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TRENDS IN EDUCATIONAL TECHNOLOGY: WHAT TO EXPECT FOR THE FUTURE

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Gleyton de Moura Ferreira Silva[1], João Paulo Assumpção Reatti[2], Renata Nunes Camargo[3], Aline Santos de Lima[4] and Rafael Dall'Armelina Ramos[5].

ABSTRACT

The study aimed to analyze the impact of educational technologies on the transformation of pedagogical processes, focusing on identifying the main concepts, challenges, and benefits associated with integrating digital resources in educational institutions. Initially, the modernization of teaching was addressed, emphasizing the relevance of innovative methods that provided a more interactive and inclusive learning experience. The research used the bibliographic methodology, based on the guidelines of Narciso and Santana (2024). It consisted of the collection and critical analysis of information from articles, books, dissertations, and theses, which were selected based on strict criteria of topicality, relevance and credibility. This procedure allowed the systematization of the data and the construction of a solid theoretical basis that supported the understanding of the effects of digitalization in the school environment. The study found that the adoption of digital technologies has significantly transformed teaching methods, promoting the active participation of students and the restructuring of learning processes, although it highlighted the need for continuous investments in infrastructure and teacher training. It was concluded that educational technologies played a crucial role in the modernization of teaching, serving as a foundation for the implementation of effective pedagogical strategies and the development of dynamic school environments.

Keywords: Innovation. Digitisation. Methodologies. Training. Integration.

[1] Master of Education
Federal University of Tocantins (UFT)
E-mail: dendaraky@yahoo.com.br
[2] Master's in Emerging Technologies in Education
MUST University
E-mail: jaumpauloo@hotmail.com
[3] School Management Specialist: Administration, Supervision, and Guidance
Single College of Ipatinga (FUNIP)
E-mail: rr.camargos@hotmail.com
[4] Master's student in Emerging Technologies in Education
MUST University
E-mail: alinemt.slima@gmail.com
[5] Master's student in Intellectual Property and Technology Transfer for Innovation
Federal University of Roraima (UFRR)E-mail: rafadelar@gmail.com

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INTRODUCTION

The discussion about educational technologies plays a central role in the transformation of teaching-learning processes, as it expands the possibilities of personalization, interactivity and inclusion in school environments. The relevance of the theme lies in the ability to promote a reformulation of pedagogical practices and to meet the demands of an increasingly digital world. The general objective is to analyze the impact of educational technologies on the transformation of pedagogical processes, while the specific objectives aim to: (i) identify the main concepts and foundations of educational technologies; (ii) demonstrate the application of technological innovations in the classroom, highlighting innovative methods and approaches; and (iii) analyze the structural and attitudinal challenges that impact the effective use of these technologies. The guiding question that guides the investigation is: 'how do educational technologies contribute to the transformation of teaching-learning processes?'

The methodology adopted is based on bibliographic research, as proposed by Narciso and Santana (2024). The analysis technique used consists of a bibliographic research and the systematization of the data extracted from the selected sources, which are collected through academic databases and electronic repositories, ensuring the scope and relevance of the theoretical references.

The parts developed are organized into the following subsections: Educational Technologies: Concepts and Importance; Technological Innovations in the Classroom: New Tools and Approaches; Physical Challenges and Teaching Attitude in the Application of Educational Technologies; Use of Educational Technologies: Practical Examples in Educational Institutions; Results and Discussions; Final Considerations.

Therefore, the present research is organized to examine in depth the various effects of technological integration in pedagogical processes. This analysis covers the identification of the benefits arising from the use of digital tools, as well as the evaluation of the challenges faced by institutions and teachers when adapting their practices to the new educational paradigms. In addition, the study demonstrates how technological innovations can foster more interactive and inclusive learning environments, contributing to the development of effective educational strategies. In this way, the research enriches the theoretical framework of the area and proposes practices that potentially guide the continuous evolution of teaching, promoting a transformation that is reflected both in the improvement of teaching methods and in the integral formation of students.

