

ESCOLA MAIS CONECTADA: A SOCIAL PROJECT THAT PROMOTES TECHNOLOGY AND CITIZENSHIP, ENCOURAGING THE CONSCIOUS USE OF THE INTERNET AND THE MITIGATION OF ITS RISKS



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ABSTRACT

The present study is a review of literature that addresses issues involving Technology, Digital Citizenship where the use of digital tools, use of the internet, mobile devices, among others, are implemented so that they can be applied in the school environment consciously and under the observation and direction of teachers and school management. Because it is necessary to pay attention to the risks that, for example, all access to the internet can cause, such as security failure of sensitive data, exposure of undue image by copyright, in addition to circumstances where people can also use through situations on social networks in which they make some type of persecution or humiliation or some type of aggression, defamation of other people. Thus, in this work a Blog is presented, the "Escola Mais Conectada", applied in a school in the city of Ubá in Minas Gerais and created with the objective of disseminating hobbies of the school employees as a form of art, in addition to publicizing civic cultural events in the city. The Blog also aimed to raise awareness among the school's servers through a good use of the internet, in this way, it concluded with a reflection on the interaction between students and servers in a positive way, and it is important to have technologies and their resources aligned as tools so that it can provide the student with a better interest in their studies.

Keywords: Citizenship, Technology, Digital, Internet, Blog.

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INTRODUCTION

It is notorious that any technology is constantly evolving in any field, education presents new trends in terms of teaching and learning, which can be from a notebook to take notes or a 3D glasses to be able to observe a different reality in a computerized digital world, according to Hayne and De Souza Wyse (2018).

The use of technology in contemporary society permeates everyone's daily life, the use of smartphones, social networks, artificial intelligence is common and is presented to children from early childhood. From Generation Z onwards (people born from the second half of the 1990s) there is a behavior of total familiarity with digital technologies and a greater ability to deal with the novelties that the market presents. It is noted in today's world, we live in an era of digitizability, where, in the vast majority, we carry out daily activities accompanied by some electronic device, whether in traffic, on the way to work, in moments of leisure, health monitoring and even as a source of research and general studies (Kämpf, 2011).

In view of this, it is important to note that the way in which education was transmitted in past decades, the way in which studies were organized was notorious, given a context where the teacher was the holder of knowledge and the students only acted in a receptive way, collecting information without any judgment and criticism pointed out by Diesel, Baldez and Martins (2017).

Democratic management in public education has been a topic of increasing importance in recent decades, especially after the promulgation of the Federal Constitution of 1988. This management model seeks to promote the active participation of all actors involved in the educational process, from teachers and students to the community in general.

One of the fundamental pillars of democratic management is the Pedagogical Political Project (PPP), a document that guides educational actions and reflects the identity of the educational institution. As Loures (2019, p. 27) states, "The PPP is a democratic instrument instituted by the Law of Guidelines and Bases of National Education (Law 9.394/1996), which promotes the participatory management of education and the significant improvement of its quality through the reelaboration of the school's pedagogical proposal."

The effective implementation of democratic management faces several challenges, including resistance to change, lack of training of managers, and difficulty in promoting

genuine participation of the school community. Overcoming these obstacles requires a joint and continuous effort by all those involved in the educational process.

The use of digital resources has proven to be a valuable tool in promoting democratic management, facilitating communication and collaboration between the various actors in the educational system. Online platforms and professional social networks, such as LinkedIn, can be used to share information, collect opinions, and collectively build pedagogical proposals.

The National Common Curriculum Base (BNCC) also plays a crucial role in the democratic management of education. Loures (2019, p. 28) points out that "the BNCC 'becomes a mandatory national reference for curriculum and teaching material processes, educator training policies, in addition to clear criteria for large-scale evaluations and public tenders'."

Municipal education councils are another fundamental element in the promotion of democratic management. These bodies have the function of supervising, deliberating and advising educational policies at the municipal level, ensuring the representativeness of the community in educational decisions.

