

Systematic review of literature, RED and art teaching



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Lilian Isana

Inês Toneli Napoli Meleiro Municipal School of Basic Education – SC – Brazil
E-mail: isanaoenning@gmail.com

Ivanir Antunes

Inês Toneli Napoli Meleiro Municipal Basic Education School – SC – Brazil
E-mail: ivantunes.08@hotmail.com

Patrícia Jantsch Fiuza

Federal University of Santa Catarina (UFSC)
Florianópolis – SC – Brazil
E-mail: pjfiuza@yahoo.com

Rita de Cassia Martins Biz

Dário Crepaldi Municipal School of Basic Education – Morro Grande - SC – Brazil
E-mail: ritabiz@hotmail.com

ABSTRACT

This article refers to the systematic review of literature presented in the master's dissertation entitled "Digital Educational Resources and the teaching of Art in Municipal and State Basic Education in the region of the Association of Municipalities of the Extreme South of Santa Catarina AMESC", with the objective of analyzing the educational practices with the use of Digital Educational Resources in the teaching of Arts in Municipal and State Basic Education in the region of the Association of Municipalities of the Extreme South Catarinense – AMESC. Initially, the search resulted in 1,111 studies in the ten-year period, the search was refined for the last five years, resulting in 390 studies, and after a thorough review, based on the selection and exclusion criteria, resulted in the identification of (22) studies that relate the variables defined in the Systematic Literature Review protocol.

Keywords: Digital Educational Resources, Art Teaching, Municipal and State Basic Education, AMESC.

1 INTRODUCTION

Currently, the generation that attends schools is known as Generation "Z"¹, of children born in the early 2000s, during the advent of the internet and the growth of new digital technologies (*smartphones*, video games, mobile applications, among others). They are also known as *Gen Z*, *iGeneration Plurals* or *Centennials* described by Toledo (2012), as: "Z" from two definitions that can come from the English "*zap*", An expression that denotes "do something quickly, with a lot of enthusiasm" or "change channels quickly with the remote control". The National Common Curriculum Base (BNCC) highlights that digital culture has promoted significant social changes in contemporary society. All this context imposes challenges on the school in fulfilling its role in relation to the formation of the new generations, which involves: "instituting new ways of promoting learning,

¹ Generation Z (also known as *Gen Z*, *iGeneration*, *Plural* or *Centennial*) is a generation of people born between the beginning of the 90s and the end of the first decade of the 21st century. Available at: <https://www.significados.com.br/genacao-z>.



interaction and the sharing of meanings between teachers and students" (BRASIL, 2017, p. 61). From this perspective, from the RSL, the teaching of Art and technologies is highlighted: perspectives for digital educational resources; technology applied to education; the definition of Digital Educational Resources, their use within the school environment and the similarities and differences between the concepts of Digital Educational Resources and Digital Resources, based on authors such as Souza (2020); Harmandjian (2020); Faraco (2020); Lopes (2020); Zamperretti and Souza (2019/2020); Defendants (2019); Pereira (2019); Santos (2019); Magalhães (2019); Del Câmara (2019); Freitas and Vilela (2019); Quatter (2019); Douglass (2019), Barbosa (2019); Bittencourt (2018); Peixoto (2018); Venturini (2018); Santos (2018); Silva (2018); Machado (2018) among others who emphasize the teaching of Art and technologies.

The works related to the systematic review of literature aim to minimize systematic and random errors seeking to clearly define the procedure to be adopted in conducting the survey of the state of the art of a research topic, as argued by Kitchenham and Charters (2007), which should be presented in a fair manner and that appears to be fair to other researchers. Conducting a systematic literature review goes beyond the usual activity of doing a literature review as part of an academic research work, with specific protocols that seek to give some logic to a large documentary corpus (2019). In view of the procedure and methods used, it was possible to verify the lack of studies regarding the use of digital educational resources in the teaching of art for elementary school I and II, requiring improvement and technological and educational investments for this area of knowledge.