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METHODOLOGY

In the methodology, a bibliographic approach was adopted that consisted of collecting materials from articles, books, *website* pages, dissertations and theses, among other resources, to gather information capable of supporting the solution of the research problem. This procedure was based on the theoretical guidelines of Narciso and Santana (2024), who defined such methodologies as the act of selecting and critically analyzing relevant sources of information. Initially, the theme was identified and the sources were searched and selected, using as keywords the simple combinations 'educational technologies', 'teaching-learning', 'pedagogical innovation' and 'technological integration', which were defined from the central aspects of the study.

The research used the CAPES Periódicos database, recognized as a repository of national and international scientific publications, which gathered, through strict criteria, the documents that met the requirements of timeliness and relevance for the study. In this sense, the reasons for the inclusion and exclusion of the materials were based on established criteria, such as the date of publication, the relevance to the theme and the credibility of the sources, to ensure the consistency of the data collected. Thus, the set of methods and instruments used contributed to the achievement of the research objectives systematically and critically, as proposed by the theoretical frameworks adopted.

EDUCATIONAL TECHNOLOGIES: CONCEPTS AND IMPORTANCE

Initially, educational technologies are defined as the integrated set of tools, methods and computational resources that facilitate and transform the teaching-learning processes. In this context, it is observed that such technologies are fundamental mediators to respond to the growing demand for innovative educational methods. Thus, "to meet all the demand provided by this paradigm shift, educational technologies emerge as mediators for learning." (Santos *et al.*, 2022, p. 74). In this way, the concept covers not only the technical aspects, but also the reorganization of pedagogical practices, promoting a more interactive learning adapted to contemporary needs.

In addition, the importance of educational technologies is evidenced by the multiplicity of benefits they add to the school environment. Therefore, according to Santos *et al*. (2022, p.74) "Several benefits linked to educational technologies make technologies a fundamental measure to provide education, further reinforcing the teaching-learning process." In this sense, technological resources expand the possibilities of personalization

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of teaching, encourage student autonomy and stimulate collaboration among peers, aspects that, together, contribute to the formation of individuals who are more prepared for the challenges of the contemporary world. In addition, the strategic use of these tools has driven a significant transformation in teaching practice. Silva *et al*. (2023, p.154) point out that

> [...] The use of technology in the classroom has provided new paths in teaching practice, making the students' learning process more pleasurable and challenging, which can result in excellent academic performance.

In this way, the incorporation of technological resources enables the teacher to build more dynamic educational environments, in which interaction and experimentation become central elements of learning, promoting a better assimilation of contents. Correlatedly, the continuous evolution of informatics applied to education has contributed to the improvement of teaching methodologies.

In this context, education integrated with informatics has been dedicated to the constant improvement of computational resources aimed at teaching, while new strategies for applying this technology in the educational area have been expanding the sector's perspectives (Silva *et al*., 2023). Thus, constant technological innovation stimulates the development of pedagogical strategies that enable greater integration between theory and practice, favoring the experimentation of new methods and the development of essential skills for the twenty-first century.

Furthermore, it is essential to recognize the strategic role of new technologies, especially the computer, which, when used appropriately, can significantly enhance the teaching-learning process. In fact, "today we know that new technologies, especially the computer, if used properly, can be a great ally in the teaching-learning process within educational institutions." (Silva *et al*., 2023, p. 155). In line with this perspective, technological integration contributes to the expansion of access to knowledge, allowing the overcoming of geographical and temporal barriers and promoting a more inclusive and dynamic educational environment.

Therefore, it is concluded that educational technologies are an essential pillar for the modernization of teaching and learning processes. Given this, the articulation between the different technological and pedagogical dimensions is indispensable for the construction of innovative educational environments, in which flexibility and adaptability are priorities.

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Thus, the theoretical references presented corroborate the idea that the conscious and planned adoption of technologies is a promising path for evolution and excellence in contemporary education.

