachers had to adapt to those new forms of teaching, technology, teaching strategies, activities, and evaluation, not to mention the own process of experimental learning in a context of difficulties and uncertainties.

On the current context, education institutions adopted the emergency remote teaching (ERT) modality, that uses technology to maintain the teaching routine (HODGES *et al*., 2020), impacting teachers and learners that need to make effort to adopt teaching and learning strategies that abide to the demands brought by social distancing (AQUINO *et al*., 2020). Besides, other factors impact ERT, as, for example: different working conditions, domain and access to new technologies, as well as social, physical, economic, and mental health traits (REIS, 2020; FIOR; MARTINS, 2020).

To contribute to the adaptation of courses to ERT, academic tutoring allows helping professors maneuvering educational technologies (HERMOGENES *et al.,* 2020) and new teaching strategies, also promoting cooperation with students, solving doubts, difficulties, and knowledges. In consequence, tutoring makes itself necessary to help using different technological tools to interact during classes (ARCANJO, 2021). Accordingly, tutoring helps professors to develop abilities and competences in a pandemic context, as adaptability, resilience, flexibility, and empathy (DYNIEWIS; PEREIRA, 2020); not to mention the habitual competences that tutoring potentializes, such as communication, proactivity, and responsibility (BOTELHO *et al*., 2019), enabling learning from lived experiences, also making new knowledge a possibility.

4 METHODOLOGICAL PROCEDURES

The following papers has as its aim to explore academic tutoring on emergency remote teaching, understanding perspectives of practical adaptation through the point of view of advising professors and tutors. It is characterized as basic qualitative research (MERRIAM,

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2009), given that the participants' opinions, values, beliefs, ways to think, relate, and act will allow understanding the data (MINAYO, 2012).

Research took place on the Business School of Federal University of Paraíba (UFPB – Campus I). Because of the dynamics and complexity of the research, two phases to the development of the empirical research were defined.

The first phase was composed by the analysis of the advising professors of tutors from the Business Department perception, which currently has 39 (thirty-nine) professors. However, after collecting data, only nine professors uploaded their work plans on the academic teaching initiation program during 2020.1 and 2020.2 school terms. Those professors were invited to partake this research and, this way, six professors – varying through 33 to 59 years old, those being four females and two males – were interviewed through video calls on *Google Meet*. The interviews had an average time of 50 (fifty) minutes and had a semi structured script with fifteen questions, which approached the role of tutoring, contributions to the adaptation of ERT, learning, challenges, and results.

The second phase consisted on various interviews with tutors who participated on the program during the 2020.1 and 2020.2 school terms. Parting from the data, twelve tutors on the program were found, who were contacted to partake on the research. Therefore, eight tutors – five with scholarships and three voluntaries, from 21 to 40 years old, being six females and two males – were interviewed through video calls on *Google Meet*, during approximately 30 (thirty) minutes and had a semi structured script containing sixteen questions regarded to a self-evaluation about the tutor's role, the professor's role, the relationship between those two, activities, orientations, contributions to ERT adaptation, lessons learned, results, and difficulties faced during tutoring.

Data collecting was made between June and July of 2021. Being interviews not thoroughly scripted, new questions rose during them. Additionally, data collection occurred simultaneously to data transcription and codification (SCHREIER, 2014); targeting to determine the theoretical primary sources' reach, raw data was registered, being compiled to the analysis and grouped by themes; then, theoretical saturation was perceived parting from the observation of the non-existence of new elements on each group (NASCIMENTO *et al*., 2018).

With theoretical saturation, the data collected was submitted to content analysis, through Bardin's (2016) theoretical model, aiming to describe data systematically,

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reinterpreting and comprehending its meanings along three steps: (*i*) data pre-analysis; (*ii*) systematic exploring and data codification; and, finally, (*iii*) results, inference, and interpretation, with analytical categories bounded to the theoretical approach.

All subjects' names were hidden. Therefore, advising professors' testimonies are identified from P1 to P6, whereas tutors' testimonies are identified from T1 to T8. From the data collected, categories were risen and organized in two blocks: 'Tutoring during Emergency Remote Teaching (ERT)', and 'Course adaptation to Emergency Remote Teaching (ERT)'. To each category new subcategories emerged, which can be observed on Chart 1.

