HYPERCONNECTION WITH DIGITAL TECHNOLOGIES: PERCEPTIONS OF UNIVERSITY STUDENTS

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ABSTRACT

This paper analyzes the phenomenon of hyperconnection in digital culture, focusing on the perceptions of Physical Education students about its impact. Hyperconnection, intensified by the use of social networks such as Instagram, shapes not only social life, but also education and consumption. This study seeks to understand how this interaction with digital technologies influences university education, in addition to the possible negative effects such as anxiety and dispersion. During the pandemic, the use of digital technologies was also expanded, bringing both facilities and challenges to mental well-being. The findings point out that while students recognize the benefits of technologies for learning, they also face significant challenges, such as distractions during classes and dependence on social networks. Social networks, although they offer quick access to content and interaction, can impair concentration and academic performance. The study reveals the importance of a balance in the use of digital technologies, allowing students to take advantage of their advantages without compromising learning.

Keywords: Hyperconnection. Digital Technologies. Students. Physical education.

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INTRODUCTION

PROBLEMATIZATION ON THE SUBJECT

The phenomenon of hyperconnection in digital culture has been the subject of scientific studies and investigations due to the various aspects and dimensions that this phenomenon causes in people's lives. This final paper aims to deepen the analysis of the object of study "hyperconnection", especially about the perceptions that students of the Physical Education course at the University Center of Mineiros have about this relationship with digital information and communication technologies (DICT). Hyperconnection occurs from resources currently available on a large scale, such as electronic devices and the internet.

The internet, nowadays, provides many facilities and is increasingly present in people's daily lives. Through it, one has access to various services and information (Santos et al., 2016). In this context, from the 2000s onwards, several social media have emerged with the aim of connecting people through digital resources and media equipment, called electronic devices.

Among contemporary social media, Instagram stands out. The app, created by Kevin Systrom and Mike Krieger, is one of the most used social media today. Launched in 2010, this free app allows its users to post photos, videos, and content, as well as connect with various people around the world (Vieira, 2019).

This social network is widely used by entrepreneurs to promote brands and products, as it is where people are most connected on a daily basis. Whenever they need something, they access social networks as a practical way to find what they are looking for (Oliveira, 2016). Young people who attend school and higher education use this social network quite expressively, to the point that it is stated that practically all people between 15 and 35 years old have at least some type of social network.

Social networks are not only sources of information and relationships, but also a way to promote changes in society, as they are places where many are connected (Barros et al., 2012). From the above, we ask: are we all hyperconnected? In other words, hyperconnection is the state of continuous and intense connection with the digital environment.

Social media are widely used by students and teachers as resources to conduct research, communications, and interactions, among others. Intense contact with electronic media and technological resources allows people to be much more connected. Such a

connection occurs between individuals and content creators, where people spend much of their time consuming brand promotions and seeing product advertisements. This invites individuals to feed the consumer industry, buying more and more through social media, due to the growing connection (Lorenzo et al., 2015).

Considering the above, the main objective of the study is to understand how the phenomenon of hyperconnection occurs in the digital culture in students of the Physical Education course at the University Center of Mineiros – UNIFIMES. More specifically, we aim to: analyze the perceptions of Physical Education students about the hyperconnection with digital technologies during higher education and identify how social networks are present in higher education and how they contribute or harm the student's training process.

The main reason for choosing this theme is to observe how much social networks and digital technologies permeate people's daily lives. I have noticed that this relationship with technological resources causes significant phenomena and impacts, both in the family context and in the school and university environment. The growing connection with the virtual world, especially among university students, aroused my interest in researching this universe that involves human interaction with digital technologies.

In addition, the exacerbated use of social networks, resulting from hyperconnection, may be generating implications such as health problems, anxiety, dispersion, stress, and depression, since people are constantly connected to the internet and electronic games. Therefore, we consider it essential to study and deepen this theme, analyzing the impacts of the use of social media on society.

It is evident that hyper-connection in digital culture is expanding, shaping the way we live, work, and connect. The influence of the internet affects many aspects of daily life, such as communication, information, business, and education. Thus, the internet becomes a profound and transformative element in our relationships and interactions with the world around us.

THEORETICAL FOUNDATIONS ON THE OBJECT OF STUDY

The Covid-19 pandemic has profoundly transformed society, especially in work and education, driving the intensive use of digital technologies. Remote work has become prevalent, bringing economic benefits to organizations, but also significant challenges for workers' mental health (Carneiro et al., 2023). In education, the transition to remote learning drastically affected teachers, who faced work overload and difficulties with new

technologies, impacting their mental health. This study investigates the effects of the "hyperconnection" caused by virtual work, arguing that this new labor dynamic can constitute an "existential harm" for teachers, violating their right to disconnect.

