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The Practicum in Times of Covid-19: Knowledge Developed by Future Physical Education Teachers in Virtual Modality

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Abstract. The Covid-19 pandemic has put enormous pressure on the educational system in all its teaching and learning activities, and in the specific case of the practical training of teachers. This study seeks to investigate through qualitative research with a comprehensive interpretive approach, the training of the practicum of Physical Education teachers in Chile, considering the knowledge and experiences, in the context of virtual classrooms during the Covid-19 pandemic. Semi-structured interviews and focus groups were used to collect the data; and were analyzed with the content analysis technique. As result, it can be observed that the students manifest diverse experiences in their practicum process, with difficulties inherent to the remote work condition, such as difficulty in communication with students and school teachers, problems in didactic and evaluation processes, and adaptation to context. It is necessary to discuss the access of students and teachers to technologies, as well as the training of physical education teachers in areas of didactic and assessment in contexts where face-to-face is difficult.

Keywords: physical education; teacher training; Covid-19, practicum

1. Introduction

On December 31, 2019, cases of pneumonia occurred in Wuhan City, Hubei Province, People's Republic of China. At that time, the World Health Organization (WHO) was notified to verify the recurrence of the cases. Then the transmitting agent was identified, which is a new corona virus: SARS-CoV-2, which can cause acute respiratory syndrome, hospitalization, and death. As of March 12, 2020, the

global outbreak of SARS-CoV-2 was declared a pandemic (WHO, 2020). The WHO indicated that, to effectively combat Covid-19 and preserve lives, countries should isolate the population, avoid crowds, and intensify healthy hygiene habits, such as proper handwashing, social distancing, and then confinement (Cruz et al., 2020). Today's world is witnessing a new form of social behavior, a product of the pandemic, since the ways of relating, consuming, work strategies, and teaching tasks were impacted.

The scenario of the pandemic has led people to make different reflections and review attitudes, ways of being and of relating socially, among others. One of these reflections refers to the comfort of the classrooms and the inseparable teacher-student relationship, since now the classes are remote or virtual (Daniel, 2020; Ferdig et al., 2020). The teaching and learning process needs, therefore, to adapt to the new reality, and, in this sense, the initial teacher training (ITT) is of vital importance, especially at the training instance called practicum, at which point future teachers are deeply inserted into the school system for a whole semester (Fazio et al., 2010). In this context, students have strong pedagogical, emotional, and social support from collaborating teachers, trainers, and peers, in order to achieve the implementation of new strategies in the classrooms (Hume & Berry, 2013; Chaliès et al., 2008; Medina & Bohórquez, 2020; Nash, 2010).

Physical Education (PE) as a curricular component of education must assume the task of introducing and integrating the student into the movement culture; preparing the citizen to produce, reproduce and transform it. The PE teacher's goal is that people enjoy the game, sport, rhythmic activities, and dance, gymnastics and physical activity, benefitting the quality of life (Bailey et al., 2009; Kim & Ko, 2016; Lander et al., 2017). On the other hand, if the student learns the technical and tactical fundamentals of a collective sport, he must also learn to organize himself socially to practice it, and must understand the rules as an element that makes the game possible. Physical Education should lead the student to discover the motives and meanings in bodily practices, encourage the development of positive attitudes toward them, leading to the learning of behaviors appropriate to their practice and to the knowledge, understanding and analysis of body culture of the movement phenomena (Benites et al., 2008).