Chart 1 Analysis Categories of Collected Data

CATEGORY	**Tutoring during Emergency Remote Teaching**	**Course adaptation to Emergency Remote Teaching**
SUBCATEGORY	Competence requirement Role and relationship of participants Changes on the act of tutoring Tutoring's contribution Results	Participants' contributions to adaptation Technology used Learning

Source: Made by the researchers (2021).

5 RESULTS OF THE RESEARCH

This section is destined to present the results from the interviews. Thus, the results will be presented according to their subcategories (inspired by the two major categories) through the professors' and tutors' narratives.

5.1 TUTORING DURING EMERGENCY REMOTE TEACHING

The first category analyses tutoring aspects on Emergency Remote Teaching.

5.1.1 Competence Requirements

To participate in a tutor selection process, students must have previous knowledge, from which will be required certain abilities to develop the function. In this aspect, all professors and tutors agreed relating to the competence requirements for tutoring. Some of them were *"audiovisual abilities [beyond] their knowledge of the content, and to be eager, really, to be a good tutor [...]"* (P1); proactivity, problem-solving abilities, being

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communicative, pedagogical capacity (P2), technical competences (P5), time available and organization (P6), knowledge regarding the course (T1 to T8), socioemotional competences (P3, T3, T4, and T6), and being analytical (T3).

Beyond the competence requirements before the pandemics, a new category of competence emerged through the interviews: technologic competence. With ERT, professors and tutors had to adapt their ways of teaching. Hence, the professors were able to recognize that tutors helped them to transition between presential and remote teaching, as it is reported by P1 *"[...] on these pandemic times, it was necessary having a support for eventual technicalities, so, I need to have it [a tutor] available"*. This availability and greater need of the tutor's presence is related to the technology applied to dynamize classes and make them more attractive, *"this knowledge, from this world, right? Those audiovisual tools, overall, because of the specific context."* (P1). The bond between the competences and the role of support to teachers can be perceived on T5's report:

> I think a minimum knowledge regarding the course, because, whether you want it or not, we will need it; knowledge about other tools, such as organizing tools, time management, because even though the professor has already planned the whole course, we need to help them in a way or another. (T5)

Such observations converse with Frison's (2016) study, which points to the necessity of the tutor to have competences to act as a mediator of students' learning, allowing those abilities to be potentialized during their performance, while the student obtains knowledge to their professional development (DANTAS, 2014).

5.1.2 Participants' roles and relationships

(i) Academic Tutor's Role

Clearly, the participants have seen that the academic tutor's role, throughout ERT, is to connect professor and student. It is regarded that, as a remote teaching characteristic, students are prone to not expose their difficulties and questions directly to the professor during class. Previously, the moments at the end of class would suffice, since they presented a private moment with the professor. *"It is not the same 'presenciability' of a regular classroom, right, so after [classes] the student could ask, get closer [...] they [the tutor] give students a certain proximity, but also the student knows that the tutor is close to me. So, they are that bridge, right?"* (P2). The tutor can be seen as a link of support to students, through

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helping with difficulties, and even emotional support, related by some participants, as a consequence of getting closer to them; given the fact that the tutor is also a student and is able to act empathetically. There is also a relationship of support to the professor, through the realized activities and interactions.

> We gave a lot, lot of support to P2, like, helping her with the activities, organizing activities, give her, like, support, and also to students, ask questions as they arise, give orientations to search for information for presentations and papers (T2)

It is latent the conformity with the theoretical literature regarding to how the tutor's role is understood on academic tutoring (DANTAS, 2014; PINTO *et al*., 2016; BOTELHO *et al.,* 2019; BROCH; JACOBI, 2021). The studied authors agree that the tutor's role has not changed to adapt to emergency remote teaching, being the same with some adaptations to a different context (virtual). This evidence makes clear that, although the learning channel changed from presential to on-line, and the technical modifications, technologic, and context of change, tutors' still have the same role that was originally thought since its first years of practice, denoted literarily from Dantas (2014), from dissemination and simplification from the 'masters' knowledge.

About the tutors' effectively realized activities, were constantly mentioned: answering students' questions (T1, T2, T3, T4, T5, T6, T7, T8), helping to correct activities (T2, T3, T4, T5, T7), elaborate learning-teaching strategies, such as exercise lists or papers/presentations (T1, T6, T7, T8), register frequency (T3, T5, T6, T7), record video classes (T4 and T8), and organize online academic events (T6). It is possible to notice that some tutors, such as T5, 6, and T8, had a wider range of activities, probably related to the course's complexity.

