

## FROM BLACKBOARD TO SCREENS: SCHOOL CHALLENGES IN THE AGE OF CONNECTED SUBJECTIVITIES



<https://doi.org/10.56238/arev7n3-226>

Submitted on: 02/21/2025

Publication date: 03/21/2025

**Kleber Ferreira Costa<sup>1</sup>, Nayanne Nayara Torre da Silva<sup>2</sup> and Paulo César Marques de Andrade Santos<sup>3</sup>**

### ABSTRACT

This article<sup>4</sup> explores the intricate relationship between school, digital technologies and transformations in contemporary subjectivities, guided by Paula Sibilia's reflections. The research analyzes the school as a "technology in disuse" in the face of the incompatibility between its traditional structures and the new ways of being and learning of young people in the digital age. It addresses the "window experience" driven by social networks, examining its impacts on self-esteem, anxiety, and the search for recognition. It dives into the transition from intro-directed to alter-directed subjectivity, understanding the centrality of connection and visibility. The methodology used is the bibliographic review, focusing on the works of Sibilia (2008; 2012a; 2012b) that dialogue with the theme, allowing an in-depth analysis of the issues raised. The results reveal the urgency of adapting the school, incorporating technologies in a critical and conscious way, valuing diversity, promoting autonomy, stimulating collaboration and encouraging critical thinking and creativity. It is concluded that the school of the twenty-first century must form critical, creative and engaged citizens, capable of building a fair and sustainable future. The institution needs to balance tradition and innovation, connecting with the outside world and promoting an environment of welcome and transformation. Sibilia's reflections offer a map to navigate the complex educational landscape, encouraging the search for innovative and transformative solutions that prepare young people for today's challenges.

**Keywords:** Digital Education. Contemporary Subjectivity. Educational Technology. School Transformation.

---

<sup>1</sup>Dr. in Letters - UFPA

Adjunct Professor at the University of Pernambuco (UPE)

ORCID: <https://orcid.org/0000-0002-7525-9696>

<sup>2</sup>Dr. in Education - UFPE

Adjunct Professor at the University of Pernambuco (UPE)

ORCID: <https://orcid.org/0000-0001-7778-0699>

<sup>3</sup>Dr. in Education - UFBA

Associate Professor at the University of Pernambuco (UPE)

ORCID: <https://orcid.org/0000-0001-5803-2388>

<sup>4</sup>This theme arose from the continuing education developed in PIBID 2024/2025, from the teaching practices contained in the subprojects in literacy and digital literacy.

## INTRODUCTION

The twenty-first century has been the scene of social and technological transformations of an unprecedented magnitude. The speed at which new technologies emerge and spread, the growing global interconnectedness, and changes in values and forms of social organization have impacted every aspect of human life, and education is no exception.

The school, which for centuries has remained relatively stable in its structures and practices, is now confronted with the need to adapt to a world in constant change. Digital technologies, in particular, have challenged traditional models of teaching and learning, opening up new possibilities but also generating new challenges.

The *internet*, computers, *smartphones*, *tablets*, social networks and other digital technologies have become ubiquitous in the lives of young people and children. Data and statistics reveal that the use of digital technologies by this age group has grown exponentially in recent years. According to a survey conducted by the Brazilian Internet Steering Committee (CGI.br) in 2021, 93% of children and adolescents between 9 and 17 years old access the internet regularly.

These young people and children use digital technologies to communicate, to be informed, to have fun, to learn and to relate. Social networks, in particular, have become a common space for the construction of their identities, for the expression of their opinions and for participation in social life. However, the intensive use of digital technologies also brings with it a number of challenges for education. The dispersion of attention, the superficiality of knowledge, *cyberbullying*, misinformation, and exposure to inappropriate content are just some of the problems that the school needs to face.

Faced with this complex and challenging scenario, the school needs to rethink its models and practices, seeking strategies that make it more relevant and connected with the needs and desires of young people in the twenty-first century. The adaptation of the school to the digital age is not limited to the mere incorporation of technologies, but implies a transformation in its structure, in its curriculum and in the role of the teacher.

In this context of transformations and challenges, the work of Paula Sibilía (2008, 2012a; 2012b) emerges as an important reference for the discussion on the relationship between technology, subjectivity and school. Sibilía, a renowned researcher and critic of current culture, offers a forceful analysis of the situation of the school in the twenty-first century, pointing to the urgent need to rethink its models and practices.