2 METHODOLOGY

To carry out the RSL, it is necessary to use methodological procedures, which aim to identify studies on the theme in question, that is: "Digital educational resources and the teaching of Arts" and how these theories communicate. Therefore, the exploratory search was adopted through a Systematic Review of the Literature (RSL), this method was chosen so that it can identify a synthesis of the knowledge already acquired on the subject (VELLUZZI, 1998 *apud* FREIRE, 2013, p. 31) and thus enable ways to identify possible advances by comparing and statistically relating the results of different studies that lead to new results (FREIRE, 2013, p. 28).

In this search, strategies are defined for the development of the research, including the definition of a guiding question, which requires a bibliographic research to explain a problem. Rampazzo (2013, p. 53) presupposes "that any kind of research, in any area, it presupposes and requires prior bibliographic research." In this way, it will be possible to understand the question that is intended to be answered. Galvão and Pereira (2014, p.183) define that a "systematic review of the literature is a type of investigation focused on a well-defined issue, which aims to identify, select, evaluate and synthesize the relevant evidence available". Thus, initially it is necessary to formulate the question



about the problem to which it is intended to answer, Gomes and Caminha (2014, p. 402) advise that the "first step to be taken at the beginning of any study is to establish what if you want to search. Poorly worded questions can lead to obscure decisions about what to include in the review later."

It was defined that the themes to be studied are Digital Educational Resources and the teaching of Art with a specific focus on State and Municipal Basic Education in the region of the Association of Municipalities of the Extreme South of Santa Catarina/AMESC. And the research question defined was: **What are the educational practices with the use of Digital Educational Resources in the teaching of Art of teachers who work in Municipal and State Basic Education (Elementary School I and II) in the AMESC region?**

2.1 SYSTEMATIC LITERATURE REVIEW PROTOCOL

After defining the theme, the problem and the objectives, the variables and their variants in Portuguese and English were defined in the search databases and search engine. The first Variable is Art Teaching, the second is Elementary School and the third Variable: Digital Educational Resources. The key words, and their variants in Portuguese and English, were also defined, to help frame the documents to be researched: Art Teaching, Elementary School, Elementary School I and II and Digital Educational Resource - RED. The selection of the databases for the research considered the availability of platforms such as the CAPES Journal Portal through the IP of the Federal University of Santa Catarina (UFSC). The search was carried out in Portuguese and English in databases such as: **Databases/search engines** (Scopus Elsevier (English), Proquest (English), Proquest (English), Google Scholar (Portuguese and English)); **Search parameters:** *Open educational resources, Arts teaching, Elementary school, Art Teaching, Elementary Education, Digital Educational Resources* in the period of 03/03/21. For the search, the following inclusion and exclusion criteria were considered, first the selection and identification of the studies were performed, then the inclusion criteria were used: Full articles, dissertations and theses, Open access database, Peer review, Publications in Portuguese/English, Descriptors in titles, abstracts or keywords and **exclusion** criteria: Paid Papers, Conference Papers, Undergraduate Papers, Papers in languages other than Portuguese and English Old documents (more than 10 years old), Do not include descriptors or derivations in titles, abstracts or keywords, After reading, identify if the subject is not related to the research and put an end to data extraction. At the end of the searches in the databases and in the search engine, the researchers felt it necessary to catalog the bibliography, analyze the abstracts to obtain greater clarity of the variables researched. Initially, the search resulted in 1,111 studies in the ten-year period, the search was refined for the last five years, resulting in 390 studies, and after a thorough review, based on the selection and exclusion criteria, resulted in the identification of (22) studies that relate the variables defined in the Systematic Literature Review protocol. In other words, 1,089 articles, dissertations and theses with



abstracts, titles and keywords that discussed or superficially dealt with the themes under study were rejected. In this way, 22 works that best fit the descriptors remained: Arts Teaching, Elementary Education, Digital Educational Resources.