Notably, the tutors' activities did not change much to what is already known on this paper's theoretical framework, something strange, given the difference of the differentiated activity delegation to ERT among the participating tutors on this research, since only T4, T6, and T8 apparently realized adapted activities, such as video class recording, and organizing online events. Clearly, ERT's context demands different teaching-learning, as Aquino *et al.* (2020) recognizes, which makes possible to understand the necessity of the professors to involve their tutors on these new needs.

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(ii) Professor's role

Evaluating their own roles, participant professors exposed that they act as an influence to their students, directing them to become future academics. *"I select the tutor to prepare the one who has potential, whose passed on the selection and wants to be a future professor. My intent is that tutoring becomes a lab, the beginning of a future career.*" (P3)

It is possible to note an agreement between the participating professors and the tutors when they understand that they have a support role and guide the activities realized by the tutors, and that their acting is also a motivation/energizing/stimulation to those activities, and to inspire them with a good image of being a professor.

> Because the professor, in this case, we look towards them and they are the person who is already on the place we want to be, most of times, right? People who get involved with tutoring. Then, they show you the path, and you follow, but only you will develop this […] they are the ones who will guide you through this journey, right? (T1)

Through the professors' speeches, we noticed that there was not a preeminent change on their role, that only increments were made regarding: the meeting's modality, means of communication, and the control of the activities realized by the tutor. Notwithstanding, the understanding contained on theory of the professor's supporting role, and motivation towards activities and academics keep sustained (BOTELHO *et al.*, 2019).

(iii) Tutor-professor relationship

While agreeing on a tutoring program, the teacher and the tutor are aware of the professional relationship they ought to have. Sometimes, this relationship transcends the walls of the university and becomes personal, as was exposed by some of the subjects. It is also worth mentioning the establishment of a participative relationship, where professors listen to the tutors' opinions, constantly exchanging knowledge, beyond utilizing feedbacks to provide constant improvement for both parts (BOTELHO *et al*., 2019).

Among the aspects of the relationship professor-tutor commented by the participants, are: respect, trust, and cordiality (P3 and P4), constant exchange of life experiences and knowledge (P6), friendship and close relation (T1, T3, and T5), participation of the tutors on the activities and planning (T2), feedbacks. As stated by P5, *"yes, I'm always open to get feedbacks as to give them. On both relations, professor-tutor, and professor-student, I'm always willing to continuous improvement"*. A largely approached subject by the tutors is

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how the professor allowed and reached to their participation on planning, development, and activity execution, this point can be identified on T2's and T3's speech bellow:

> No, it's a relationship, like, very friendly. We have total access to her, she, like, shared everything, everything she had of knowledge, all she had of teaching she was going to do with the students, she asked for our opinion. So, like, it was a, she insisted on our participation, right? She was, it was a participative tutoring, it wasn't like one of those where we just answer students' questions, […] very participative, she insisted that we dived in the course's universe. (T2)

> Her role was fundamental so that I could have enough freedom to give my opinion, freedom to interact with students, she never restrained me from anything, like, tell me I can't interact on the classroom, you can't, no, she always left me very comfortable, very open, the trust that she gave me not only concerning the activities, but also related to other obligations of the group was fundamental so I felt secure […] (T5)

Technology was another way to support this relationship between tutors and professors, given that the post-class moment where tutors stayed in class and talked about what was learned on classroom, even the moment where they walked through the parking lot, as is stated by P6: *"because there's not that end of class, that walk to the cafeteria, that 'I'll make you company till the parking lot', there's not that anymore, right? And I'm that type of person that we are going to walk and talk together till the parking lot, that we go to the cafeteria together, I'm that type, right? When we talk and walk together, we learn too, and also recognize what was really learnt, right?*". That contextual adaptation has been debated by Hodges *et al.* (2020), and Aquino *et al*. (2020).

With technology, videoconference platforms and message apps, this relationship continued being gratifying, with quick meetings, feedbacks, planning, and getting closer (P2, P6, T2, T3, T4, T5, T7).