The impact of digital culture and neoliberalism on university education compromises the traditional conception of Bildung (integral education). Digital culture expands access to information, but it also controls individuals through sophisticated mechanisms, threatening autonomy and ethics (Muhl et al., 2023).

Visibility and influence in the context of digital hyperconnection are highlighted, showing how individuals and organizations manage their visibility using digital tools. Authors such as Zimmermann, Thompson, and Stasiak (2023) explore how brand advertising influences opinions and shapes the public agenda on social media. They discuss the temporary visibility provided by digital influencers and the lack of control over what is conveyed in the media.

The phenomenon of hyper-visibility, described by Keen (2023), reflects how the absence of digital participation can affect contemporary social relations. Mateus complements this analysis by addressing the importance of visibility in politics and how transparency and immediate connection are valued in the digital age. The transformations caused by the digital age impact the economy, politics, society, and human behavior.

Technological advances, such as nanotechnology and big data, promote a global connection and rapid production of goods and services. In the workplace, new artificial intelligence tools and applications impact labor relations. Teleworking, regulated in Brazil in 2017, became common during the pandemic, bringing benefits such as time and cost savings, but also disadvantages, such as difficulty in disconnecting and exhausting working hours (Varsori, Enrickson, 2023).

The study by Ferreira et al. (2023) analyzes how hyperconnection in telework can lead to exhausting working hours, violating human dignity and labor rights protected by the Constitution. Using bibliographic research and the deductive method, the article is divided into four parts: introduction, study of telework, analysis of the right to disconnect and exhaustive workday, and conclusions.

Macedo et al. (2020) address hyperconnection and the formation of the technological society, focusing on the role of digital media in the preparation of young people in high school. The study aims to integrate these technologies into the preparation of students for their future careers, highlighting that the traditional teaching model must

evolve, as many students are already immersed in digital culture (Macedo et al., 2020). Students are often not prepared to choose a career and need information about the National High School Exam (ENEM) and entrance exams.

The research by Sarlet et al. (2023) proposes a participatory project for the collective construction of knowledge, using digital media to make teaching more attractive and relevant. The idea is to develop a didactic sequence for graduating students, where the teacher acts as a mediator, helping them to create an informational portfolio that prepares them for their professional future. The proposal aims to fill the gap left by the traditional school, which often does not meet the needs of students.

Finally, hyperconnection in society is analyzed with a focus on Generation Z, which grew up immersed in digital technology. While it brings benefits, it also presents challenges, such as privacy and mental health issues. Studies show that Gen Z has the lowest levels of social and emotional well-being among all generations, especially during the transition to working life (Corsini et al., 2024). The documentary "The Social Dilemma" highlights how large companies promote hyperconnection, raising questions about its effects. An empirical survey was conducted with Gen Z students, showing this generation's immersion in hyperconnection and their responses to this context.

THE CONCEPT OF HYPERCONNECTION AND SOCIAL MEDIA

In the foreground, we will highlight the concept of hyperconnection and, then, that of social media, as they are essential to understand the object of research. Hyperconnection is a term that has gained prominence with the advancement of technology and the popularization of the internet. It refers to the intense and constant interconnection between people, devices, and systems, made possible by the wide availability of communication networks.

Hyperconnection results from the evolution of connectivity, which began with the creation of the internet. Before, communication was limited to traditional means, such as telephone and mail, and the exchange of information was slower. With the internet, the world has become more connected, multiplying the possibilities of communication. This phenomenon brings benefits, such as facilitating real-time communication, regardless of physical distance, and drives innovation by stimulating collaboration and knowledge sharing.

Social media are tools used for virtual communication. In digital marketing, they are seen as online channels for mass sharing of content (Novarro, 2022). These platforms continually evolve, influencing culture, politics, and the economy. The conscious use of them, combined with digital education strategies, can maximize their benefits and mitigate negative effects.

The internet has emerged as a fundamental tool to expand communication, reducing bureaucracy and facilitating access to information. However, it has brought new problems, such as the issue of privacy, which becomes vulnerable in the midst of freedom of information (Dias et al., 2013). Social media, in turn, gained power and reach, allowing the production of open content and interaction between users, being used to disseminate products and ideas (Medeiros et al., 2014).

Currently, social media is one of the main channels for disseminating ideas and concepts. In the fashion market, for example, digital influencers are increasingly used by brands to expand their visibility and sell products (Borges, 2016). However, this technological advancement also presents challenges, such as lack of privacy and digital inequality.

