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DIGITAL CULTURE AND INCLUSION: EXPANDING ACCESS TO KNOWLEDGE

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ABSTRACT

The article analyzed the relationship between digital culture and educational inclusion, emphasizing the challenges and possibilities provided by technologies in the school environment. The objective was to understand how digital culture can be integrated into education to promote more inclusive, equitable and transformative pedagogical practices. The research, of a bibliographic nature, was based on the analysis of relevant academic works, using a structured methodology, according to Treinta et al. (2014), which involved the formation of a preliminary database, application of filters and prioritization by multicriteria methods. Among the topics addressed, digital literacy, teacher training and the implementation of public policies were highlighted as essential elements for the effective integration of technologies in education. It was found that digital culture, although it presents challenges related to access and preparation of professionals, has significant potential to transform education by favoring the personalization of teaching and the creation of inclusive environments. The analysis showed that teacher training and the development of adapted pedagogical strategies are fundamental to overcome barriers and promote equity. It was concluded that the planned integration of digital culture in the educational field requires continuous efforts, which involve cohesive public policies, collaboration between school and society, and the strengthening of teacher training. Thus, the study contributed to broaden the understanding of the role of technologies in contemporary education and highlighted the need for future investigations to explore innovative solutions.

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INTRODUCTION

Digital culture and educational inclusion have become themes of great relevance in contemporary times, due to the rapid transformations promoted by digital technologies and their direct impacts on the educational field. In the current scenario, understanding the dynamics between technology and education has become essential to meet the demands of an increasingly connected society, while the challenge of ensuring equity in access to and use of these technologies persists. In this context, the research aimed to investigate how the integration of digital culture can be used as a tool to promote inclusive pedagogical practices, with an emphasis on teacher training and the construction of a fairer and more accessible educational system.

The main objective was to analyze the possibilities and challenges of digital culture in promoting educational inclusion, exploring strategies that allow maximizing the benefits of technologies in the school environment, both in basic and higher education. Based on this objective, the guiding research question was: 'how can digital culture contribute to a more inclusive education, considering the diverse contexts and existing structural barriers?'

To answer this question, the methodology of bibliographic research was used, as suggested by Treinta *et al.* (2014), who highlighted the importance of forming a preliminary database and applying filters through multicriteria methods. The analysis technique involved the selection of relevant articles, books and official documents, with the prioritization of content that addressed the interaction between digital culture and educational inclusion. Qualitative data were collected and analyzed, allowing the development of a discussion based on multiple theoretical perspectives.

The study was structured in five main axes, which organized the reflections presented throughout the work. The first chapter, entitled Digital Culture and Educational Inclusion: Challenges and Possibilities, contextualized the role of digital culture in education and highlighted the main obstacles to inclusion, such as digital exclusion and teacher unpreparedness. The second chapter, Inclusive Education and Digital Culture: Paths to Equity and Social Transformation, emphasized the need for innovative public policies and pedagogical practices to address diversity in schools.

In the third chapter, Digital Culture and Education: Challenges and Perspectives for Inclusion and Pedagogical Transformation, structural limitations and teacher training processes were discussed as critical factors for the incorporation of technology in education. The fourth chapter, "Teacher Training and Digital Literacy: Building Skills in the

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Information Age", explored digital literacy as an essential component in the formation of critical and conscious citizens. Finally, the fifth chapter, "Teacher Training in the Context of Digital Culture and the Promotion of Inclusion", analyzed how the integration of digital technologies can contribute to inclusive pedagogical practices and continuous professional development.

The Results and Discussions were presented based on the analyses carried out, evidencing the main conclusions of the study, the limitations faced and the suggestions for future research. Thus, the research not only achieved its objectives, but also opened paths for more in-depth reflections on the role of digital culture in the transformation of education.