5.1.3 Changes on Tutoring Practice

When evaluating if there were any significant changes on tutoring practice, it is possible to notice that the subjects infer only changes of incremental order. Nonetheless, the motivational basis of academic tutoring did not change with the swap from presential to remote teaching. It was possible noticing, on the subjects' reports, that there was a change of context and ambiance of the practice, but the tutoring's basic necessities and its objectives remained equal. *"Some things don't change, really, and tutoring was essential on presential and will be essential remotely"* (P4).

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The listed changes can be understanded as inherent to the usual difficulties of remote teaching, which affect the relationship student-tutor-professor, and demand posture and practical changes. The efforts made by the subject are relevant: discursive reinforcement on the professor's and tutor's availability to ask questions; the prominent adoption of the communication student-tutor through social media; as the usage of video callings to deeper moments of learning-teaching.

> [The student] was shy, ashamed to ask, you were passing by, they looked at you, and you asked 'do you need some help?'. Then they were encouraged to question, this is harder remotely, right? So, I kind of been trying to make people, they 'oh guys, I'm available. Do you guys need some help? Come here, talk to me'. (T6)

The discoveries of this category imply that ERT, contributing to what was exposed by Hodges *et al.* (2020), is a way to maintain the SEI with technological adaptations, to abide social distancing. Furthermore, this process can be comprehended as a compromise between presential teaching practices, combined with the adoption of distance teaching practices, resulting on an adaptation intentionally incomplete and temporary – the perspective being that by the end of the pandemics, they will return to 'normal', which can explain the incrementing form through which changes were applied.

5.1.4 Tutoring Contributions

One of the main motivations to a student participate of a tutoring program is the perspective of engaging on an academic career (BOTELHO *et al.,* 2019), aiming to, in the future, act as a professor. There are also other reasons which can be accounted for, such as curriculum increment, obtaining new experiences as an undergraduate student, or even identify if the tutoring program might open a career path.

When questioned about the contributions of tutoring to their personal or professional development, some participants associated curriculum increment as a way to help them on a job interview, mainly, if the tutoring is of the same field as the intended spot (T1, T2, T3), besides bringing subjective traits, such as *"developing leadership and knowledge"* (T4), increasing the knowledge base of the course (T2, T4, T8), developing critical thinking (T3), self-confidence (T5), *"relating with people"* (T7).

Furthermore, the tutors also claim that the contact provided with professors through the tutoring program brings them a different perspective about their professors, as it is said by

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T7, that can now understand better the decisions taken by the professor: *"because I began understanding the other person's side, the one that wants to teach, the one that wants to bring important information, even though you don't have total interest about that, but try to interact a bit"*. Still concerning career paths, some tutors informed that the tutoring process was an important factor on decision making towards which career path they would like to follow when graduating. T1 confirmed that tutoring made them interested in becoming professors. T5 recognizes tutoring as a discovery to a new perspective of career path:

> As a professional, it made me realize that I have other paths to follow, you know? Not only what is imposed by the job market has to be it. No, I thought, woah, I also have this path, because until then, I only knew one way, that I already had been through. I thought I was stuck there, professionally, for the rest of my life, but after tutoring I started to see different possibilities, I began seeing new opportunities in the future (T5).

T7 also had the experience of working in enterprises and did not see any sense on tutoring *a priori*, but decided to challenge herself on experiencing something different of what she was already used to. As it is possible to identify on her report bellow, tutoring to her could not be employed by people who had already defined their career paths outside the academy:

> The first reason was that, like, I did not have much interest in tutoring, it was not something I wanted to do, because I was already oriented towards the market, right? Through other experiences I had, and inside my head, it worked that way. So, I want market experience, I am going to live this, if I want teaching experience, I am going to live this. So, like, for me it did not make much sense to be a tutor, because I did not see myself on an academic path (T7).
>
> Then, when I got into the tutoring program, right? When I had the opportunity to get in the relationship process of mentorship, I was like, hmm, there are different things I am able to do, I think I like that (T7)

Alongside the tutors' speeches, it is possible identifying that mentorship has a transforming effect in their lives, being that personal or professional, awakening interest on an academic career (DANTAS, 2014; MELO, 2017), but contributing to develop the necessary abilities to act in any professional field.