In his works, such as "La Intimidad como espectáculo" (2008) and "¿Redes o paredes? La escuela en tiempos de dispersión" (2012), Sibilia argues that school, as we know it, is becoming a "technology in disuse", increasingly incompatible with the needs and desires of young people in the digital age. The author proposes a reflection on the relationship between new technologies, contemporary subjectivities and the challenges faced by the school institution.

Sibilia criticizes the traditional school for its emphasis on discipline, obedience and the transmission of content, arguing that these models do not prepare students for the challenges of the job market and life in society in the twenty-first century. The author defends the need to create more flexible, collaborative, and connected learning spaces that value diversity, creativity, and student autonomy.

In addition, Sibilia warns of the risks of "window living" driven by social networks, arguing that excessive exposure and constant comparison can generate anxiety, depression and other mental health problems among young people. The author defends the need to promote critical reflection on the use of social networks, helping students to develop a more solid self-esteem and independent of external approval.

His work offers a critical and provocative analysis of the school in the digital age, pointing to the urgent need to rethink its models and practices. His reflections invite us to question the premises and values that sustain the traditional school, encouraging us to seek alternatives that value diversity, innovative thinking, and the ability of students to act on their own.

In the face of the complex and challenging scenario outlined above, the following question emerges: how are new technologies and social networks transforming the way young people learn, relate and build their identities? And, more importantly, how can the school adapt to these changes without losing sight of its pedagogical objectives and its fundamental values?

We believe that this is a challenging issue for the future of education. The school cannot ignore the transformations that are taking place in society, nor can it limit itself to reproducing models and practices that no longer meet the needs of students. The school needs to reinvent itself, seeking strategies that make it more relevant, connected and transformative.

However, the adaptation of the school to the digital age cannot be done uncritically and thoughtlessly. It is necessary for the school to maintain its fundamental values and

objectives, such as the promotion of social justice, the defense of human rights and the formation of critical and engaged citizens. The school cannot surrender to technological fads, nor can it become a mere training center for the job market.

The school needs to find a balance between tradition and innovation, between valuing knowledge and developing new skills, between promoting individuality and encouraging collaboration. In this sense, it needs to be a space for welcoming, dialogue, creativity and knowledge construction, where young people can feel valued, respected and prepared to face the challenges of the contemporary world.

Given the complexity and relevance of this issue, the objective of this article is to analyze Paula Sibilia's reflections on the challenges of the school in the digital age, seeking to understand how the school can adapt to new technologies and new forms of subjectivity without losing sight of its values and objectives.

To achieve this objective, the article is structured in five sections, in addition to this introduction and final considerations. In the second section, we will analyze the school as a technology in disuse, exploring Sibilia's critique of traditional models of teaching and learning. In the third section, we will delve into the transformations of contemporary subjectivities, seeking to understand how young people construct their identities in the digital age. In the fourth section, we will present some strategies for a more relevant school in the twenty-first century, exploring alternatives for the transformation of the school space, the updating of the curriculum and the change in the role of the teacher. Finally, in the final considerations, we will summarize the main points addressed in the article, reaffirming the importance of Paula Sibilia's reflections for understanding the challenges of the school in the digital age and presenting some perspectives for the future of education.

We believe that this article can contribute to the debate on education in the digital age, offering new perspectives and encouraging the search for innovative and transformative solutions. We hope that our reflections can inspire educators, researchers, managers and others interested in building a more relevant, connected and transformative school, capable of preparing young people for the challenges of the 21st century and contributing to the construction of a fairer and more sustainable future.

## **THE SCHOOL AS A TECHNOLOGY IN DISUSE: PAULA SIBILIA'S ANALYSIS**

Paula Sibilia, a renowned researcher and critic of contemporary culture, offers an analysis of the situation of the school in the twenty-first century. In her works, the author

proposes a reflection on the relationship between new technologies, current subjectivities and the challenges faced by the school institution. For Sibilía (2012b), the school, as we know it, is becoming a "technology in disuse", increasingly incompatible with the needs and desires of young people in the digital age, which dialogues with Santomé (2013, p. 19) when he says that:

There is an urgent need for digital literacy which, together with other knowledge and values that are also required in the educational system to form new generations, will make it possible to make a truly integral education a reality: humanistic, scientific, technological, artistic and social.