Therefore, it was concluded that digital culture, when integrated in a planned and critical way, has a significant potential to promote educational inclusion. Reflection on these aspects revealed the need for an interdisciplinary approach, supported by consistent public policies, qualified teacher training and innovative pedagogical practices, which together can build a more inclusive and equitable educational system.

DIGITAL CULTURE AND EDUCATIONAL INCLUSION: CHALLENGES AND POSSIBILITIES

Education has historically been considered a field of innovations and experiences, reflecting the advances and transformations of society. In this context, digital culture emerges as an indispensable element to understand contemporary educational dynamics. According to Moraes and Santos (2023, p. 75), "in a time of digital culture, cyberspace and cyberculture present themselves as inescapable spaces, generating in educators and students the deterministic notion that there are no alternatives". However, this deterministic perspective needs to be analyzed in light of the existing inequalities in the education system, which limit access to and effectiveness of digital technologies.

On the other hand, the digital divide is still a worrying reality, especially in regions of social vulnerability. Silva and Carvalho (2017) point out that "the absence of technological and pedagogical resources in many schools is still a significant barrier to school inclusion" (p. 302). This gap highlights the need for investments that ensure adequate technological infrastructure, as well as innovative pedagogical practices that promote equity. The absence of such resources not only limits learning opportunities, but also widens educational disparities, reinforcing existing inequalities.

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In addition, the training of education professionals plays a crucial role in this process. According to Silva and Carvalho (2017, p. 304), "the presence of trained interpreters and professionals contributes to the success of the inclusion process". However, it is not enough to technically train educators; It is essential that they are prepared to integrate digital technologies in a critical way, promoting pedagogical practices that meet the needs of all students, regardless of their individual conditions.

In this way, digital culture can be understood as a strategic tool to create new learning opportunities. Moraes and Santos (2023) argue that learning the dominant digital language is essential to transform the educational system from within, promoting structural changes that value inclusion. However, system transformation requires more than just technology adoption; It requires consistent public policies that ensure equity in access to digital tools, as well as a collective vision that prioritizes inclusion as a fundamental principle.

It is proposed, then, that contemporary education adopts an integrated approach, in which digital culture is explored as a means of overcoming barriers and building a more inclusive school. Thus, the dialogue between adequate infrastructure, teacher training and innovative pedagogical practices can promote significant advances in school inclusion. For this, it is essential that the different actors in the educational process – managers, teachers, students and families – work collaboratively, consolidating technology as an instrument of social transformation.

Therefore, it is inferred that while digital culture poses significant challenges, it also offers unique opportunities to rethink education from an inclusive and democratic perspective. Thus, the planned integration of technological resources in the school environment, combined with inclusive policies and the commitment of education professionals, is essential to enhance the positive impact of digital culture in the construction of a more just and equitable society.

INCLUSIVE EDUCATION AND DIGITAL CULTURE: PATHS TO EQUITY AND SOCIAL TRANSFORMATION

Educational inclusion is a powerful instrument for promoting social inclusion, ensuring that all individuals, regardless of their physical, intellectual, or cultural conditions, have access to fair and equitable opportunities. In this sense, Alves and Matsukura (2012) emphasize that "educational inclusion provides the establishment of social inclusion", by

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preparing individuals for active participation in society. This process becomes even more relevant when the partnership between school and family is considered an essential pillar for the effectiveness of this inclusion, as pointed out by Rodovalho (2005).

However, for educational inclusion to be fully effective, it is essential that special education be integrated into regular education. Pinheiro (2020, p. 14) argues that "special education needs to be integrated with regular education to achieve true inclusion". This means that the school environment must be prepared to meet diversity, both in terms of physical and pedagogical structure. Public policies such as the Accessible School program play a crucial role in this context, by promoting physical and pedagogical accessibility (Pinheiro, 2020).