5.1.5 Perceived Results

One of the main motives of having a tutoring process on a course is to aid students, as a link between professor, and student. As it is informed by P2 *"I see that students feel safer having the tutor, they know they can count on them, right? Without them, if they are not able*

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how to do this or that, they have this tutoring as an extra support.". This aspect of serving as a communication channel between professor and student, converge with the studies coined by Frison (2016), and Batista and Frison (2009), also being detected on T1's report:

> [...] sometimes the professor and the students have a gap between them, you know? A generation gap there, you know? So, sometimes, we say a jargon, that the professor says something you don't understand, but then we speak to them, the jargon the person understands, you know? So, I think I brought some results, right? (T1)

All the participants demonstrated that students feel more at ease to ask questions to the tutors, as is identified in the following statement *"this role of security, students feel as if they are being represented"* (P1). However, this relationship tutor-student is not always started with trust and security, as is pointed by T5:

> At the beginning, it was complicated to break this barrier of theirs so they could understand that I was there to help, not to watch and badmouth them, anyway. Then, they began to be more open, feeling comfortable to ask, reached me through WhatsApp, they asked more questions […] (T5)

T5 adds that "*[...] after we were presented to them and showed why we were there to help, this acceptance got better and they stated to see us as allies, and not as enemies […]"*. This way, just as it is complicated for professors to stablish this relation on each new group they begin when the semester starts, is also complicated to the tutor, even being a student like any of them.

Besides the relationship of the participants that compose the classroom, another perceived result was concerning the activities and papers solicited by professors. Tutoring can contribute with students' growth (FRISON, 2016), as the example given by T3: *"It was five groups, but I think three were talking to me more frequently. And, coincidence or not, they were the three groups that had the best new classes, and also had a better performance in the course".*

P2 and T6 believe that the feedback provided by the tutor regarding proposed activities contribute to the quality of students' responses. T2 shares the same opinion about feedbacks and students' interest, *"So, I see that the ones who were more interested are the ones who had better results. So, I believe that tutoring, yes, it can optimize students' responses."*

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5.2 COURSE ADAPTATION TO EMERGENCY REMOTE TEACHING

This section aims to analyze the existing elements on the course adaptation to ERT.

5.2.1 Contribution of the participants to adaptation

The researched professors showed that their contribution for their courses' adaptation was eminently experimental, being based on testing new techniques and technologies to implement on classroom. Thus, it was made an effort to modify the classes' format and activities to reduce the 'fatigue' that remote classes cause/caused, which involved: development and editing of video classes to minister content asynchronously; find software and programs which helped the apprenticeship proposal; reducing the number of hours spent synchronously, complementing with activities to fixate/practice the content.

> Actually, I act that way, you know? I work a lot with testing, right? 'Let's test if this works'. Then, to me it would be like the question of, of the remote. […] Then, like, on the first semester it worked. Now, on the second semester, students began having difficulties with their connection. (P1)

Facing the late offer of tutoring projects through the Institution, the participants P4, P5, and P6 missed the presence of tutors in the exact moment of adaptation from the presential to remote format, during 2020, for the reason that they consider that the help through tutoring would be useful to the required adaptation.

Not only tutors, but also professors, demonstrated that the tutor's contribution to course adapting to ERT was that of incrementing, not participating significantly on the planning stage, probably because there was not the offer of tutoring projects on transition time, as cited previously. Some tutors aided, amongst all, with suggestions of upgrading activities and video class recording, beyond normal tutoring activities.

> And, when came the remote term, the professor already had everything planned, she thought of everything. All the adapting was communicating with students […] What I did was just to contribute with a few changes, introduce a few processes, introduce a few practical tools to the students, but, like, we can say that ninety percent she had already done. (T5)

Being distant of this change planning activity may have compromised the apprehension of the meanings associated to what a tutor is supposed to do, situated in moments of crisis (BORGES; GONZALEZ, 2017). It is expected that the advising professors have, successfully, acted to give meaning to the activities and practices changed by them to the

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tutors, to promote them a bigger repertoire of learnings with ERT and remote teaching planning.

5.2.2 Technologies used

With the change of a presential classroom to a virtual one, professors needed to adapt their work tools to manage their classes more easily. In spite of that, while online, beyond technologies already known, one needs to develop their digital skills, as it is illustrated by Hermogenes *et al*. (2020), applying new tools to ERT.