The metaphor of the school as a technology is central to understanding Sibilía's analysis. By using this concept, the author invites us to think of the school not as a timeless and immutable institution, but as a cultural artifact built at a certain historical moment to meet specific needs. Like other technologies, the school was created to solve problems and make people's lives easier, playing a fundamental role in the organization of society and in the formation of individuals.

In the context of modernity, the school emerged as a response to the need to train citizens for national states, workers for industry and consumers for the market. The modern school, with its hierarchical structure, its compartmentalized disciplines and its teaching methods based on the transmission of contents, has played a necessary role in the construction of a certain type of subjectivity, characterized by discipline, obedience and the valorization of rational knowledge.

However, Sibilía (2008) argues that this school "technology", which was so effective in its time, was becoming obsolete in the face of the social and technological transformations that marked the end of the twentieth century and the beginning of the twenty-first century. The new information and communication technologies, especially the internet and social networks, are transforming the way young people learn, relate and build their identities, making traditional school less and less relevant and attractive.

The school, which previously had a monopoly on knowledge and information, now competes with a multitude of sources of information available on the *internet*. Young people, who were once mere receivers of content transmitted by teachers, become producers and disseminators of information, using social networks to connect with their peers, share experiences and build their own narratives.

Faced with this scenario, the school, with its rigid structure and traditional teaching methods, seems increasingly distant from the reality of young people, generating disinterest, frustration and learning difficulties. For Sibilia (2012a), it is necessary to rethink the school as a whole, adapting it to new technologies and new forms of subjectivity, so that it can continue to fulfill its fundamental role in the formation of individuals and in the construction of a more just and democratic society.

Sibilia's analysis of the school as a technology in disuse leads us to another central concept in her work: the incompatibility between contemporary subjectivities and traditional school structures. For the author, today's young people, marked by fluidity, connection and the search for experiences, no longer fit into the rigid and hierarchical models of the modern school.

Contemporary subjectivities are characterized by fluidity and instability. Today's young people no longer identify with fixed and predefined identities, constantly seeking new experiences and new forms of expression. They value freedom, autonomy, and the ability to reinvent themselves at every moment.

In addition, these subjectivities are marked by connection and interactivity. Today's young people are constantly connected to each other through social media, sharing information, experiences, and emotions. They value collaboration, participation, and the ability to build knowledge collectively.

However, the traditional school, with its hierarchical structure, its compartmentalized disciplines and its teaching methods based on the transmission of contents, does not offer space for the expression of these new forms of subjectivity. School, with its emphasis on discipline, obedience, and memorization, seems increasingly distant from the interests and needs of young people.

This incompatibility between contemporary subjectivities and traditional school structures generates a series of problems. Young people feel unmotivated and disinterested, not finding meaning in what they learn at school. The lack of connection between school content and the students' reality generates frustration and learning difficulties.

In addition, traditional schooling, with its emphasis on competition and comparison, contributes to increased anxiety and insecurity among young people. The pressure to get good grades and to stand out from others generates an environment of exacerbated competition, which makes it difficult to collaborate and build healthy relationships.



According to Sibilía (2012a), it is necessary to restructure the school in its entirety, establishing more adaptable, interactive and integrated learning environments that recognize and celebrate plurality, foster inventiveness and promote student independence. From this perspective, it is essential to adjust pedagogical strategies to contemporary modalities of knowledge acquisition, using digital tools in a reflective and thoughtful way, so that the school institution can resume its essential role in the formation of individuals and in the construction of a more equitable and participatory society.

Another important concept in Paula Sibilía's (2012b) analysis is "experience in the window". For the author, social networks have intensified exposure and comparison between individuals, transforming life into a constant spectacle. Young people, in particular, would be increasingly concerned with building a positive image of themselves on social media, constantly seeking approval and recognition from their peers.

The "experience in the window" affects young people's self-esteem, anxiety and search for recognition. The need to present oneself in an idealized way on social networks generates a constant pressure to correspond to standards of beauty, success and happiness that are often unattainable. The comparison with others, which is inherent to social life, becomes even more intense and relentless on social networks, where people tend to show only the best moments of their lives.