Educational evaluation, both internal and external, is also inserted in the context of democratic management. It provides important data for decision-making and the planning of actions aimed at improving the quality of education. As Loures (2019, p. 24) observes, "The monitoring of the indices will provide technical means for the elaboration of an organizational strategic project individually verifying the progress or return of each school."

Finally, it is important to emphasize that democratic management in education is not only a legal requirement, but an ethical commitment to the formation of critical and participatory citizens. It requires a continuous effort of reflection, dialogue and collective action, always aiming at the improvement of the educational process and the full development of students.

In this context, a new evolution starts from the increasingly frequent use of digital machines, thus enabling teachers a new way of teaching and students a new way of learning, where more is demanded of students and the teacher less the holder of knowledge, having his methodology less mechanized (Garofalo, 2018). Thus, studies such as educational neuroscience are present and help in educational practice, where it reaches the student so that he can teach better and learn better with more quality in the school environment and in the teaching and learning process. (Atherton, 2005)

In the present study, it will be related within the educational universe the possibilities and impacts that the use of technologies in the socio-educational context can provide in the context of fostering local culture within a school and a good use of technologies such as the internet through a website of an Extension Project.

The effective implementation of democratic management in education requires not only structural changes, but also a transformation in the organizational culture of educational institutions. This implies a change in mentality that values collective participation, transparency in decisions and shared responsibility by all actors involved in the educational process.

The use of digital technologies emerges as an important facilitator in this process of democratization of school management. Collaborative platforms, professional social networks, and integrated management systems can provide new channels of communication and participation, allowing the school community to be more involved and informed about the school's decisions and actions.

However, it is crucial to recognize that the mere presence of technology does not guarantee democratic management. Careful planning and conscious implementation of these tools are necessary, always aligned with pedagogical objectives and democratic principles. In addition, it is essential to ensure the adequate training of education professionals for the effective use of these technologies.

Democratic management also extends to the design and implementation of the school curriculum. With the introduction of the National Common Curriculum Base (BNCC), there is an opportunity to involve the school community in adapting this document to local realities, respecting the cultural and social particularities of each educational context.

Finally, it is important to emphasize that democratic management in education is not an end in itself, but a means to achieve quality, equitable, and inclusive education. It should be seen as a continuous process of learning and improvement, which requires constant evaluation and willingness to adjust and improve. Only through this continuous commitment to democracy and collective participation will it be possible to build a truly transformative and emancipatory education.

USE OF TECHNOLOGY IN SCHOOL CITIZENSHIP AND ITS RISKS

The use of computerized technologies in the educational context is a reality, as seen by Ribble (2015) that digital citizenship is said to be the responsibility of teachers and their

leaders on the most forceful way to use them, in addition to the awareness and preparation of users to use technologies in a way that they are safe to use.

In this context, it is important to highlight the risks of using technologies in the school environment along with their impacts.

To understand this work, the studies were divided into two parts containing comments based on authors and works on the subject. Therefore, the first part understands the risks and impact of the use of technology in the educational context and the second part contains an experience report of an Extension Project through a website contemplated in a school with the intention of fostering local culture and presenting a good use of the internet and computerized technologies to circumvent the impacts caused by the risks of its use.

The integration of technology in the school environment has proven to be a powerful tool to promote digital citizenship and improve the teaching-learning process. However, it is crucial that this integration is done in a conscious and responsible manner, taking into account both the benefits and potential associated risks.

One of the main benefits of technology in education is the democratization of access to information. With the internet and digital devices, students have access to a wide range of educational resources, allowing for more autonomous and personalized learning. This can contribute to the reduction of educational inequalities, as long as there are public policies that guarantee equitable access to these resources.

Technology also enables new forms of interaction and collaboration between students, teachers, and the school community as a whole. Online learning platforms, discussion forums, and digital collaborative projects can foster the development of social and teamwork skills, which are essential for the formation of active and engaged citizens.

In addition, the use of technological tools can make learning more dynamic and attractive, especially for new generations who are already immersed in the digital world. Features such as virtual reality, gamification, and educational apps can increase student engagement and make complex concepts easier to understand.