The negative effects of excessive use of technologies include addictions that harm mental health and personal relationships. Physical comparison, related to body image, impacts people's behavior and emotions, leading to discomfort when reflecting their lives with those of others (Andrade, 2018; Ribeiro et al., 2018). The media often promotes beauty standards that can lead individuals to harm their health in pursuit of an unattainable ideal.

Dissatisfaction with body image and the influence of the media on eating behavior are growing. Instead of taking care of their health, many opt for unhealthy foods, affecting both physical and mental health (Silva, 2018). In addition, people are increasingly connected to the media, neglecting activities that promote healthy interpersonal relationships and quality moments.

Teachers recognize the importance of access to new technologies in classrooms. Digital culture expands, and the old learning process is no longer so attractive to students, requiring new educational approaches (Macedo et al., 2020). Thus, it is essential to reflect on how hyperconnection and social media shape our society and impact education.

METHODOLOGY

The study is a field research, with bibliographic research on the object of investigation. The data analysis has a qualitative-quantitative approach. In the research, theoretical productions on the subject were analyzed. The research used the online questionnaire (Forms) as a data collection instrument. The questionnaire is semi-structured consisting of 12 closed questions, and was made available to students of the Physical Education course at UNIFIMES, during the second semester of 2024. The course has 100 students, and 55 students participated in the study, who answered the questionnaire.

The questions in the questionnaire were elaborated according to the Likert scale method. Such a scale is an instrument widely used in research, especially to measure attitudes, opinions and subjective perceptions of participants. It allows respondents to express their level of agreement or disagreement with a series of statements, usually using five or seven response points. This tool enables a detailed analysis of qualitative and quantitative aspects, making it a valuable resource for capturing nuances of human perceptions in social and educational studies. By organizing the answers in a structured way, the scale facilitates the understanding of behavior patterns and attitudes in various areas of knowledge (Gil, 2019).

The research project was submitted to the Ethics Committee of Plataforma Brasil, and was approved under CAAE number 68402423.2.0000.5549. The study participants were invited to contribute with a questionnaire, by agreeing with the free and informed consent form.

In addition to the field research, the study included a literature review, which occurred from the search for scientific productions in databases such as "Scielo and Google Scholar", in which the following combined descriptors were used: hyperconnection in higher education; social networks and university students. The time frame for the searches for the works considered the period from 2019 to 2023, as it is a more current subject.

RESULTS OF THE LITERATURE REVIEW

In this section, the results and main findings of the theoretical research are presented, which supported the foundation of the study. For the searches for scientific studies related to the object of study, some criteria were observed, as shown in the table below.

The searches carried out on scientific productions allowed us to find the following information. On the Scielo website (https://www.scielo.br/), 2 papers were found. The selected productions were in Portuguese, from 2020, and contained the keywords in the titles. The results were: 0 studies with the keyword "hyperconnection in digital culture"; 1 work with "hyperconnection"; 1 work with "digital culture"; and 0 with "student hyperconnection".

On Google Scholar (https://scholar.google.com.br/?hl=pt), 3 works were found. The selected productions were also in Portuguese, starting in 2020. The results were: 0 works with "digital culture"; 0 with "hyperconnection in digital culture"; 1 with "hyperconnection of students"; and 2 with "hyperconnection".

In the Brazilian Digital Library of Theses and Dissertations (https://bdtd.ibict.br/vufind/), 3 works were also found. The productions were in Portuguese, starting in 2020. The results were: 0 studies with "student hyperconnection"; 2 with "hyperconnection"; 1 with "digital culture"; and 0 with "hyperconnection in digital culture".

The following is a table containing the results of the literature review, based on the criteria described in the methodology. In all, 8 works were found, in the form of articles. Below are the articles exposed, based on the presentation of the titles, authors, year and place of publication, the objectives of the study and the main conclusions.

Table 1. List of works (articles) selected in the state of the art

Title	Authors	Year and place of publication	Objective	Conclusion
"I feel like I'm always failing": the existential damage resulting from the hyperconnection of the teaching teleworker	Carneiro, Airton; Cardoso, Martins.	2023 Education and Research	Analyze the consequences of hyperconnection for teachers who work remotely, specifically in the educational context. The study seeks to understand how the constant demand for digital connection can lead to a feeling of failure and inadequacy, affecting the mental health and existential well-being of teachers.	The article concludes that it is essential to recognize these negative impacts and develop strategies to mitigate the effects of hyperconnection. This includes the need for institutional policies that protect the boundaries between work and personal life, as well as providing psychological support for teachers. Awareness of the existential damage caused by hyperconnection is essential to promote a healthier and more balanced work