This incessant search for approval and recognition can lead to risky behaviors, such as excessive exposure of private life, *cyberbullying*, and the search for *likes* and followers at any cost. In addition, "window shopping" can lead to anxiety, depression, and other mental health problems, especially among young people who feel unable to live up to social expectations.

The school, which has always played an important role in the formation of self-esteem and in the promotion of mental health of students, needs to be aware of these new challenges. It is necessary to create spaces for dialogue and reflection on the use of social networks, helping young people to develop a critical view of "living in the window" and to build a more solid self-esteem independent of external approval.

In addition, the school can use social networks in a pedagogical way, promoting collaboration, creativity and expression of students. Instead of prohibiting the use of social networks at school, it is necessary to teach young people to use them consciously and responsibly, transforming them into tools for learning and knowledge construction.

## **SUBJECTIVITIES IN TRANSFORMATION: FROM INTROSPECTION TO CONNECTION**

Continuing the analysis of the complex relationship between the school and social and technological transformations, we will deepen the discussion about the changes in the very forms of subjectivity. Paula Sibilia, in her works, argues that we are witnessing a significant transition from the model of intro-directed subjectivity, characteristic of modernity, to an alter-directed model, driven by digital culture and the growing importance of connection and visibility.

The model of subjectivity of modernity, which flourished from the nineteenth century onwards, is characterized by introspection, the search for an inner "I" and the valorization of individuality. This model, influenced by Enlightenment philosophy and romantic thought, emphasizes the importance of reason, autonomy, and the ability to know oneself.

Introspection, understood as the ability to look inside oneself, to reflect on one's own thoughts, feelings, and experiences, was seen as a path to the construction of an authentic and original identity. It was believed that by knowing oneself, the individual could discover his true essence and free himself from external influences.

The valorization of individuality, in turn, was closely linked to the idea that each human being is unique and singular, possessing a set of characteristics and talents that differentiate him or her from others. It was believed that personal fulfillment depended on the ability to develop these talents and to express one's individuality in an authentic and original way.

The traditional school, with its hierarchical structure, its compartmentalized disciplines and its teaching methods based on the transmission of contents, played a fundamental role in the formation of this type of subjectivity. The emphasis on discipline, obedience, and memorization aimed to mold individuals capable of controlling their impulses, following rules, and adapting to the demands of social life.

In addition, the traditional school, with its emphasis on competition and comparison, encouraged students to excel individually, to seek success and recognition on their own merits. It was believed that by striving to achieve their goals, students would be developing their autonomy and their ability to become independent and successful individuals.

However, Sibilia (2012a) argues that this model of subjectivity, which was so valued in modernity, would be entering into crisis in the face of the social and technological transformations that marked the end of the twentieth century and the beginning of the twenty-first century. The growing influence of digital culture and social networks is giving



rise to new forms of subjectivity, marked by connection, visibility, and the search for external recognition.

Alter-directed subjectivity, which emerges strongly in the digital age, is characterized by connection, visibility, and the search for external recognition. In this model, identity is no longer seen as something to be discovered within oneself, but as something to be constructed and performed in relation to others.

Connection, understood as the ability to relate to others through social networks and digital technologies, becomes a core value. Today's young people are constantly connected to each other, sharing information, experiences, and emotions. They value collaboration, participation, and the ability to build knowledge collectively.

Visibility, in turn, becomes an imperative. Young people feel the need to expose themselves on social networks, to show their lives, their talents and their opinions. They believe that by making themselves visible, they will be able to attract the attention of others, gain followers, and get the recognition they so desire.

The search for external recognition, in turn, becomes an obsession. Young people are constantly worried about getting *likes*, comments, and shares on their social media posts. They believe that by receiving the approval of others, they will be confirming their value and importance.

Social networks and digital technologies play an important role in the formation of this new type of subjectivity. Social media provides young people with platforms to connect with their peers, express their opinions, and showcase their lives. Digital technologies, in turn, offer teenagers tools to create content, to edit their images and to present themselves the way they want.

However, Sibilia (2012b) warns that this new form of subjectivity, although it may seem more democratic and inclusive, also has its risks. The incessant search for external recognition can lead to a loss of autonomy, dependence on the opinions of others, and difficulty relating authentically and genuinely.