The practicum is considered one of the most critical components of Initial Teacher Training with a great impact on the quality of teachers (Zeichner, 2010). Despite the value of this instance, the practicum represents a complex experience for students, since it is experienced as an emotionally, physically, and interpersonally demanding process with significant consequences in the development of the teacher and in the permanence in the profession (Melville et al., 2014). Likewise, it is possible to understand the practicum as a point of disagreement between universities and schools, in a relationship that is often problematic and tense, that places students in a complex scenario in which they must perform (Starkie, 2007). During the practicum, the teacher in training is totally immersed in the reality of the school, doing a one-semester internship in primary or secondary school. It is the moment when the idea of the teacher as an observer, interpreter and decision-maker, the reflective teacher, and critical reflection based on the identification of

the theories or assumptions that underlie teaching practice is best worked on (Canning, 2011). The proposal is to work on the teaching projects in the school, according to the challenges that the class can offer; therefore, the work is carried out in agreement with the school teacher and, during the semester, the students are required to systematize the reflections made during the process (Fazio et al., 2010).

The teachers in initial training who attend the practicum find in this period a meaning to the teaching profession, awakening in them a reflective and critical attitude about what they do and how they do it and, therefore, shaping their teaching identity, according to what was reported by Cohen et al. (2013) and White and Forgasz (2016). In this sense, initial physical education teacher training must be committed to the subjects that make up the school environment, since it is where the future teacher acquires the scientific, and pedagogical knowledge and skills necessary to face a teaching career (Castillo-Retamal et al., 2019; Rezer & Fensterseifer, 2008; Ward & Ayvazo, 2016).

However, this training cannot be understood as offering finished products, but, on the contrary, it is an initial phase of professional development. Among all the components that are interconnected during the initial training of Physical Education teachers, the process of practicum stands out as one of the fundamental elements of this process. This curricular component is recognized as a determining factor in the process of identity construction as a future professional in the Physical Education area (Iaochite & Costa Filho, 2016; Zhu & Liu, 2020).

In Chile, the pedagogical practices at the IIT have been the focus of discussion in the universities, given that these training spaces have not managed to produce the necessary changes in the training of future teachers (Vanegas & Fuentealba, 2019). Practical training is perceived as any activity that puts the future teacher in contact with an educational center (Canning, 2011; Fazio et al., 2010). Several studies point out the relevance of considering that students are strongly influenced by their biographies and by their own education, which act as frames of reference that shape their disposition toward new teaching and learning paradigms. Teacher training programs need to actively take responsibility for the tension that is generated between the accumulated experience of students versus the current demands of teaching and learning, through reflection (Melville et al., 2014; Rees et al., 2012; Rezer & Fensterseifer, 2008; Zuljan, et al., 2011).

According to the foregoing, investigating the strategies that students use in the formative instance of an online practicum, as a learning resource during a non-presence situation, is extremely relevant, understanding that Physical Education is one of the most affected subjects, as it is preferably an experiential content (Lander et al., 2017). Physical Education in times of pandemic is a challenge, to which teachers and future teachers must adapt and generate strategies that allow students to learn and, consequently, remain physically active (Chen et al., 2020; Isidori, 2020). The main objective of this study is to analyze the learning experienced by Physical Education students in their practicum period, within the context of the Covid-19 pandemic.

2. Methods

This study is ascribed to the interpretive-comprehensive paradigm (Given, 2008), since its objective points to the construction of meanings through the interpretation and understanding of the subjectivities of the knowledge and experiences that Physical Education students reveal in the period of the practicum in times of Covid-19. In general terms, qualitative research follows an interpretative tradition because it starts from the assumption that people act in accordance with their beliefs, perceptions, feelings, and values (Flick, 2009; Moraes et al., 2019). The background collection techniques were the focus group and the semi-structured interview and were chosen for their characteristics which promote more participative, flexible and close dialogues with the participants. In this line, Bailey and Bailey (2017) and Miles et al. (2014), point out that these techniques favor oral expression and dialogue between collaborators and the researcher, and with the researched, since they give the possibility of reflecting and sharing their life experiences. The script used for the focus groups and the interviews was validated by five academic experts, who, through an exhaustive review, contributed to making the questions specific and focused on the objectives set.