				environment for teaching teleworkers.
University and training in the age of digital culture	Henrique Mühl, Zuin, Goergen	2023 Education and Society	To analyze the challenges arising from the growing predominance of the neoliberal vision and the functionalization of education in the context of digital culture and its implications in the conception of university education	It was concluded that, in the face of the instrumentalization of reason and education, it is necessary to prevail the principle of responsibility, making all the knowledge produced have as its primary objectives to remove the risks to life and to reduce inequalities between people
Visibility, influence and consumption: the process of forming public opinion of brands through digital hyperconnection networks	Zimmermann, Daniel Dubosselard; Trinity, Aeneus; Meira, Karla de Melo Alves.	2023 Communication Interfaces	To address the representation of organizations in digital hyperconnection networks, considering social conceptions in their active character, both in people's minds and in the media	In conclusion, this article pays attention to thinking about future perspectives, without neglecting the omens of the metaverse, in which brand advertising and its digital scheduling are placed
Hyperconnection technologies and the use of time in young people's daily lives: a study with university students	Varsori, Enrickson.	2023 A study with university students.	Identify and understand how the continued use of hyperconnection technologies, namely communication devices,	It is concluded that the uses of digital technologies of hyperconnection are closely related to the ways in which students understand their own identities. The role of technologies in students' lives directly conditions university identities, the perception of time and personal and institutional forms of relationships
Telecommuting and hyperconnection: An analysis based on the concept of exhausting working hours	Ferreira, Versalhes Enos Nunes et al.	2023 Journal of the Faculty of Law of UERJ-RFD	Discuss how hyperconnection, driven by digital technologies, can result in working hours that exceed conventional limits, leading to possible violations of labor rights and harming the quality of life of teleworkers.	It is concluded that hyperconnection, in addition to the damage to the rights to health, leisure, rest, family and community life, preventing the realization of the worker's life project, can materialize one of the factual and legal elements of the capitulation inserted in article 149 of the Penal Code, that is, the exhausting working day
Hyperconnection and technological society	Macedo, Luana	2020	Develop a brief investigation of high school students,	The article concludes that while hyperconnection is an

	Catarina dos Santos.	Institutional Repository	especially those who are in the process of completion, and propose a suggestion for a didactic sequence in the Hybrid Education modality that, if applied, can help students in the process of preparation to continue their post-high school life, in higher or technical education, through work with the use of Media and Digital Languages.	inevitable feature of modern technological society, it is crucial to develop strategies and policies to manage its negative impacts. These include the need to raise awareness about the healthy use of technology, the promotion of practices that help to disconnect, and the creation of regulations that protect individuals from the adverse effects of hyperconnection. Ultimately, society must seek a balance between the benefits of connectivity and the preservation of human well-being
The challenges of implementing 5G in a scenario of digital exclusion and hyperconnection and the Democratic Rule of Law in Brazil	Sarlet, Gabrielle Bezerra Sales, Ingo Wolfgang Author.	2023 Journal of the Faculty of Law of the University of Lisbon	To analyze the challenges and implications of the implementation of 5G technology in Brazil, in a context marked by digital exclusion and hyperconnection. In addition, the article explores how hyperconnection, driven by 5G, can impact the Democratic Rule of Law, both in terms of opportunities and threats	The article concludes that the implementation of 5G in Brazil presents a significant opportunity for the modernization and development of the country, but it also brings important challenges. If not carefully planned and executed, the introduction of 5G could exacerbate the digital divide, widening the social inequality between those who have access to the technology and those who do not.
Hyperconnection in society	Corsini, Helen; Assis, Leandro.	2024 Universitas da FANORPI Journal,	Analyze the documentary "The Social Dilemma", directed by Jeff Orlowski and produced by Netflix, in order to explore the challenges associated with hyperconnection and the impacts that this trend has generated on the social fabric	The article concludes that students recognize that social networks offer benefits, such as ease of communication, quick access to information, and the possibility of networking. However, they also perceive the harmful aspects, such as the manipulation of behaviors, the invasion of privacy, digital addiction, and the negative effects on mental health, including anxiety and stress.

Source: Organized by the authors

WHAT DOES THE STATE OF THE ART REVEAL?

The state of the art allowed us to know the scientific productions selected for the bibliographic part of the study, revealing current aspects of the contemporary context. The main points addressed by the authors on the subject are highlighted below.

According to Maciente (2020), the Covid-19 pandemic caused significant changes in social behavior, affecting study, work, and consumption. The pandemic has accelerated the use of digital technologies, especially in remote work and event automation. Although this "digitalization" represents progress, it also generates problems such as information overload, mental fatigue and anxiety.