TECHNOLOGICAL INNOVATIONS IN THE CLASSROOM: NEW TOOLS AND APPROACHES

Initially, the contemporary educational scenario requires the integration of technological resources that expand the boundaries of traditional education. Thus, as expressed by Sacramento (2024, p. 4),

> Emerging technologies such as artificial intelligence, online learning platforms, and digital accessibility tools are being used to create learning environments that are more inclusive and adaptable to the individual needs of students.

It is observed that new technological approaches are not limited to updating traditional teaching methods, but promote a comprehensive reconfiguration of pedagogical processes. In other words, such innovations foster a personalization of learning that adapts content to the individual needs of students and, consequently, transforms the interaction between educators and students. In this way, the integration of digital resources and innovative strategies drives the creation of more interactive teaching environments, where the role of the teacher evolves into that of facilitator and mediator of knowledge. Thus, this dynamic contributes to the development of essential skills, preparing students to face the challenges of an increasingly technological and interconnected world.

In addition, the introduction of gamification has stood out as a strategy to make the educational process more attractive and interactive. Therefore, it is observed that "Gamification can increase student motivation and engagement, making learning more engaging" (Lordes *et al.*, 2024, p. 9). This approach, by inserting playful elements in the school routine, provides a teaching environment that encourages the active participation of students and reinforces the connection between theory and practice.

Additionally, online learning platforms have been enhanced to offer personalized experiences, allowing students to advance at their own pace and revisit content as needed (Lordes *et al.*, 2024). In parallel, the adoption of immersive technologies, such as augmented reality and virtual reality, has promoted innovative educational experiences, making learning more interesting and memorable (Lordes *et al.*, 2024).

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In addition, the analysis of educational data, or *learning analytics*, has enabled educators to adjust their teaching strategies more effectively, through the identification of the individual needs of students. (Lords *et al*., 2024). Concomitantly, the use of educational *software*, such as games and simulators, demonstrates significant benefits in the teaching-learning process, by favoring a more interactive and practical approach. (Lords *et al*., 2024).

Finally, artificial intelligence has stood out for its ability to analyze student data and offer personalized *feedback*, adapting content and activities according to individual progress. (Lords *et al*., 2024). Therefore, the combination of these technological innovations reaffirms the commitment to the modernization and effectiveness of teaching, providing learning environments that are simultaneously inclusive, dynamic and adaptable to the demands of the contemporary world.

PHYSICAL CHALLENGES AND TEACHER ATTITUDE IN THE APPLICATION OF EDUCATIONAL TECHNOLOGIES

It is verified that the accelerated advance of digital technologies imposes significant challenges to educational institutions, which are often prevented from keeping up with the ongoing transformations. Thus, in the face of the accelerated advancement of digital technologies, many educational institutions face difficulties in keeping up with this transformation. The lack of adequate infrastructure, combined with the need for continuous training of teachers, are factors that directly impact the effectiveness of new teaching methodologies. In addition, the inclusion of educational technologies must be accompanied by public policies that ensure equity in access and reduce inequalities among students, especially those who belong to more vulnerable socioeconomic contexts.'

Thus, it is evident that physical barriers, such as the precariousness of equipment and the insufficiency of communication networks, add to the lack of continuous investments in professional training, configuring themselves as obstacles that compromise the effective implementation of technological resources. In addition, this scenario makes it difficult to create educational environments fully adapted to the demands of the digital world.

Furthermore, it is observed that the attitude of the teachers also represents a relevant challenge. Consequently, "many teachers still miss the opportunity to work with the internet, choosing to print and leave the activities at school, wasting the potential of this resource for teaching" (Silva *et al*., 2023, p. 159). In other words, the reluctance or lack of

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preparation to use digital tools limits innovation in pedagogical practice. Thus, resistance to change highlights the need for continuing education policies, which encourage the constant updating of teachers and the incorporation of methodologies that fully explore the potential of the digital environment.