Three focus groups were held, consisting of a minimum of six and a maximum of ten participants. Subsequently, six interviews were conducted, for which key informants were called, who were selected from each of the focus groups (two per focus group), the selection criteria being participatory, disposition and richness of opinions. In total, 34 Physical Education students, in period of practicum, from two universities in the Maule-Chile region participated. The inclusion criteria were: final year Physical Education student, students who are in the period of professional practice (practicum) and who did the practicum during the first semester of 2020. As exclusion criterion, those students who did not finish the period of the practicum. To proceed with the analysis of the collected antecedents, the interviews were transcribed.

For data treatment, NVivo 10 software was used, likewise, the content analysis method was used to extract codes and categories inductively. These were reduced through the constant comparison method, which is limited to grounded theory (Glaser & Strauss, 1967). It should be noted that the dimensions were obtained from the review of the theoretical framework (Moreira & Costa, 2016). Consequently, these fragments were brought of the data and gathered to create categories that were defined based on some property. Later they were grouped together with the previous categories through open coding, an issue that allows the emergence of primary categories, giving way for a first moment descriptive interpretive instance (Strauss & Corbin, 1990). The data are grouped under these dimensions, categories, and codes obtained from the systematic and repeated reading of the participants' stories. In this way, it was possible to access the subjective experiences and the meanings attributed by Physical Education students to the academic period of the practicum in times of the Covid-19 pandemic. All the interviews were made in Spanish, and the stories contained in this study were translated to English.

3. Results

Next (Table 1) the dimensions, category, descriptions, and codes that emerged from the analysis and interpretation of the collected antecedents are presented, from the three focus groups and six interviews carried out with students of the Physical Education programs from two universities in the Maule region, Chile.

Table 1. Data Systematization Matrix

Mega Category	Previous Category	Description	Primary Category
Learning perception in times of Covid-19	Learning at	Category that refers to the	Strategy implemented
	Initial Teacher's	impact of the pandemic on	Process perception
	Training	learning.	Communication with teachers
	Learning and	Category addressing classroom	Implemented methodologies
	Physical Education Class	learning in times of pandemic.	Confinement and obstacles
			Verification of learning

Source: Own Elaboration.

The description and interpretation of the categories that were obtained from the analysis of the interviews are presented, as well as the units of analysis (which were extracted from the reports), to account for the category obtained. Each story presented has a code that expresses the following nomenclature: Interview, paragraph (para), and page (p. N). Then, to refer to them within the analysis and in relation to the stories, it will be as follows: "Textual account extracted from the interview".

3.1. Strategy implemented

The Covid-19 pandemic has generated a profound change in education systems during 2020, impacting the teacher training processes in tertiary education. In the following reports, the Physical Education students give an account of their experiences during the practicum in terms of the strategy implemented by the university and the educational establishments where they were assigned:

"During the Covid-19 pandemic, at the school where I did my internship they proposed a strategy, sending homework, then a month passed and they changed again, now sending videos, and last time, they tried to connect with the students by Zoom. So, in the end, stress is being generated both for the teachers and for us students in practice." (Interview 1; para.1, p. 5).

"Personally, I did not agree from the beginning with this practice, it seemed to me that the strategy was not adequate on the part of the university. I felt that it was deficient in terms of the support that the university gave us to be able to face something new, such as an online practice. Especially in our case that we have always been used to face-to-face, interacting with students doing activities, so it didn't seem quite right to me. In the end I finished, but I didn't learn much." (Interview 2; para. 2, p. 5).

"As for the strategy that was addressed at the university, due to the fact that the schools were in confinement, they informed us that the practice

would be virtual. At first, we were full of doubts and uncertainty because my practices were always face-to-face. Now in a few weeks everything changed and when we got to school it was the same. I never visited it. I did not meet my students, my contact was only with my guidance teacher, so on the one hand it was fine, we got out of the problem, but on the other there is a feeling of emptiness ”(Interview 4; para.63; p. 13).