Segata (2020) points out that the technocratic fetish of real time imposes a blame on idleness and personal care, creating a sense of constant debt. The need to multitask becomes a requirement, leading to pressure for productivity. Amado (2018) adds that the new ICTs bring challenges to labor law, allowing it to accompany the worker outside the professional space, invading his personal time.

Labor law should not only be seen as a branch of private law, but also as the administration of labor in a society where labor power is the only monetizable good. Supiot (2007) suggests that the labor field has an anthropological function, standardizing behaviors to meet the needs of the established order, ensuring the long life of the worker.

In recent years, the field of labor has undergone changes, such as the weakening of employment relationships and the flexibility of contracts, favoring employers (Carneiro et al., 2023). These changes impact the health of workers and reflect the monetization of health, where work is seen as an instrument of the production chain, focused on the search for profit.

For Quaresma (2020), business policy, by seeking to increase productivity, generates high social costs, such as the increase in work accidents and the decrease in active labor. Von Randow et al. (2021) argue that the demand for productivity increased during the pandemic, reflecting the growth of anxiety and depression among workers.

Dependence on new technologies is a marked consequence, requiring workers not only to adapt, but also to speed and dynamism. Ray (2015 apud Moreira, 2020) points out that, in the "new world of work", the worker must have a digital Intelligence Quotient to survive. Those who do not adapt face the anguish of substitution.

Standing (2014) observes that the global market works 24/7, without respecting natural cycles. Kant (2011) argues that, in the realm of ends, everything has a price or dignity. When performance is worshipped, people become numbers, losing their dignity.

Han (2017) states that in the "performance society", the coercive power of production falls on the worker. Ferreira (2019) observes that employees who do not recognize limits at work become mere objects, losing the sense of existence. The critique of neoliberalism and digital culture is addressed by several authors, such as Adorno and Horkheimer (1986) and Heidegger (1997).

These authors, despite theoretical divergences, criticize the reductionism of the education promoted by the cultural industry. The conclusion of the study suggests that knowledge should remove risks and reduce inequalities, especially in university life, emphasizing the ethical-moral dimension in digital production.

Janina Loh (2018) argues that education should go beyond technical empowerment, promoting a fuller experience of life. The school cannot be merely reproductive, but must foster a fairer reality. Digital mediation becomes relevant in all social contexts, especially in education, which adopts digitalization with various intentions.

Barichello (2006) highlights the importance of visibility and legitimacy in today's society. Dreyer (2017) observes that the use of digital influencers provides temporary visibility, but does not guarantee continuous interaction. Trigo (2018) relates the intensity of communication flows to the difficulty of controlling them.

Thompson (2008) discusses mediated visibility, characterizing the "society of self-promotion". Baiôcco and Rocha (2021) state that telework requires the worker to master technologies, as he will not have supervision. Brito Filho (2019) defines work in conditions analogous to slavery as a violation of dignity and freedom.

In 2018, the Brazilian Institute of Geography and Statistics (IBGE) indicated that 79.1% of Brazilian households had access to the internet. With the hyperconnected society, communication becomes instantaneous, generating new forms of education and information. Research by Corsini and Assis (2024) shows that 100% of the students interviewed use social networks, with Instagram being the most popular. These data reflect the strong presence of students in the virtual environment.

THE ANALYSIS OF THE FIELD RESEARCH DATA

This field research work aimed to explore the hyperconnection in digital culture, focusing on the perceptions of students of the Physical Education course at UNIFIMES. The research investigated how the continued use of digital technologies affects the academic experience and physical practices of these students, as well as their social interaction and performance. Qualitative and quantitative data were collected through questionnaires, which pointed out the importance of technology in the educational context, but also highlighted the challenges of hyperconnection, such as distraction and mental fatigue. The results suggest the need for balance in the use of digital devices.

Graph 1. Age of participants
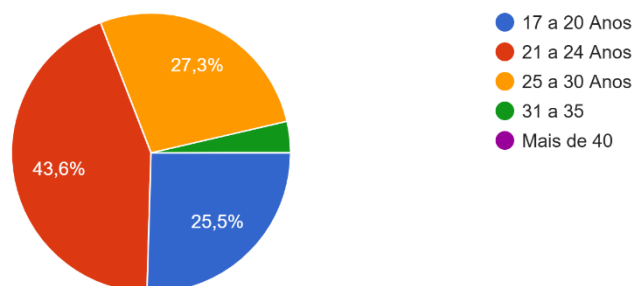
Source: Organized by the authors

Graph 1 shows that most respondents (43.6%) are between 21 and 24 years old. This is followed by 27.3% in the 25 to 30 age group and 25.5% between 17 and 20 years old. Only 3.6% of the participants are in the 31 to 35 age group or over 40. This predominant age profile (young adults) is relevant, as these individuals often have high exposure to digital technologies.