In addition, "window shopping," as already discussed, can lead to anxiety, depression, and other mental health problems, especially among young people who feel unable to live up to social expectations. Constant comparison with others, the pressure to always stay online and the difficulty of dealing with cyberbullying can have consequences for young people's mental health.

Faced with this scenario of transformations in the forms of subjectivity, the school faces another challenge: how to help young people develop a sense of identity and purpose in an increasingly connected and exposed world? How to form autonomous and conscious individuals, capable of making responsible decisions and building a fairer and more sustainable future? In Bauman (2005), we find this question when he cites Charles Handy's thought about virtual communities as *illusions*. Bauman (2005, p. 31) concludes "Nor can these virtual communities give substance to personal identity – the basic reason for looking for them. On the contrary, they make it harder for a person to come to terms with his or her own self."

Sibilia (2012b) argues that the school institution needs to reconsider its approaches and methodologies, adjusting to the current technological panorama and the emerging configurations of individuality, without, however, abdicating its fundamental principles and goals. It is imperative to design more adaptable, participatory and interconnected educational environments that promote the multiplicity of perspectives, stimulate innovative thinking and foster students' ability to self-direct.

The school needs to encourage critical reflection on the use of social networks and digital technologies, helping young people to develop a conscious and responsible view of their impacts on their lives and society. It is necessary to teach young people to protect their privacy, to deal with *cyberbullying* and to combat misinformation. In this context, there is a need to make time more flexible, a term used by Bauman (2018) to express that in liquid modernity, it is necessary to welcome all forms of recognition and identity of the other, breaking with *bullying* and also with *cyberbullying*.

In addition, the school needs to promote the development of socio-emotional skills, such as empathy, resilience, self-confidence, and the ability to relate in a healthy way with others. It is necessary to create a welcoming and safe school environment, where students feel valued, respected, and supported in their difficulties.

The school also needs to value introspection and critical reflection, encouraging students to look within themselves, to get to know themselves better, and to develop a sense of purpose and meaning in their lives. It is necessary to offer young people opportunities to explore their talents, to express their opinions and to engage in projects that make a difference in the world.

## **BETWEEN NETWORKS AND WALLS: STRATEGIES FOR A MORE RELEVANT SCHOOL IN THE TWENTY-FIRST CENTURY**

In view of the complex and challenging scenario outlined in the previous sections, there is an urgent need to rethink the school, seeking strategies that make it more relevant and connected with the needs and desires of young people in the twenty-first century. The adaptation of the school to the digital age is not limited to the mere incorporation of technologies, but implies a transformation in its structure, in its curriculum and in the role of the teacher.

The traditional school, with its classrooms organized in rows, its rigid schedules and its uninviting spaces, no longer meets the needs of students in the digital age. It is necessary to transform the school space, creating more flexible, collaborative and connected learning environments, which encourage creativity, experimentation and the exchange of ideas.

The flexibility of the school space can be achieved through the creation of multifunctional classrooms, which can be adapted for different activities and class formats. The use of modular furniture and movable partitions allows the space to be reconfigured according to the needs of the moment, encouraging collaboration and interaction between students.

Collaboration, in turn, can be encouraged through the creation of spaces for coexistence and group work, where students can meet to discuss ideas, carry out projects and exchange experiences. The library, for example, can be transformed into a multimedia resource center, where students have access to books, magazines, videos, software, and other learning tools.

Connection, finally, can be promoted through the use of digital technologies, such as computers, tablets, smartphones and wireless internet, which allow students to access information, communicate with their peers and with their teachers and collaborate on online projects. The creation of school social networks, for example, can facilitate communication and interaction between students, promoting a sense of community and belonging.

There are several examples of schools that are innovating in their pedagogical spaces and practices, creating more flexible, collaborative, and connected learning environments. Escola da Ponte, in Portugal, is an emblematic example of a school that has broken with traditional models, creating a learning environment where students are the protagonists of their own learning process. At Escola da Ponte, there are no classrooms,

strict schedules or tests. Students learn through projects, research and practical activities, with the support of tutors who guide and encourage them to develop their talents and skills.

Another inspiring example is High Tech High, in the United States, a network of charter schools that stands out for its innovative and student-centered approach. At High Tech High, students learn through interdisciplinary projects, which challenge them to solve complex problems and apply their knowledge in real-world situations. The schools in the network also stand out for their innovative architecture, which values collaboration, creativity and connection with the outside world.