According to the report of the participating subjects in the focus groups and in the individual interviews, the strategy implemented by both the university and the educational establishment generated a good deal of uncertainty. The university decided that the practicum would be carried out virtually, an issue that radically changed the experiential model that was applied until 2019 in the Faculty of Education. For their part, the guiding teacher of the educational establishments chose to send paper homework and video capsules at the end of the semester. The option was the development of the classes via video conference platforms. Consequently, the strategy implemented had adverse effects on the learning of future teachers, since students conceive the discipline as an essentially practical area in which contact with students through bodily practices is essential. In this scenario, the pandemic forced them to assume a different task, without presence, without contact, without corporality, to which they had to adapt; however, they had some objections in terms of their learning.

3.2. Process Perception.

The students of Physical Education describe their perception of the process experienced in the first semester with respect to their insertion into the school system through the practicum, a question that is reflected in the following stories:

“I had to adapt to the online mode, so it was difficult for everyone, for some more than others, it was in all the college programs, not only Physical Education. I always tried to use the best tools and everything that the university had given me and, even so, there were many deficiencies in the school and in the teaching procedures; at the beginning, there was a lot of improvisation.”(Interview 14; para.13; p. 6).

“I had a similar experience to that of my classmates, I had to request feedback and if I did not do so, they would not give it to me. I could not understand myself with the teacher of the establishment, there was little communication and I lacked feedback, in short, support. I'm still in the learning stage, so I don't have a good perception of the process.”(Interview 13; para.17; p. 7).

“Virtual education in times of pandemic does not favor learning, focusing on the area of Physical Education. I feel that it impacts in many ways and it also impacted us by taking classes virtually, since it does not favor us so much, because our discipline is practical, we need to be on the patio or in the gym,” (Interview 10; para.14; p. 6).

The interviewed students indicated that it was a difficult experience at the beginning, because the university and the school itself were just adapting to the virtual teaching modality; therefore, a time of improvisation was generated in the

administrative-pedagogical aspects, the support and feedback from the guiding teacher was only tangential. On the other hand, and perhaps the most relevant, is that the students expected to meet with the children in the Physical Education classroom, on the playground and the gym, to develop the practical aspects of the discipline, an issue that they could never experience and, consequently, their perception of the process is not favorable.

3.3. Communication with Teachers.

As a result of the Covid-19 pandemic, a lockdown was decreed at the country level, in such a way that the state of alarm and lockdown measures in Chile began on March 18, 2020. On the other hand, at the beginning of April the students began to carry out the practicum in a virtual way, in which they had the support of the tutor (university professor) and the guiding teacher of the educational establishment, with whom they developed different communication instances:

“My professor tutor at the university left a lot to be desired, that’s the truth, he had never worked with the professor. I feel that he was very absent during the process with us, the meetings we had that were counted, arose out of our need to clarify issues related to teaching in times of pandemic, which we did not know how to deal with” (Interview 14; para.8; p. 6).

“From my point of view, as a result of this pandemic and remote teaching, the initiative is essential; many teachers were unable to support us correctly. I expected 100% of the school’s guiding teacher and the truth is, I didn’t have it, because perhaps he had other things to do, so at times I felt adrift, I did not communicate with my teacher guide and less with the students.” (Interview 14; para.12; p. 6).

“With the guiding teacher of the establishment, it was clear with meetings, he would summon me every two or three weeks to a meeting, where we talked about the issues and the ways to address the content resulting from the pandemic. It was meetings through platforms and there he was informed about the process, the difficulties, positive aspects and suggestions; sometimes I felt that he had as many doubts as I did, because it was all new.” (GF 3; para. 18; p. 7).

According to the report of the students who participated in the focus groups and in the individual interviews, communication with the tutor teacher and the guiding teacher was sporadic and unsystematic, since it was a product of the initial uncertainty, in terms of the duration of the period. From the state of alarm and confinement, the schools reacted belatedly with pedagogical proposals that incorporated all the students and, consequently, the teachers of the establishments that were in charge of students in training were somehow separated from their formative role. The same happened with the university tutors, who faced a new scenario and their reaction did not measure up to the circumstances, in such a way that the students felt themselves without pedagogical support at a fundamental moment of their learning to become teachers.