Graph 2. Gender of the participants

Feminino
Masculino
Prefiro não responder

34,5%

65,5%
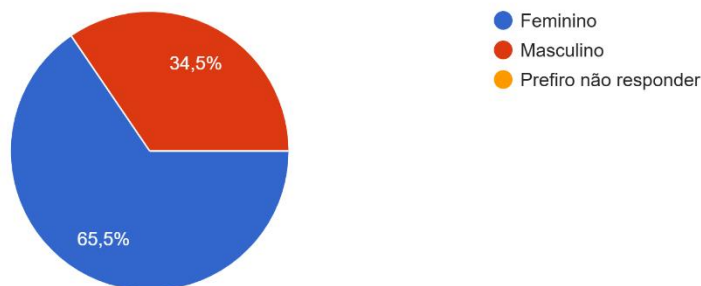
Source: Organized by the authors

In the total of respondents, 65.5% are female and 34.5% male. This female predominance can influence the perception of the use and impact of digital technologies, considering the possible differences in behavior and habits between genders.

Graph 3. Degree of affinity with digital technologies

28 (50,9%)

21 (38,2%)

6 (10,9%)

0 (0%)   0 (0%)

1   2   3   4   5
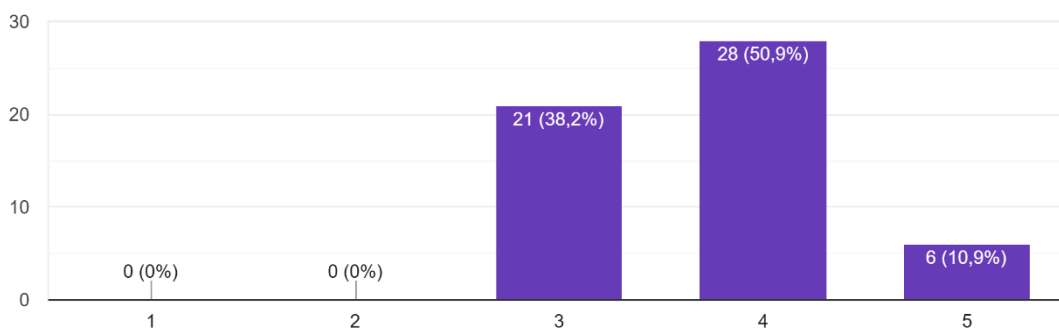
Source: Organized by the authors

Graph 3 reveals that the average affinity with digital technologies is 3.73 on a scale of zero to five. This result indicates a moderate to high affinity with the use of technologies, which is expected for the young age group, which is generally used to interacting with digital devices on a regular basis. This familiarity suggests that these individuals are more likely to adopt new digital tools and platforms, enhancing their engagement in virtual environments.

Graph 4. Level of internet use in everyday life
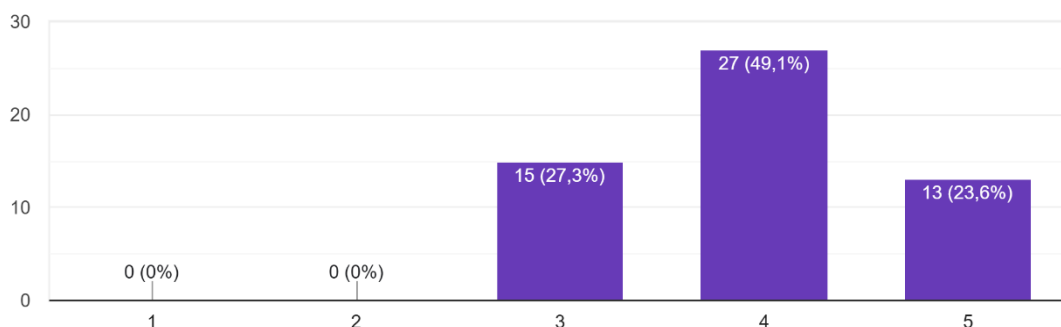
Source: Organized by the authors

In Graph 4, on a scale of 1 to 5, 15 participants rated their internet use as 3, 27 chose classification 4, and 13 opted for classification 5. Most participants use the internet moderately to intensely (scales 4 and 5), indicating a strong digital presence in the daily lives of these students. This high frequency of use suggests that the internet plays a significant role in their daily activities, influencing both their studies and their social interactions.