In Brazil, there are also several initiatives that seek to transform the school space, creating more flexible, collaborative, and connected learning environments. Colégio Equipe, in São Paulo, is an example of a school that values the autonomy of students, offering them the possibility to choose their own schedules and define their own learning projects. The school also stands out for its innovative infrastructure, which includes computer labs, music and video studios, art rooms and living spaces.

The transformation of the school space is a complex and challenging process, which requires the involvement of the entire school community. It is necessary to listen to students, teachers, parents and other members of the community, so that the school space is a reflection of their desires and needs. It is necessary to invest in infrastructure, technology and teacher training, so that the school can offer a quality learning environment for all students.

The transformation of the school space must be accompanied by an update of the curriculum, which needs to be adapted to the new needs and challenges of the twenty-first century. The traditional curriculum, focused on the transmission of content and the memorization of information, no longer prepares students for the challenges of the job market and life in society.

It is necessary to include in the curriculum the development of new skills, such as creativity, critical thinking, communication, and collaboration, which are essential for young people to stand out in an increasingly complex and competitive world.

Creativity, understood as the ability to generate new and original ideas, is essential for young people to be able to innovate, undertake and solve problems creatively. The school can stimulate students' creativity by carrying out artistic projects, solving open problems and participating in activities that encourage experimentation and innovation.

Critical thinking, in turn, is essential for young people to be able to analyze information, evaluate arguments, and make conscious decisions. The school can stimulate students' critical thinking through debates, analysis of texts and images and participation in activities that encourage reflection and argumentation.

Communication, understood as the ability to express oneself clearly, effectively, and persuasively, is essential for young people to be able to relate to others, defend their points of view, and work as a team. The school can stimulate students' communication through oral presentations, the production of written texts and participation in activities that encourage dialogue and the exchange of ideas.

Collaboration, finally, is essential for young people to work as a team, share knowledge and build solutions together. The school can stimulate student collaboration by carrying out group projects, participating in activities that encourage cooperation and creating living spaces.

In addition to the development of these new skills, the school curriculum needs to be more relevant and connected with the students' reality. It is necessary that school content be contextualized and related to today's problems and challenges. Students need to have the opportunity to apply their knowledge in real situations, through practical projects and participation in activities that connect them with the community.

Updating the school curriculum is a complex and challenging process, which requires the involvement of the entire school community. It is necessary to listen to students, teachers, parents and other members of the community, so that the school curriculum is a reflection of their desires and needs. It is necessary to invest in teacher training, so that they can develop new teaching methodologies and so that they can use digital technologies critically and consciously.

The transformation of the school space and the updating of the curriculum require a radical change in the role of the teacher. The traditional teacher, who was seen as a transmitter of content, needs to become a mediator, a facilitator and a curator of content.

For Sibila (2012), the mediator teacher is the one who helps students to build their own knowledge, offering them support, guidance and *feedback*. The mediator teacher is not limited to transmitting information, but encourages students to research, to experiment and to discover for themselves. The facilitator teacher, on the other hand, is the one who creates a stimulating and challenging learning environment, where students feel safe to take risks, to express their opinions and to collaborate with each other. The facilitator

teacher does not impose their ideas, but encourages them to think for themselves and find their own solutions. The curator teacher is the one who selects, organizes and presents relevant and reliable information, helping students to navigate the sea of information available on the internet. The content curator teacher is not limited to reproducing information, but critically analyzes the sources and offers students different perspectives on the topics covered.

The transformation of the role of the teacher requires a change in the way teachers are trained and valued. It is necessary to invest in the continuing education of teachers, offering them opportunities to develop new skills and to stay up to date on the latest trends in education.

It is necessary to value teachers, offering them better salaries, better working conditions and more autonomy to make decisions about their own practice. It is necessary to recognize the fundamental role of teachers in the training of new generations and in the construction of a fairer and more sustainable future.

The transformation of the school into a more relevant space and connected with the needs and desires of young people in the twenty-first century requires a radical change in its structure, its curriculum and the role of the teacher. It is necessary to rethink the school as a whole, adapting it to new technologies and new forms of subjectivity, so that it can continue to fulfill its fundamental role in the formation of individuals and in the construction of a more just and democratic society.