3.4. Implemented Methodologies.

One of the characteristics of the educational process developed in a pandemic is that it reconfigured the traditional way of teaching, that is, teachers had to implement new strategies to address the contents of the national curriculum, which were later prioritized and limited by the Ministry of Education. In this scenario, the investigated subjects report the different methodologies that they implemented in the Physical Education discipline:

“In my case, the school used two methodologies; a monthly guide was left that the parents had to collect from the school all the subjects. Physical Education had a minimum of four pages and a daily video was added to that; the video was delivered via WhatsApp, which is more accessible, the majority had free social networks.” (Interview 1; para.41; p. 10).

“The school acquired a platform that is a virtual classroom in the background, and what the child does is enter this virtual classroom, and the teacher gives him a 45-minute class on the subject. My job in terms of the methodological in Physical Education was to deliver a guide and a feedback video of the content we were addressing, later we would send a video of some exercises.” (Interview 3; para.43; p. 10).

“In my case, the school where I did my internship is quite poor, they have internet connection problems; it is not rural but it has very limited resources. From the outset, when we arrived, they were giving homework guides to the parents, who were going to look for guides to school. At the end, that was not giving results, so there we spoke with the principal, who is a Physical Education teacher, and we looked for a way to attract more attention from the boys, which is when we started using social networks.” (Interview 5; para.44; p. 10).

According to the testimonies previously described, the methodology that was used at the beginning in the preferably public and low-income schools consisted of sending work guides, which were normally collected from the establishments themselves and sometimes, the teachers would drop off at the children's houses. This modality did not have the expected effect; therefore, the schools opted for teaching through platforms such as Zoom or Google Meet, which additionally entailed the technological problems of not having a PC or the problems of internet connection, which were the most frequent. The students in training reported that, during the practicum, they used social networks to address the content through video capsules, which were sent to students by this means.

3.5. Confinement and Obstacles.

The Covid-19 pandemic revealed different obstacles; issues that normally go unnoticed when society works with its usual way and study rhythms. In the case of students, the school occupies a relevant space-time in the lives of families, in general, children spend around eight hours in their schools and suddenly, the confinement product of the need for social isolation changed this whole routine, as shown in the following testimonies:

“The biggest obstacle that I had is that many of those who study at the school where I did my internship are from rural areas. They travel to

connect with classes, and, in this case, that is why they did not attend class sessions. Many said that they did not have the internet or a computer where they could see their classes and do the tasks that the school asked them to do.” (GF 2; para.82; p. 15).

“As an obstacle I mention connectivity, because the establishment required that there be a formative evaluation. The student was required to send the material and when we had the answers there was very low participation, so I consider that, in the family, there is no support for students. Because parents work or simply do not want to take care of their children and in the absence of face-to-face school, the children are harmed.” (Interview 19; para.87; p. 15).

“It was really difficult, quite difficult, the issue of Covid-19, and how it affected our subject. It is something more physical, more interaction, and with confinement everything was virtual, nothing experiential, the truth is that I could not know if my school students did the proposed exercises, and in what physical condition they were.”(Interview 8; para.90; p. 15).

“The confinement evidenced the enormous economic gaps in our country. Those with greater resources can access all the facilities for a good education from home and those who do not have to search for them to be able to access it. Without internet at home, without personal computers, without family support, in short, too many social differences, which makes the social gap bigger.” (Interview 19; para.92; p. 21).

According to the report of the investigated subjects, the confinement makes visible the great social gap that exists in Chilean society. According to the standards of the OECD countries, Chile is one of the most unequal countries in the world, where the difference between the poorest 10% and the richest 10% of the population is greater than 30 times. Consequently, confinement has an impact on the quality of education that children receive, due to the different economic and social conditions of families, which has prevented a significant percentage of school children in Chile from accessing virtual education and teaching, monitoring and feedback processes, as expressed by teachers in training.