In addition, the role of educators and institutions must be rethought in light of the new challenges imposed by the digital environment. In this sense, "the teacher and the school must question themselves about their role in the educational process so that the computer can enter education as an educational means, an instrument to assist school and teacher" (Silva *et al.*, 2023, p. 160). Therefore, such reflection implies a paradigmatic change in the way of understanding the teaching-learning process, where the use of technology is not seen only as a complement, but as a central element that transforms educational practices. In this way, both the school and the teachers need to adopt a proactive posture that allows the effective integration of technologies, thus promoting a more dynamic and interactive learning environment.

Furthermore, overcoming the challenges related to infrastructure and teaching posture requires the implementation of integrated strategies, ranging from investments in equipment and communication networks to the development of continuing education programs. Therefore, public policies and internal initiatives of institutions must be articulated to reduce inequalities, ensuring that all students have access to new technologies. In other words, school management must adopt strategic planning that contemplates not only the acquisition of technological resources, but also the training of professionals and the creation of a pedagogical environment favorable to innovation.

In addition, the transformation in education driven by digital technologies requires a change in mentality, both on the part of educators and educational managers. Thus, it is necessary to foster a culture of innovation, in which experimentation and adaptation to new tools are valued as essential elements for educational development. Thus, the incorporation of technologies is understood as an opportunity to rethink methodologies, reinvent teaching practices and, consequently, improve student learning rates.

Finally, it is concluded that the physical challenges and the attitude of teachers in the application of educational technologies are interconnected issues that require integrated solutions. In this way, facing these challenges depends on the articulation between investments in infrastructure, the implementation of inclusive public policies and the promotion of an educational culture focused on innovation. Therefore, the transformation of

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the educational environment involves overcoming structural and behavioral barriers, allowing digital technologies to fully play their role as catalysts for a more equitable and effective education.

USE OF EDUCATIONAL TECHNOLOGIES: PRACTICAL EXAMPLES IN EDUCATIONAL INSTITUTIONS

The application of educational technologies, according to the theoretical frameworks presented, promotes significant innovations in pedagogical practices and contributes to the development of dynamic and inclusive teaching environments. Thus, the intentional and well-guided use of technological resources evidences the benefits in learning, as pointed out by Sacramento (2024) and by Lordes *et al.* (2024). In this context, two practical examples demonstrate how these technologies can be incorporated effectively and innovatively.

Initially, let us consider the case of the State High School (EEEM) Emir de Macedo Gomes, known as the School of the Future and located in Linhares, which implemented a new evaluation method in the discipline of History, based on the active methodology "Puzzle Classroom". During the period from April 1st to 19th, students had the opportunity to develop critical analysis, problem-solving, and historical contextualization skills, with the support of various Artificial Intelligence (AI) platforms. The teacher responsible for the method guided the students to interact with the chats, to optimize time and build solutions from the suggestions provided by the technology. Thus, with the help of AI, the students curated the information, drew comparisons between the content studied and the data suggested by the platforms, culminating in a debate that used a mind map to consolidate the study on Heritage. According to the professor, this approach demonstrated that the use of artificial intelligence, when employed with intentionality, responsibility, maturity and wisdom, demystifies the idea that this technology is prohibited in the school space, evidencing its potential as an effective ally in everyday educational life.

A second case was that of the José Seabra Lemos Full-Time Girassol State School, in Gurupi, which exemplifies the use of gamification as a pedagogical strategy. The initiative, led by Natural Sciences teacher Daniela Leda Barros and with the support of curriculum technician Darlene de Carvalho Silva, consisted of the creation of educational games integrated into the classes, using the *chromebooks* provided by the school. During the activities, the students participated in a game that explored the characteristics of

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Brazilian biomes and emphasized the importance of their preservation. In this way, the use of technology has not only made classes more attractive, but has also intensified student focus and engagement, providing an interactive and motivating learning experience.

Furthermore, both examples reinforce the theoretical arguments that support the need to innovate educational practices through the integration of technologies. In line with the authors Silva *et al*. (2023), previously cited, the incorporation of digital resources, whether through artificial intelligence or gamification, demonstrates that the transformation of teaching depends on an approach that values both the technological infrastructure and the training and posture of teachers. In this way, the experiences narrated not only illustrate the innovation potential, but also point to the importance of educational policies that foster the continuity of investments in technological resources and the training of professionals.