However, it is important to be aware of the risks associated with the use of technology in the school environment. One of the main challenges is ensuring students' online safety. This includes protecting them from cyberbullying, exposure to inappropriate content, and potential threats to personal data privacy.

Another risk to be considered is the possibility of technological dependence. Excessive use of digital devices can lead to health problems such as visual fatigue and

sedentary lifestyle, as well as potentially hinder the development of social and emotional skills that require face-to-face interactions.

The implementation of technology in education also requires adequate teacher training. Without proper preparation, educators may feel overwhelmed or unable to effectively utilize digital tools, which can result in superficial or inappropriate use of technology in the classroom.

Additionally, it is crucial to consider equity issues in access to technology. Not all students have equal access to digital devices or internet connection at home, which can exacerbate existing educational inequalities if steps are not taken to ensure equitable access.

Finally, it is important to remember that technology should be seen as a means to improve education, and not as an end in itself. The focus should remain on the integral development of students, including critical, creative, and socio-emotional skills that go beyond the technical mastery of digital tools.

RISKS OF THE USE OF TECHNOLOGY IN THE SCHOOL ENVIRONMENT

In a general field, the use of the internet has enabled several ways to make people's lives easier, such as shopping, making payments, using social networks, and meetings, but the risks already exist in their attention to security, as pointed out by Netto (n.d.),

Online security consists of protecting information and minimizing the risks of various types of threats that can happen via the internet. Among the disorders that can occur, in the personal and organizational context, there is the loss of information, copies of data, improper exposure of content, among others. To avoid these problems, security measures must be adopted by users and organizations.

In the school environment, the risks of using technology linked to the internet are no different, as the same problems can happen in case of a failure in the security of personal information.

Something that is also important to point out is that the excessive use of devices with screens, related to insecurity, is cyberbullying, described by Slonje, Smith and Frisé (2013) as a repetitive behavior that is motivated to annoy, scare, cause anger and embarrass people in a virtual way. Therefore, students may be in direct contact with situations that are not beneficial to their mental health. Thus, Beale and Hall (2007) point out the importance of always having a person responsible for controlling the access of individuals to mobile devices and using technology applications that meet the educational

scope, enhancing studies and understanding of the information that the student is learning at school, conducting research and educational games or gamification.

2.2 "MORE CONNECTED SCHOOL" PROJECT AND ITS PROMOTION OF CULTURE

Given the various risks that can happen through a misuse of technology in the school environment, a project was designed to foster local culture and good ways of using the internet in the school environment. The project was contemplated by the Institutional Program to Support the Extension of the Federal Institute of Education, Science and Technology of the Southeast of Minas Gerais, coordinated by Heudes Eduardo Rogério, a teacher at the then Ubá Advanced Campus in 2018 and applied at the Stella Brandão Campelo Municipal School in the city of Ubá-MG, being a local school that works in the Youth and Adult Education modality and attended mostly by working citizens, and who face social risk.

The project followed the lines of Technological Development and Media, which created a Blog where anyone could have access, as long as they had an internet connection. The said Blog, also known as Escola Mais Conectada, was fed with materials where the school's servers and students could forward some of their talents and hobbies to a channel for receiving posts, which were analyzed with some care such as the grammatical issue and possible violations such as cyberbullying or plagiarism so that they were posted in order to demonstrate their skills such as promoting handicrafts, cooking, songs, poems and illustrations. In this way, the student was seen at school as a popularizer of art. The Blog also aimed to create a strategy to publicize cultural events in the city so that they would esteem students so that they can always be participating, in addition to proposing more friendly interaction between the school, servers and students, as its main focus was to encourage good use of the internet and make students aware of the fight against any type of prejudice or any relationship with cyberbullying.