In addition, the advancement of digital technologies offers new possibilities to strengthen inclusive practices. School inclusion in basic education can, for example, benefit from the use of digital resources such as augmentative reading apps and interactive platforms that allow personalization of teaching, meeting the needs of students with specific disorders, such as Autism Spectrum Disorder (ASD). These technologies can be applied to create activities that stimulate socio-emotional and cognitive skills, promoting more effective integration among students.

On the other hand, in higher education, the role of digital culture is equally transformative, especially for adults who discover, belatedly, that they are autistic. Narciso *et al.* (2024, p. 714) highlight that "school inclusion is fundamental to promote a more equitable education, ensuring that all students [...] have access to quality education". For these individuals, the use of *online* platforms that support assistive technologies, such as automatic voice-to-text transcription and visual organization capabilities, can facilitate learning and reduce the impact of sensory and social barriers.

The integration of technologies in higher education can also foster an environment of acceptance and understanding, which is essential for individuals diagnosed in adulthood, who often face challenges related to social acceptance and suitability for the academic environment. Digital platforms can be adapted to create inclusive and collaborative spaces in which students with ASD feel valued and can fully contribute their unique skills.

Therefore, school inclusion and digital culture must go hand in hand to ensure that pedagogical practices are aligned with the needs and potential of each student. The combination of public policies, such as the Accessible School program, with the adoption of

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digital technologies adapted to the demands of diversity, is essential for building a truly inclusive and transformative education. Thus, both in basic and higher education, inclusion should be seen as an ethical and pedagogical commitment, based on collaboration between school, family and society.

DIGITAL CULTURE AND EDUCATION: CHALLENGES AND PERSPECTIVES FOR INCLUSION AND PEDAGOGICAL TRANSFORMATION

Digital culture, far from being limited to technological tools, encompasses human interactions and relationships mediated by these technologies. Brito and Costa (2020, p. 2) highlight that "digital culture does not refer only to the technologies themselves, but also to the ways in which people relate and interact through them." In this context, education assumes a central role, both in the appropriation and in the critique of these new dynamics, while facing challenges related to equity and inclusion. As emphasized by the authors, "in education, digital culture enhances new ways of teaching and learning, but also imposes challenges in terms of equity and inclusion" (Brito; Costa, 2020, p. 4).

However, teacher unpreparedness has been shown to be one of the main obstacles to the full incorporation of digital culture in the educational environment. Silva and Carvalho (2017, p. 305) point out that "teachers bring that unpreparedness becomes an obstacle to the transmission of knowledge". Thus, for digital culture to be effectively incorporated into pedagogical practice, it is essential to promote continuous and specific training, which enables educators to deal with technological innovations and use them in a strategic and inclusive way. In this sense, "it is necessary to encourage and improve the training of teachers, so that they feel more capable and secure to transmit knowledge" (Silva; Carvalho, 2017, p. 305).

In addition, digital inclusion processes should not be considered in isolation, but as an integral part of comprehensive educational policies. Brito and Costa (2020, p. 10) point out that "digital inclusion processes cannot be seen in isolation, but as part of a broader educational policy." In this way, the implementation of digital technologies in education must be aligned with larger educational objectives, such as strengthening equity, democratizing access to knowledge, and engaging the entire school community.

In this context, the integration of innovative technologies also stands out as a powerful tool to transform educational management and practice. According to Santana *et al.* (2024, p. 14),

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> [...] The integration of innovative technologies in school management can significantly enhance the engagement of the school community and the efficiency of administrative and pedagogical processes.

Thus, digital culture presents itself not only as a solution to pedagogical issues, but also as a strategic element for school administration, expanding management capacity and collaborative participation among the various actors in the educational environment.

Therefore, it is proposed that teacher training be treated as a priority in educational policies that integrate digital culture in an intentional and structured way. In addition, it is essential that digital inclusion is articulated with pedagogical and administrative strategies, allowing technologies not only to accompany, but to drive the necessary transformations in the educational field. Thus, digital culture, understood as a dynamic element, has the potential to transform education, making it more inclusive, equitable, and effective in promoting meaningful learning.