3.6. Verification of Learning.

In the framework of the previous category, Learning and Physical Education Classroom, students in the process of professional practice reported that one of the greatest difficulties during the pandemic was the possibility of verifying the learning of their students, since they encountered situations such as that exposed next:

“The teacher told us that the videos were very useful and that he gave them to the students. However, you do not know how it came to them, or how it worked for them, what you did was always upload. In my case, I think that the method of planning the class through the video seemed unnecessary since one had to pay attention to what the teacher asked only and according to the guidance he gave us.”(Interview 11; para.15; p. 7).

"It was difficult to know if they were learning. I could not answer the students' doubts, how they were receiving what I sent them and they are things that one thinks, like the work that is being done is questioned. At the end of this semester, I did not know how they were learning or if they had any doubts. Those who had the possibility of uploading the video to a platform would upload it. At the school, they had a possibility every 15 days to go to look for the material. It generates sadness because with the material you make, you want the children to learn and clarify their doubts, but in a pandemic, not knowing what was happening with them creates a problem." (GF 2; para.100; p. 17).

"No verification of learning, it was only as a mere delivery of information, despite the fact that, in each document, in each activity, one put their email to resolve doubts or be able to establish a closeness. The truth is I could not verify if they learned or not and it is conditioned by the context; if the student, for example, does not have a camera and I want to do an exercise and for him to see it and then demonstrate it to me, it depends on whether or not he has a telephone or a computer or internet So, from my perspective, I think that not all learning is carried out." (Interview 12; para.106; p. 17).

The virtual teaching modality became widespread in the world, and in Chile as of March, as a result of the expansion of the pandemic and the alarming numbers of infected and deceased people. However, the educational systems were not prepared for a task of such scale. In developing countries like Chile, which has deficits in terms of infrastructure, equipment, teaching staff, and students who preferably receive public education, which represents about 80% of enrollment. Along these lines, the interviewees reported that they did not have the possibility of contact with their students, that the response was scarce and late, that they did not receive feedback regarding the material they prepared, an issue that generated a feeling of disenchantment with the process.

4. Discussion

During the confinement period, the implementation of government policies asking for the adoption of teaching strategies meant for face-to-face classes to online and distance learning is not a guarantee that the teaching and learning process is developed effectively. It was presented by the subjects investigated in the previous category, "Learning at the IIT", in which they addressed the deficiencies of the process experienced during the first semester of 2020, since the Physical Education discipline has a strong procedural and practical exercise connotation, as reported in the literature (Bailey et al., 2009; Fávoro et al., 2006; Lander et al., 2017; Rezer & Fensterseifer, 2008; Voitovska & Tolochko, 2018; Ward et al., 2015). In this line, virtual teaching for future Physical Education teachers generated some frustration and uncertainty about the future. It was not possible to develop a space of presence and contact with their students, an important characteristic of the Physical Education subject. That question correlates with the research findings of Varea & González-Calvo (2020), who determined in their study that Physical Education teachers during the Covid-19 pandemic question

the purpose and identity of the discipline, and, consequently, their professional subjectivities as Physical Education teachers.

They also expressed how much they miss the physical and direct contact with the students and their concerns regarding the teaching of a practical subject such as Physical Education through virtual teaching. This question generates certain doubts and uncertainty, since, as university students, they have had to adapt to education and learning processes with technological support (Tugun et al., 2020). On the other hand, the contact and relationship with the university tutors and with the guiding teachers of the respective schools was not what was required in the circumstances of the pandemic, since when the teachers in training needed support, guidance or even just being listened to and given feedback, the conditions were not in place for that. The foregoing is contradictory to Chaliès et al. (2008) Nash, (2010), Remy (2015), Medina and Bohórquez (2020) and Qadhi et al. (2020), by highlighting the relevance of the task of the tutors and guides of educational establishments when developing the mentoring work, in the understanding that students in practicum, and new teachers especially, require systematic support during their insertion in the school system.