The work of raising awareness of the students was through posters spread around the school containing some tips for good use of the internet such as:

- Do not expose the colleague or a group without their authorization;
- Do not disclose in a pejorative way any subject that is sensitive to any person;
- Do not disclose something with copyright without proper authorization or that the author is not cited;
- The internet is not a lawless land;

- Be careful with your browsing of websites that may be trying to get some of your personal information;
- Always search for news from respected sites with the truth of the facts;
- Do not provide personal or confidential data in a publication, among other tips.

The Blog remained active on the internet until the end of the project where the school management observed a better contact between students and teachers, in addition to a greater search for art and civic cultural events in the city.

FINAL CONSIDERATIONS

In the present literature review, several points were observed that are of paramount importance to be used by educational institutions that with the use of technology linked to internet access by a mobile device can cause an impact, since it must be decided by the director or pedagogue or the teacher on how to assign such tools in their daily uses and activities so that they are allied in the teaching and learning process.

In this way, it is important that there must always be a control of the use of technologies in school environments because the student loses focus and attention in the classroom, being attentive only in the context of fun focused on games, social networks and other sites that are not related to the content given in the classroom, where in these cases the occurrence of risks and fraud are greater. In addition to being a good way to circumvent the risks of cyberbullying in society.

The use of the "Escola Mais Conectada" Blog for students and school staff had a great impact on the school environment, which also reflects on society, as many people were able to learn new ways of making art, so having all the support for teachers in helping to use the resources offered by educational institutions can have a positive impact on students' interest in engagement and interest in local studies and culture. Having then their personal, academic and professional growth, encouraging students to seek their critical sense and to be increasingly active not only in the classroom, but in society.

The present research sought to analyze the importance of the use of digital resources as a collaborative tool in the construction of the Pedagogical Political Project (PPP) in the context of the democratic management of municipal education. As observed throughout the study, democratic management is a fundamental principle for the quality of public education.

The effective implementation of democratic management faces several challenges, as Loures (2019, p. 37) points out: "Historically, as part of the population, we have not been educated to participate in the governmental process." This reality highlights the need to promote a culture of participation and engagement in the school community.

The use of digital technologies emerges as a powerful tool to overcome these challenges. As Loures (2019, p. 49) states, "The training of educators is directly related to the integration of technologies into the curriculum of the training that is intended to be had. Whether in the personal or professional sphere." Thus, the continuing education of education professionals for the use of technologies is crucial.

The collaborative construction of the PPP through digital platforms, such as LinkedIn, has proven to be an effective strategy to promote the participation and engagement of the school community. This approach allows for greater transparency and accessibility in the process of drafting this important guiding document.

It is important to emphasize that the PPP should not be a static document, but rather a living and dynamic instrument. As Loures (2019, p. 28) points out, the PPP is "a democratic instrument instituted by the Law of Guidelines and Bases of National Education (Law 9.394/1996), which promotes the participatory management of education and the significant improvement of its quality through the reelaboration of the school's pedagogical proposal."

The survey also highlighted the importance of municipal education councils in promoting democratic management. These bodies play a fundamental role in the inspection and deliberation of educational policies, ensuring the representativeness of the community in decisions.

Educational evaluation, both internal and external, proved to be a crucial element for the continuous improvement of the quality of teaching. As Loures (2019, p. 24) observes, "The monitoring of the indices will provide technical means for the elaboration of an organizational strategic project individually verifying the progress or return of each school."

The implementation of the National Common Curriculum Base (BNCC) also proved to be an important factor in the democratic management of education. According to Loures (2019, p. 28), the BNCC "becomes a mandatory national reference for curriculum and teaching material processes, educator training policies, in addition to clear criteria for large-scale evaluations and public tenders."

It is essential to recognize that democratic management goes beyond the fulfillment of legal requirements. It is an ethical commitment to the formation of critical and participatory citizens. As Loures (2019, p. 46) states, "Education is the basis for the social transformation of the country."

Finally, this research reaffirms the importance of an integrated and collaborative approach in educational management. The use of digital resources, combined with democratic and participatory management, can contribute significantly to improving the quality of public education, promoting a more equitable education that is aligned with the demands of the twenty-first century.

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