TEACHER TRAINING AND DIGITAL LITERACY: BUILDING SKILLS IN THE INFORMATION AGE

Teacher training, in a scenario permeated by digital culture, must transcend the simple technical mastery of technological tools, also addressing the ethical and pedagogical aspects that involve their use in the educational process. In this context, Brito and Costa (2020, p. 6) state that "teacher training must go beyond the technical use of digital tools, also involving ethical and pedagogical issues." This approach is essential for teachers to not only utilize technology efficiently but also to be able to critically reflect on its impacts on teaching and learning.

At the same time, Buckingham (2007) highlights the relevance of critical digital literacy as an indispensable component in the formation of citizens capable of navigating and evaluating information effectively in an era marked by the proliferation of disinformation. This skill, two decades ago, was already considered essential, and its importance becomes even more evident in 2024, given the exponential growth in the flow of digital information and the growing complexity of interactions in the *online environment*. Thus, it is imperative that teacher training contemplates practices that promote critical capacity, enabling educators to train students who are more aware and prepared for the challenges of the digital society.

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In this sense, Santana *et al.* (2021, p. 2084) emphasize that, "more than ever, meaningful training is essential, contextualized with the interests of a generation immersed in the digital world." This training must be based not only on technological demands, but also on the characteristics and needs of students, ensuring that the educational process is attractive, relevant, and connected to the reality experienced by a digitally active generation. This connection strengthens student engagement and enhances meaningful learning.

Thus, it is proposed that teacher training initiatives consider not only the challenges of the present, but also the future developments of digital culture, developing programs that integrate ethics, pedagogy and critical analysis in the use of technologies. This approach not only qualifies teachers to use digital tools effectively, but also contributes to the formation of critical and reflective citizens, prepared to act consciously in the digital world. Thus, teacher training becomes a fundamental pillar in the construction of an education that, by incorporating digital culture, is capable of meeting contemporary demands in a transformative way.

TEACHER TRAINING IN THE CONTEXT OF DIGITAL CULTURE AND THE PROMOTION OF INCLUSION

Teacher training in the context of digital culture has been consolidated as a priority in the face of the transformations of contemporary society, driven by the advancement of technologies. In this scenario, the strategic use of digital technologies is recognized not only as a means of improving pedagogical practices, but also as an indispensable tool to promote educational inclusion. According to Brito and Costa (2020, p. 6), "teacher training must go beyond the technical use of digital tools, also involving ethical and pedagogical issues". Thus, it is essential to prepare teachers to understand the complexity of the digital environment, considering its direct impact on teaching, learning, and inclusion.

At the same time, public policies play a central role in structuring this education. Initiatives such as the 'Matrix of Teachers' Digital Knowledge', recently proposed by the Ministry of Education (MEC), highlight skills that integrate digital culture with educational inclusion. These competencies range from the use of digital technologies in teaching to the promotion of digital citizenship and teacher professional development. As Buckingham (2007) points out, critical digital literacy is essential to enable educators to navigate an

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environment filled with often conflicting information to ensure that these tools are used to promote equity and inclusion.

In this sense, the dimension 'Teaching and Learning with the Use of Digital Technologies', highlighted in the matrix, reflects the relevance of integrating digital resources into pedagogical planning and inclusive practices. An example in basic education can be observed in the use of adaptive learning platforms, which allow content to be adjusted to the individual needs of students. This approach not only improves academic engagement and performance, but also makes it possible to meet the specific needs of students with disabilities, ensuring the active participation of all in the educational process.

At the same time, the 'Digital Citizenship' dimension emphasizes ethical principles in the use of technologies, reinforcing the importance of preparing teachers to deal with issues related to inclusion in a virtual environment. Santana *et al*. (2021) highlight that teachers must understand and apply these tools in a way that promotes the mental health and well-being of students, especially those in vulnerable situations. Thus, pedagogical strategies that foster criticality and respect for differences become crucial to combat disinformation and create an inclusive space on digital platforms.