Finally, it is concluded that the strategic use of educational technologies, evidenced by the cases of EEEM Emir de Macedo Gomes and Colégio Estadual Girassol de Tempo Integral José Seabra Lemos, represents an effective response to contemporary challenges in education. Therefore, the integration of these innovative tools not only enhances the teaching-learning process, but also reaffirms the need for a school culture that promotes experimentation and continuous adaptation to the demands of the digital world.

RESULTS AND DISCUSSIONS

Initially, the main conclusions of the study show that educational technologies constitute a fundamental pillar for the modernization of teaching and learning processes, as demonstrated by the theoretical references presented. Thus, it can be seen that the integration of tools, methods, and computational resources not only reorganizes pedagogical practices, but also enhances the development of dynamic, inclusive, and adaptable educational environments to contemporary needs (Santos *et al*., 2022; Silva *et al*., 2023). In addition, innovations, such as the use of artificial intelligence and gamification, have proven to be strategic in promoting active methodologies and personalizing teaching, reaffirming the importance of an integrated approach between technology and teaching practice.

Furthermore, the significance of these findings lies in the ability to transform the interaction between educators and students, allowing a pedagogical practice that prioritizes active participation and the development of essential skills for the twenty-first century. In other words, emerging technologies provide the creation of learning environments that not

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only optimize the process of acquiring knowledge, but also promote student autonomy and collaboration among peers, contributing to the formation of individuals who are more critical and prepared for contemporary challenges.

Furthermore, these findings are consistently related to the studies of other researchers, who emphasize that the incorporation of digital resources and the adoption of new methodologies are determinant for the evolution of educational processes. Relatedly, approaches based on artificial intelligence and gamification, discussed by Sacramento (2024) and Lordes *et al*. (2024), corroborate that the transformation in education depends not only on investments in technological infrastructure, but also on continuous training of teachers and public policies that promote equity in access.

In addition, the limitations of the findings were identified through bibliographic analyses that suggest that the results presented may be subject to restrictions arising from the variability of school contexts and heterogeneity in teacher training practices. In other words, although studies point to significant benefits in the adoption of technologies, there is evidence that indicates the need for greater methodological depth and longer follow-up to confirm the observed effects (Santos *et al*., 2022; Silva *et al*., 2023).

Given these considerations, it is suggested that future research should focus on broadening the longitudinal analysis of the effects of educational technologies, seeking to integrate qualitative and quantitative data that allow the identification of more robust patterns and the development of strategies that minimize regional and institutional disparities. In this way, the continuity of studies can contribute to the development of pedagogical models that fully take advantage of the transformative potential of technological innovations, promoting a more equitable and effective education for all students.

CONCLUSION

The study allowed us to answer the questions raised in the introduction and the methodology, demonstrating that educational technologies played a central role in the transformation of teaching-learning processes and the personalization of pedagogical practices. It was observed that the analysis of the theoretical references and the exemplified cases showed that the integration of technological resources contributed to the modernization of the educational environment, improving both student performance and teaching strategies.

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The objectives of the research were fully achieved, as the study aimed to identify and analyze the impact of technological innovations in education, as well as to understand the barriers and challenges faced by institutions. It has been proven that the adoption of emerging technologies, such as artificial intelligence and gamification, has transformed pedagogical practice and made it possible to build more dynamic, inclusive, and adaptable learning environments to contemporary needs. Such conclusions corroborated the theoretical references presented, showing that the intentional and planned use of educational technologies represented a promising path for the evolution of teaching.

In addition, the research left relevant notes for future investigations, recommending that subsequent studies adopt longitudinal approaches that integrate qualitative and quantitative methods, to deepen the understanding of the impacts of technological innovations. It is also suggested that further research explore strategies to minimize inequalities in access and promote more effective continuing education for teachers, contributing to the consolidation of an innovation-oriented school culture.

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