On the other hand, and by virtue of the previous category, Learning and Physical Education Classroom, it can be pointed out that, in recent months, the educational situation of future educators has taken a turn due to the health crisis caused by the Covid-19 pandemic. By losing the presence in the classrooms and with it the essence of the practices, the formative potential of the practicum and the professional identity of the future teachers have been altered during these months, generating consequences that could affect their future professional practice (González-Calvo et al., 2020; Maffei, 2014). Education on the planet was affected as a result of Covid-19, so much so that worldwide education was interrupted to avoid large-scale infections. In this scenario, many teachers have had to continue with the teaching process while this was happening, creating different ways of doing it throughout these months (Allen et al., 2020; Fernandes et al., 2020; Kanbul et al., 2020; Mukuna & Aloba, 2020). Therefore, we find ourselves in a context in which future teachers have to learn to navigate in times of uncertainty and in which their teaching identity is stressed by this condition that the pandemic has generated in the educational-training field, as presented by the stories of the students who participated in the investigation.

In this scenario, the methodologies used by the future teachers were based on the elaboration of guides, the creation of videos, the use of social networks and sometimes the use of virtual platforms, due to the socioeconomic conditions of the establishments. It is a question that is reported in the literature, by the COLEF studies research (Basilaia & Kvavadze, 2020; Crawford et al., 2020; Ferdig et al., 2020; Langford & Damsa, 2020; Moorhouse, 2020) the findings of which account for the complexity of the teaching profession in times of the Covid-19 pandemic and the various strategies implemented by countries in order to address learning in the classroom, mainly using media teaching. Clearly, in the Physical Education discipline, there are few possibilities to verify the learning and progress of the students. On the other hand, the confinement consequently meant that not all

schoolchildren in Chile had access to the same educational conditions, evidencing the social and economic gap in the country, harming the most vulnerable groups in society in most cases. In this line, the works of Drane et al. (2020) and Martin & Sorensen, (2020) point out that the current situation is exceptional; therefore, some students will be deprived of the right to a quality education. Beyond the seriousness of this fact, it is necessary to take the debate beyond the question of access to resources, since, as has been pointed out, distance education (even with all the technological, environmental and emotional resources) cannot replace face-to-face education in the school setting by teachers. In this sense, it is worth highlighting how the measures adopted to continue school activities at a distance may be contributing to deprive a part of the students of the right to education, since not all students have effective conditions to carry out school activities in a non-face-to-face way.

5. Conclusions

As a way of maintaining the continuity of education in the most regular way possible, distance or online education has become one of the strategies most adopted by education systems globally. In response to the pandemic, many schools are now contemplating a technology-based distance learning mode that allows teachers and students to continue their classes using tools such as videoconferencing meeting applications. UNESCO itself (2020) recommended the use of open educational programs, platforms and applications for schools and teachers to use to reach students remotely, while the Organization for Economic Cooperation and Development (OECD) created a framework to guide an educational response to the pandemic through distance learning (OECD, 2020). The Covid-19 pandemic has brought humanity new learning: the urgency for everyone to adapt to information and communication technologies (ICT). The unexpected situation caused the abrupt interruption of classes, demanding quick decisions and establishing options that are still in doubt of success. Given the new reality imposed by Covid-19, it is necessary to question not only access to technologies, but also the possibility of offering teachers and students conditions to promote student learning, particularly in a discipline such as Physical Education. In this scenario, the students who attended the practicum during the first semester of 2020 will have to reconfigure their experience, to build learning that allows them to face the challenge of the profession once the Covid-19 pandemic is just a bad memory.

6. Study limitations

Among the limitations presented in the study is the need to increase the sample size, since the participants belonged to two regional universities, and it is necessary to include students from other regions of the country. Another important limitation is the impossibility of accompanying the subjects in the moments of training of the practicum, synchronous classes, meetings with teachers and supervisors among other situations

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