In addition, the 'Professional Development' dimension highlights the importance of continuing education in virtual learning environments, such as the AVAMEC platform. This technology enables teachers not only to update their knowledge, but also to develop specific skills to deal with diverse audiences. In higher education, for example, this training can enable educators to serve students diagnosed with autism spectrum disorder (ASD), creating inclusive environments that respect diversity and encourage the autonomy of these individuals.

Therefore, teacher training in the context of digital culture should be understood as a fundamental strategy to integrate technology and inclusion. As the proposal of the Matrix of Digital Teaching Knowledge reinforces, the development of technological pedagogical practices must be aligned with contemporary demands for equity, ensuring that all students have access to quality education. Thus, by fostering critical and continuous teacher training, it becomes possible to transform teaching into an inclusive, meaningful experience aligned with the ethical principles of digital citizenship.

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RESULTS AND DATA ANALYSIS

The main findings of this study highlight the centrality of digital culture in promoting more inclusive and equitable education. The analysis revealed that the integration of digital technologies in the educational environment can provide new personalized and adaptive learning possibilities, especially for historically marginalized groups, such as students with disabilities or specific disorders, including Autism Spectrum Disorder (ASD). However, it was also evident that the effectiveness of this integration depends directly on coherent public policies, such as the Accessible School program, and on critical and continuous teacher training, as pointed out by Brito and Costa (2020) and Pinheiro (2020).

The following table offers an overview of the authors used in the research, highlighting the year of publication, the subject addressed, and the relevance of each one's contributions to the topic of Digital Culture and Educational Inclusion:

Table 1 - main authors

Author(s)	Year	Research subject	Relevance of the research
Moraes and Santos	2023	Digital culture and cyberspace in education	They highlight how cyberspace transforms the educational environment and challenges inclusion.
Silva e Carvalho	2017	Technological and pedagogical barriers to educational inclusion	They identify the lack of technological and professional resources as barriers.
Alves and Matsukura	2012	Educational inclusion and social inclusion	They argue that educational inclusion promotes active social participation.
Brill	2005	Partnership between school and family in inclusion	They emphasize the importance of collaboration between school and family for inclusion.
Pine	2020	Integration of special education into mainstream education	They discuss public policies such as the Accessible School program to promote inclusion.
Narciso *et al.*	2024	Inclusion of students with ASD in higher education	They propose assistive technologies and inclusive environments in higher education.
Brito and Costa	2020	Digital culture and inclusive educational practices	They emphasize the potential of digital culture and the challenges of inclusion.
Buckingham	2007	Critical digital literacy	They advocate for training to evaluate information in complex digital environments.
Santana *et al.*	2021	Teacher training for digital culture	They point to the need for meaningful training for the digital generation.
Santana *et al.*	2024	Integration of innovative technologies in school	They argue that technology can improve the engagement of the

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		management.	school community and administrative and pedagogical efficiency.

Source: authorship.

The significance of these findings lies in their relevance to contemporary educational practice. In an increasingly digital world, education needs to align with the demands of equity and inclusion, using technologies as tools for social transformation. The study reinforces that teacher training must transcend the technical domain of digital tools, also addressing ethical and pedagogical issues. This perspective dialogues with Buckingham (2007), who emphasizes the need for critical digital literacy to enable educators to navigate digital environments marked by misinformation and complexity.

These findings connect to previous work in a meaningful way. For example, the reflections of Moraes and Santos (2023) on the role of cyberspace in education converge with the findings of Silva and Carvalho (2017), which point to the need to overcome technological barriers to school inclusion. In addition, the results corroborate the analyses of Narciso *et al.* (2024), which highlight the positive impact of assistive technologies in higher education, especially for individuals diagnosed with ASD. Thus, the evidence from this study complements a growing body of literature exploring the potential of digital technologies to transform education into a more inclusive and effective environment.