Among the technologies used by professors and tutors on remote teaching, the most used were recording and video editing apps, the own management system of university (SIGAA), and *WhatsApp* were mentioned by all professors and tutors. In addition, some specific apps were also put to use, such as *Geogebra* (P4, T8) when in a calculus course, and *Padlet*, mentioned by P1, and T7.

When it comes to video conference platforms to manage activities, there was a division of those who chose *Zoom*, and those who chose *Google Meet*. Other *Google* tools were also used to aid professors and tutors during their day-to-day home office, such as *Google Sheets, Google Docs, Google Forms,* and *Google Drive*. To make classes more dynamic, professors used quiz production platforms, such as *Kahoot, Quizzes,* and *Mentimeter*, also movies on streaming platforms, as *Netflix*, or short videos from *YouTube* to classroom discussion.

5.2.3 Learning

Learning is, in a nutshell, a process of adaptation lived throughout life (KOLB; KOLB, 2009), making each experience lived generate knowledge parting from reflection. Alongside the process of course adaptation on emergency remote teaching, new knowledge was required, difficulties were encountered, new competences were developed, and practice, to professors and tutors, generated rich learning experiences to all of those involved (MERRIAM; MIEREMA, 2014).

Among the learning difficulties faces on the teaching modality in question, are worth mentioning the transformations caused on the learning environment, to professors and students. According to Silva *et al*. (2018), the multidimensional learning environment is composed of physical, psychologic, social, and technological elements which affect the

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development of individuals. On ERT, tutors and professors started to, respectively, minister and participate of classes directly from home, having considerable impact on physical elements, considering that the classroom began being one (or many) of the house's rooms, demanding adaptations to promote an effective learning (P3, P5, P6, M4, and T5). Beyond that, transformations also required adaptability on the psychological elements (P1, P2).

> Conciliating being at home with being in the classroom, present, because the fact of being a tutor is not just to watch classes with students, we need to be aware all the time to give support, no only to the teacher, but also to students. So, like, is a tense period of time for us, because we need to be present one-hundred percent. And the fact of being at home makes everything difficult, the fact of being present one-hundred percent. So, it is a gate that shuts, or someone arrives, or a dog who is being naughty, we have to go there. (T5)

> The question is, I guess it's more emotional and psychologic, the adaptation, because it is very hard, like, everything is happening, right? Like, the pandemic, everything else, the person being in front of a camera, I don't know if people are thinking it's good or bad, if they're sad, right? […] tired of I don't even know how to say it, like, it's a mental fatigue, an emotional tiredness, right? Of too many things like that. (P2)

Nevertheless, it was the social, and technological elements that were the most impacted on the learning environment. To participants, social distancing affected considerably the relationship with the students, beyond the difficulties with access and using technology:

> My biggest difficulty was the format itself, like, this thing of being distant, speaking to a screen, is what is awkward […] that's a thing that we, really, lost this competence of relationship with students, because the relationship with the student that we began having is a colder kind of relation, and this, to me, is something that was prejudicial. (P1)

> Difficulties with technology, class difficulties which, in our country, is a very big option […] not to mention having to adapt this new technology, of being sat, in front of the computer, to give classes […] I noticed that this difficulty through part of students in transmitting their questions or knowledge to the classroom. (P1)

But advantages were also praised with the practice during emergency remote teaching, parting from acquiring knowledge. The search for knowledge reflects an active posture of the tutors (BOTELHO *et al.,* 2019) to their development, learning through trial and error (T2, T4, T7), and extracting lessons from experience (T5):

> If I needed something, I researched and did it. […] I had to look for knowledge, I had to fend for myself and, thus, discover new tools, also relating to the own course, because as a student you are there watching

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> classes, but you don't absorb 100%, and you see as a tutor that extremely specific questions arise […], but then, I needed to study a little more (T5)
>
> We did not have other people's knowledge to tell us 'look, on remote tutoring this doesn't work, try doing it like this that it's going to work'. There was not anyone to guide us, right? Kind of sugar coated, right? So, we had to see what worked, what didn't work, and test, things that we while having a students' point of view, as us, as also the professor. (T7)

Besides that, there were some learnt lessons with practice during ERT, characterizing the reflection regarding learning experiences (MERRIAM; BIEREMA, 2014). One of the mentioned lessons involve empathy while relating to people during the pandemics, as can be observed on the next fragment: *"behind that screen there's a person, a human being. And that human being needs to be heard and understood before professional demands […]"* (T5). Empathy while trying to understand better the performance and responsibilities of the professor was also mentioned: *"looking differently to the professors, we have that idea that a university professor doesn't care, that that's the professor and they do what they want, but it's not like that […]"* (T4), fact that corroborates with the findings of Botelho *et al.* (2019).