Graph 5. Average time spent using social networks
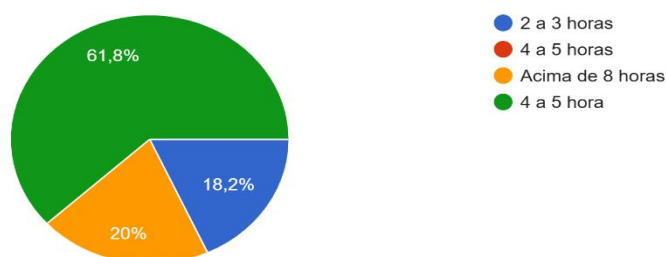
Source: Organized by the authors

In Graph 5, it is observed that 34 participants use social networks for 4 to 5 hours a day, 10 people use it for 2 to 3 hours and 11 people spend more than 8 hours a day on the platforms. A significant number of participants dedicate between 4 to 5 hours daily to social networks, evidencing a high level of interaction. In addition, the considerable portion that exceeds 8 hours reinforces the context of hyperconnection, suggesting that these platforms play a central role in students' everyday lives.

Graph 6. Participants' level of hyper-connectedness
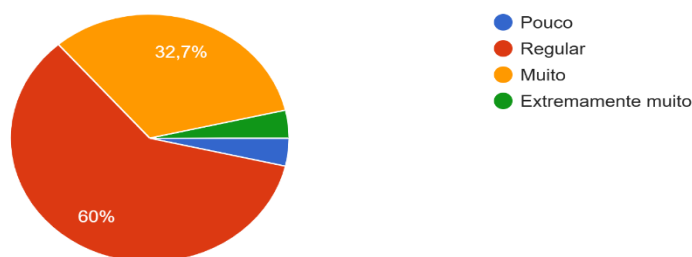
Source: Organized by the authors

In Graph 6, 33 participants rate their level of hyperconnection as "regular", 18 consider it "very", 2 "extremely much" and 2 "little". Most participants see themselves as moderately connected. However, a significant group perceives themselves as "very" connected, which may indicate a critical reflection on time spent online and its implications for everyday life. This insight suggests the need for a greater balance between digital life and offline interactions.

The data collected reveal that the social network most used by students is Instagram, in the background is TikTok and in third is Facebook. Some also mentioned WhatsApp. Instagram and TikTok stand out as the most popular platforms, reflecting a preference for social networks that offer visual and fast-consuming content among young people. This trend allows us to understand that users are looking for dynamic and attractive interactions, which are hallmarks of these platforms.

Graph 7. Perception of the impact of social networks on concentration
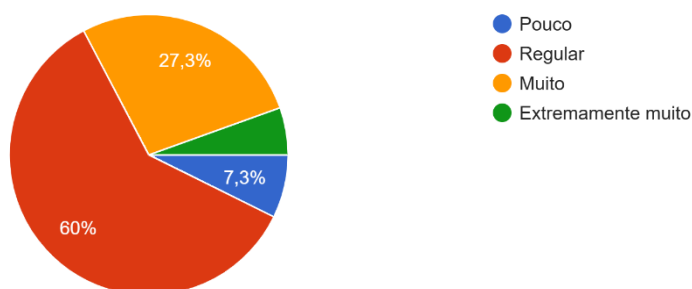
Source: Organized by the authors

In Graph 7, 33 Physical Education students from UNIFIMES consider the impact of social networks on concentration as "regular", 15 as "very", 3 as "extremely much" and 4 as "little". Most perceive that social networks affect concentration in a moderate way, but a significant number of 18 people say that the impact is significant. This perception

demonstrates that the use of social networks can impair focus during classes, raising the need for strategies to manage online time and improve academic attention.

Graph 8. Opinion on the use of technologies to learn
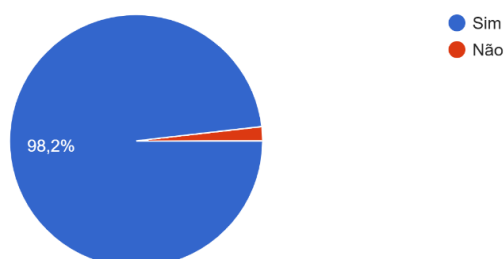
Source: Organized by the author

In Graph 8, 54 participants believe that technologies contribute significantly to learning, while only 1 person disagrees. There is a strong perception that digital technologies are beneficial to the learning process, indicating a positive acceptance of digital tools in the academic environment. This favorable view suggests that students recognize the potential of technologies to enrich their educational experiences.