The school of the twenty-first century needs to be a space for welcoming, dialogue, creativity and knowledge construction, where young people can feel valued, respected and prepared to face the challenges of the contemporary world. To achieve this goal, it is essential that the school works in partnership with families, the community and other social actors, creating a network of support and protection for young people. It is necessary to believe in the potential of young people, offering them opportunities to develop fully and to become the protagonists of their own stories.

## **FINAL CONSIDERATIONS**

Throughout this article, we explore the complex and multifaceted relationship between school, digital technologies, and transformations in worldly subjectivities, guided by Paula Sibilia's insightful reflections. We have followed a path that has allowed us to understand the school as a "technology in disuse", confronted with the incompatibility



between its traditional structures and the new ways of being and learning of young people in the digital age. We analyze the "experience in the window" driven by social networks and its impacts on self-esteem, anxiety, and the search for recognition. We delve into the nuances of the transition from intro-directed to alter-directed subjectivity, understanding how connection and visibility have become core values in current culture.

We thus reaffirm the importance of Paula Sibilia's analyses for understanding the challenges that are imposed on the school in the twenty-first century. His reflections alert us to the need to rethink the school institution, adapting it to new technologies and new forms of subjectivity, without losing sight of its fundamental values and objectives.

In this sense, it is worth reflecting on Law No. 15,100/2025, of January 13, 2025, which restricts the use of personal portable electronic devices, including cell phones, in schools, with the aim of safeguarding the mental, physical, and mental health of children and adolescents. This leads us to think about how these resources have been, or have not, been used for pedagogical work. Would restriction be the best way to reach the school model and the formation of subjects that we have highlighted throughout this text? Or would it be better to think of ways and models to add the use of these tools to the pedagogical practices of the school context?

It is important to note that despite the restriction signaled in the law, it, in its Article 2 and item 1, highlights that "In the classroom, the use of electronic devices is allowed for strictly pedagogical or didactic purposes, as directed by education professionals.". In view of this, the most appropriate thing would be to reflect on the teaching strategies that are being used in the use of these resources, seeking to place digital technologies as collaborative instruments in the teaching and learning process. From this perspective, use the tool itself as a means of reflection and analysis of the degradation of the mental, physical and psychic health of the students themselves, which can be caused by the misuse of these technologies. With this, students would become critical subjects in the use of these own resources, enabling a reflection on the appropriate forms of use.

Based on what has been exposed, the proposed analyses lead us to question the premises and models that sustain the traditional school, encouraging us to look for alternatives that promote the appreciation of diversity, creativity and autonomy of students. His reflections alert us to the risks of "living in the window" and to the need to promote critical reflection on the use of social networks, helping young people to develop a more solid self-esteem independent of external approval. Paula Sibilia's reflections offer us a

map to navigate the complex territory of education in the digital age, guiding us in the search for a more relevant, connected and transformative school.

## **FINANCING**

This article is the result of the activities developed in the Institutional Scholarship Program for Initiation to Teaching (PIBID), at the University of Pernambuco (UPE) *campus of Petrolina* (PE) and funded by the Coordination for the Improvement of Higher Education Personnel (CAPES) Public Notice 10/2024.

## REFERENCES

1. Bauman, Z. (2005). *Identidade: Entrevista a Beneditto Vecchi* (C. A. Medeiros, Trans.). Zahar. (Original work published 2004)
2. Bauman, Z., & Leoncini, T. (2018). *Nascidos em tempos líquidos: Transformações no terceiro milênio* (J. D'Avila Melo, Trans.; 1st ed.). Zahar. (Original work published 2017)
3. Santomé, J. T. (2013). *Currículo escolar e justiça social: O cavalo de Troia da educação* (A. Salvaterra, Trans.; Á. Hypolito, Tech. Rev.). Penso.
4. Sibilía, P. (2008). *La intimidad como espectáculo*. Fondo de Cultura Económica de Argentina.
5. Sibilía, P. (2012). A escola no mundo hiper-conectado: Redes em vez de muros? *MATRIZES*, 5(2), 195–211. <https://www.revistas.usp.br/matrizes/article/view/38333>
6. Sibilía, P. (2012). ¿Redes o paredes?: La escuela en tiempos de dispersión. *Tinta Fresca*.