However, the limitations of the findings must be acknowledged. A significant constraint refers to the heterogeneity of the schools and educational institutions analyzed, which may limit the generalization of the results. Silva and Carvalho (2017) highlight that the disparity in access to technological resources between urban and rural regions is still a challenge that directly affects educational equity. In addition, the reliance on public policies to implement structural changes, such as digital accessibility, poses an obstacle in contexts where these policies are insufficiently funded or poorly managed.

Some surprising results also emerged, such as the resistance of experienced teachers to adopt digital technologies in their pedagogical practices, even after specific training. This resistance can be attributed, in part, to the insecurity generated by rapid technological evolution, as pointed out by Brito and Costa (2020), who emphasize the need for training that is more contextualized and connected to the realities of educators. Another unexpected result was the positive impact of digital platforms, such as AVAMEC, on the continuing education of teachers, particularly in higher education, suggesting that these virtual environments can be further exploited to promote inclusive practices.

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In view of these considerations, further research is suggested to deepen the understanding of the effectiveness of different teacher training models in the use of digital technologies. Longitudinal studies could examine how the integration of technological tools impacts educational inclusion over time, especially in contexts of social vulnerability. In addition, future research could explore the application of emerging technologies, such as artificial intelligence and augmented reality, to further personalize learning and promote more effective inclusion. Finally, it would be relevant to analyze how teacher training in digital ethics can contribute to addressing challenges related to misinformation and the impacts of technology on students' mental health.

These discussions reaffirm the complexity of the topic and the need for a continuous dialogue between academic research, pedagogical practice and the formulation of public policies. Only through this interaction will it be possible to advance in the construction of a more inclusive, equitable education aligned with the demands of the twenty-first century.

CONCLUSION

This article sought to explore the relationship between digital culture and educational inclusion, highlighting the challenges and possibilities to transform teaching into a more equitable and accessible process. The established objectives were largely met, since it was possible to discuss how the integration of digital technologies can contribute to inclusive pedagogical practices, while recognizing the limitations and barriers that exist in the contemporary educational context.

Throughout the study, the need for teacher training that transcends the technical domain, incorporating ethical, critical and pedagogical aspects, essential to deal with the complexities of the digital age, was highlighted. The analysis of public policies, such as the 'Matrix of Teachers' Digital Knowledge' of the Ministry of Education, exemplified how structured strategies can train teachers to work in challenging scenarios, promoting an education aligned with the demands of the twenty-first century. In addition, practical examples of how digital technologies can be used in both basic and higher education to meet the specific needs of students, especially those who face inclusion barriers, such as people with Autism Spectrum Disorder, were presented.

While the advances are evident, the study also revealed that the digital divide is still a reality that needs to be tackled incisively. The lack of adequate technological infrastructure, combined with inequality in access to digital tools, widens educational

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disparities, limiting the reach of inclusive initiatives. In addition, teacher unpreparedness continues to be a significant obstacle, which reinforces the urgency of public policies that prioritize continuous and specific training for the critical use of technologies.

Therefore, it is concluded that the integration of digital culture in the educational environment is a strategic opportunity to promote inclusion and equity, but it requires coordinated efforts from managers, teachers, students, and families. This collaboration is essential to consolidate technology as a transformative tool and not just as an additional resource. Despite the advances, there is still a long way to go for educational practices to be truly inclusive and equitable.

Thus, it is encouraged that more research be carried out on this topic, especially to evaluate the impacts of technological initiatives in diversified educational contexts and to identify best practices that can be replicated in different realities. In addition, it is essential to investigate new pedagogical approaches that promote a balanced interaction between technology and inclusion, considering the cultural and social specificities of each school community. Such studies can offer valuable subsidies for the formulation of more effective and sustainable educational policies, contributing to the construction of a truly transformative educational system.

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