Graph 9. Scale of use of technologies in the classroom
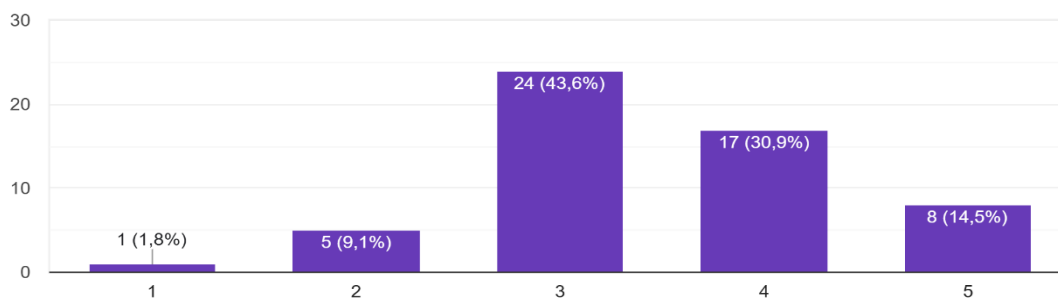
Source: Organized by the authors

In Graph 9, 4 participants rated their use of technologies on scale 2, 33 on scale 3, 15 on scale 4 and 3 on scale 5. Most students consider that they use technologies in the classroom moderately (scale 3), while some demonstrate a more intense use (scales 4 and 5). This reflects a reasonable integration of technologies into the classroom environment, suggesting that while adoption is not universally high, there is a recognition of the value of digital tools in the teaching-learning process.

Graph 10. Dispersion scale in learning

- Pouco
- Regular
- Muito
- Extremamente Muito
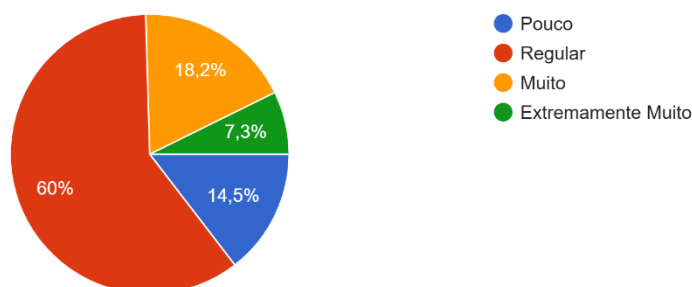
Source: Organized by the authors

In Graph 10, 1 participant rated the impact of dispersion on learning on scale 1, 5 on scale 2, 24 on scale 3, 17 on scale 4 and 8 on scale 5. There is moderate to high concern among students about how dispersion affects their learning, with many rating its impact on scales 3 to 5. This suggests that the digital environment can make it difficult to concentrate, underscoring the need for strategies to minimize distractions and improve focus during studies.

The analysis of the collected data reveals a complex relationship between the use of digital technologies and the learning experience of students. Most participants demonstrate a strong presence on social media, especially Instagram and TikTok, which indicates a preference for visual and fast-consuming platforms. At the same time, many recognize that this use can impact their concentration, with a moderate to high concern about the dispersion caused by the digital environment. This duality between the recognition of the benefits of technologies for learning and the challenges they present highlights the need for a balance between digital interaction and attention in academic activities.

In addition, the positive perception of the use of technologies to learn suggests that students are open to integrating digital tools into their educational practices. However, the need for strategies that minimize distractions and promote a more conscious use of social networks is evident. Thus, it is essential that educators and educational institutions develop approaches that harness the potential of technologies, while addressing the risks associated with hyperconnection, aiming to create a more effective and balanced learning environment.

FINAL CONSIDERATIONS

The main objective of the study was to understand how the phenomenon of hyperconnection occurs in digital culture in students of the Physical Education course at

the University Center of Mineiros – UNIFIMES. It was possible to understand that hyperconnection is intensely present in the daily lives of students, affecting both their academic and social lives, with impacts ranging from distraction during classes to dependence on social networks for interactions and learning.

More specifically, the work aimed to: analyze the perceptions of Physical Education students about the hyperconnection with digital technologies during training in Higher Education; And it was possible to verify that, although students recognize the benefits of technologies for learning, they also perceive hyperconnection as a source of distraction that can affect their focus and academic performance.

We also seek to identify how social networks are present in higher education and how they contribute or harm the student's education process. After the research carried out, we concluded that social networks are widely used and offer advantages, such as quick access to content and the possibility of interaction between colleagues and teachers, as well as disadvantages, especially with regard to distraction.

Finally, we believe that it is essential to find a balance in the use of digital technologies so that the benefits can be enjoyed without compromising concentration and learning in the classroom. For future studies on this topic, we recommend that longer follow-ups be carried out with students to assess the impact of hyperconnection throughout their academic training, in addition to research that includes teachers' perceptions of the use of digital technologies in their teaching practices.

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