Reflecting the own learning process (KOLB; KOLB, 2009) was cited by T3 (and others): *"people learn more teaching the others […], to teach one another, you wake, trigger your own search too"*, and M6*: "I've been through that reflection process to understand what I could adapt on that experience […], understanding which would be the best resources to use".*

The participants T1, T2, and T8, while reflecting on their experience as tutors, stress the importance of reviewing the knowledge promoted by the courses, sometimes learning new non-perceived elements while they were students, as says T1:

> The learning process inside remote tutoring is more or less like this. We have a different perception from the first time we do the course, I think it's a lock that opens in your head, right? That unlocks. We do the course once, learn a lot, but we get to do it over, we learn very different things. I think that's the main process, right? Of learning and of practice, right? Practicing while you correct an activity, you learn, correcting an activity, you sometimes learn things you didn't learn even on classes, right? […] (T1)

Experiences are categorized as an important aspect to developing competences, allied to knowledge, that also involves the lived context (SILVA; REBELO, 2006). According to the participant, competences were developed with the experiences lived throughout emergency remote teaching. Are highlighted the socioemotional competences, as emotional intelligence (P2, T6), resilience (P1, P2), empathy (T5, P2, P5), adaptability (T2, T3, T4, T7,

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T8, P2, P3, P6), as are competences as communication (T1, T2, T4, 7, P4, P6), interpersonal relationship (T7, P1), ability to speak in front of the camera (P4, P5, P6), and technologic abilities (P2, P3, P4, P5, P6, T4, T8), compactible with what is mentioned by Hermogenes *et al.* (2020).

Finally, when questioned about the lessons they intend to take post-pandemics, the participants highlighted the adoption of active methodologies of teaching asynchronously, such as flipped classrooms, on which previously recorded content are made available (P1, P2, T2, T7), also maintaining the use of technologic resources on the return of presential teaching (P1, P2, P4, P6, T8), realizing online events (P1, P2), and bringing guests from different locations through video conference (P1, P6).

6 CONCLUSION

The present paper evaluated the current situation of tutoring practice through emergency remote teaching (ERT), imposed by the ongoing pandemics, provoked by Covid-19. Reviewed the roles of the participants involved in practice, it can be noticed that the change of teaching format occasioned incremental changes regarding the conduction of the disciplines of the Business School of UFPB, and in academic tutoring practice. Advising professors and tutors revisited their competences and developed for this new reality, elaborating and experimenting new and creative strategies of learning-teaching.

Nonetheless, it is possible to note that the formative basis of tutoring practice – as those of teaching – remain the same, going back to the discussion on the participants' roles. The considered change is contextual and urges adaptations concerning the current needs. It is possible to identify the transforming capacity of this practice to the tutors and the capacity of awakening the perspective for an academic life.

Changes in the practice of tutoring and teaching, as a whole, had huge learning urges, specially of the reflective and experiential nature (about action), deriving many new competences, notably socioemotional and technology. It is possible that this new knowledge transcends the current restrictions and transform teaching and tutoring practice, incrementing them with new teaching approaches, directing superior education to a new reinvention circle.

Concerning limitations, it is demonstrated that the research did not approach the students' perspective about tutoring on ERT, which we encourage, to future studies: integrating the students' perception about how tutoring works through the user's perspective.

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Nonetheless, as it is an eminently explored study, many constructs were evaluated generally, generating the opportunity of deepening in questions such as results perceived on tutoring, technic competences, and socioemotional competences.

In summary, it is possible to demonstrate the contribution to theory, exploring an important theme, but limitedly studied (BOTELHO *et al*., 2019; BORGES; GONZALEZ, 2017), and contributions to practice, with the exposure of actions taken by the participants to the course's adaptation, technologies used, not to mention the main technical, and psychosocial difficulties, which must be overcome by the institutions, and the participants in the field, to a good execution of remote teaching.

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