2.1.1 Data Extraction

The data pointed to a diversity of knowledge about artistic languages, which demonstrates the importance of access, study and research in this area. Different tools are available to assist in the systematic review of the literature, i.e., software (whether free or proprietary), using in this review the Parsifal Software (www.parsifal.al) which is an online tool developed to support researchers in conducting reviews systematic studies of the literature in the context of *Software Engineering*). Subsequently, they were defined *in the data extraction software* in order to create a quantitative *score* to classify the studies, this classification should answer the following questions: ***Are the studies related to the use of digital educational resources in the teaching of Arts for Elementary School? - Are the studies related to the use of digital educational resources in the teaching of Arts for Elementary School? - Are the studies related to the use of digital educational resources in the teaching of Arts for Elementary School?*** The documents were classified by scores, databases, types of documents, years of publication and authors, and their relevance considered the classification of the *score*, *when presenting the artistic languages of Art used, the new terminologies for the theories studied, the theories of learning, the methods and types of studies that the authors used to relate the use of digital educational resources in the teaching of Arts, which resulted in a predominance of the Language of the Visual Arts.*

3 RESULTS AND DISCUSSIONS

It is observed that in relation to the areas of knowledge, (10) ten studies report: media, ICT's, Cyberculture, Designer Trinking' and STEM, terms related to new digital technologies: Zamperetti and Souza in (2019/2020) and Rodrigues (2018) in RS/BR published studies related to the area of Arts, technologies and cyberculture; Vazquez, Medeiros, Possi and Souza (2016) have published studies related to Art and technology; Quatter, Barbosa published in DF/BR in 2019 a study whose area of knowledge was Arts and ICT's,.; previously Silva(2018) a study whose area of knowledge was cyberculture and participatory culture for the school levels of Elementary I, II and High School; Douglas published in the USA, in 2019, a study whose area of knowledge was artistic integration in the curriculum; Santos published in Goiás, in 2018, a study whose area of knowledge was new media and cyberculture; Oliveira published in Portugal in 2017 a study whose area of knowledge was Art and designer: 'designer trinking' communication. Four other selected studies mention Art and Curriculum as an area of knowledge: Freitas and Vilela (2019) published in MG/BR; Pillotto and Voigt (2016)



published in SC/BR, Rodrigues, Subtil (2016) published in SP/BR a study for the school level of Elementary School. Eight selected studies also listed different areas of knowledge: Souza (2020) ES/BR published a study whose area of knowledge was education and culture, Harmandjian (2020) published in the USA a study whose area of knowledge was Art and mathematics for the school level of Elementary School I and Del Câmara (2019) a study whose area of knowledge was Visual Arts; Faraco (2020) published in S P/BR a study whose area of knowledge was Art and education for the school level of Elementary School II, Lopes (2020) published in MG/BR a study whose area of knowledge was Art and history for the school level of Elementary School II, Magalhães (2019) published a study whose area of knowledge was didactic material, Machado (2018) published a study whose area of knowledge was didactic material and Orofino (2017) published in SC/BR a study whose area of knowledge was Contemporary Art for the school level of Elementary School I.

4 CONCLUSION

The studies demonstrated documents related to the teaching of Art and technologies: perspectives for digital educational resources; technology applied to education; the definition of Digital Educational Resources, their use within the school environment and the similarities and differences between the concepts of Digital Educational Resources and Digital Resources. The research pointed out new categories such as the feeling of belonging to the teaching of Art; the feeling of belonging to educational practices and methods and the feeling of belonging in relation to technologies. Subsequently, the study revealed the insertion of experiences and propositions of teachers and students for the use of technologies, the "Visual Arts" stood out as the predominant visual language, in which the contact with visual languages has been mediated for the development of skills and competencies / art as a practical and methodological interdisciplinary resource, Art as expression, Art as access to aesthetic standards and Art as knowledge.

In view of the above, RSL found that the use of Digital Educational Resources in the teaching of Art by teachers who work in Municipal and State Basic Education (Elementary School I and II) in the AMESC region, proposed an updated action for the new educational paradigms for this century, contributing to the social and intellectual development of students and teachers. The use of digital educational resources is configured as a new educational stratagem by popularizing the use of technologies in education, among the different curricular components, considering the experiences of teachers and students, where both are mediators of their knowledge in activities that improve the use of technology between students and teachers, strengthening educational and social bonds.



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