ACTIVE METHODOLOGY IN THE 7TH YEAR OF ELEMENTARY SCHOOL: THE PEDAGOGICAL WEBFOLIO AS A LEARNING TOOL

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Tarcisio Andrade do Nascimento[1], Erick Igor Mousinho de Souza[2] and Daniele dos Santos Ferreira Dias[3].

ABSTRACT

The need for educational practices integrated with technologies is something more than urgent in the post-modern school. That said, and in order to work with active methodologies that articulate the syllabus with the use of technology, this chapter aims to discuss the Pedagogical Webinar and its applicability in the classroom. This didactic resource is an enhancer for the effective participation of students in the teaching-learning process, in view of its dynamism and its relationship with the student's reality. In this sense, this research arises from our work as teachers in basic education, based on our classes taught in the disciplines of Mathematics and Portuguese Language, held in two municipal schools of the Final Years of Elementary Education in João Pessoa (PB). As a theoretical contribution, we refer to Boas (2005) and Tibúrcio, Fonseca and Cunha (2020), when reflecting on how the Pedagogical Webinar acts as a tool that facilitates learning; in Tébar (2011), when mentioning the importance of the teacher as a mediator in the teaching-learning process; in Freire (2005), when he highlights the importance of a critical pedagogy; in Libâneo (1994), when addressing the Critical-Social Pedagogical Tendency; and in Vygotsky (2017), with his socio-interactionist perspective. In addition, we are supported by the National Common Curriculum Base (BNCC), by mentioning the obligation to work with technological resources in school. As a result, we believe that the incorporation of the Pedagogical Webinar favors the autonomy of students, promoting reflective and contextualized learning, in addition to encouraging self-assessment and self-learning.

Keywords: Teacher-mediator. Sociointeractionism. Technologies in Education. Pedagogical Webinar.

[1] Degree in Letters-Portuguese from the Federal University of Paraíba (UFPB)
E-mail: tarcisionascimento2003@gmail.com
[2] Degree in Mathematics from the Federal University of Paraíba (UFPB)
Email: erick.souza@academico.ufpb.br
[3] Pedagogue, Specialist in Educational Technologies, Master and Doctor in Education. Professor linked to the Department of Methodology of Education - CE, at the Federal University of Paraíba (UFPB).
Email: daniele.dias@academico.ufpb.br

INTRODUCTION

The urgency in the insertion of active methodologies, aimed at the teaching-learning processes, is present in the educational space, as we understand that there are countless devices — especially digital devices — that capture the attention of children and adolescents today, inside and outside the school. This reality influences the fact of teachers' search for the implementation of new and diversified pedagogical proposals.

However, adopting approaches that catch students' attention is becoming increasingly difficult, especially after the Covid-19-related pandemic period. During this time, schools adopted remote classes, which changed the entire learning landscape and reconfigured the focus of attention in relation to the use of technology. This was because, during the pandemic, people started to be super connected, especially at home, intensifying the use of technology for daily activities, including studying.

The social distancing and the new profile of students arising from the mentioned period required teachers to adopt new practices that incorporated more interactive technologies and strategies, with the aim of maintaining student engagement and motivation, beyond what was already done before the pandemic. Consequently, providing a more dynamic learning environment, which responds to the contemporary demands of Brazilian education in a super connected society.

In this thought, Lovatto, Michelotti, Silva and Loretto (2018, p. 157) highlight active methodologies as being "[...] methodologies in which the student is the central protagonist, while the teachers are mediators or facilitators of the process." Thus, when adopting this methodological path in teaching practice, it is essential that students assume responsibilities in their learning process, as exemplified in this research authored by WP.

In order to show, in contemporary schools, how technology can be an active methodology in the learning process, we seek support in one of the main parameterizing documents of education, the National Common Curriculum Base (BNCC). This document highlights the importance of working with Information and Communication Technologies (ICTs) in the classroom, emphasizing the interaction between students and digital resources (Brasil, 2018). The BNCC points out that the integration of ICTs into teaching contributes significantly to the development of students' critical capacity, promoting skills such as assessment, argumentation and questioning.

Regarding this logic,

> It is essential that the school understands and incorporates more the new languages and their modes of functioning, unveiling possibilities of communication (and also manipulation), and that it educates for more democratic uses of technologies and for a more conscious participation in digital culture. By harnessing the communication

> potential of the digital universe, the school can institute new ways to promote learning, interaction, and the sharing of meanings between teachers and students. (Brazil, 2018, p. 61).

The use of this tool should have its genesis, therefore, as a didactic resource that supports the learning of the contents seen in the classroom. In this regard, it is important to mention that the BNCC (Brasil, 2018) also highlights the need for a conscious look at the use of technologies, based on the assumption that ICTs can be used for studies and, consequently, to digitally educate those involved, contributing to the construction of a more supportive and humanized digital culture.

We highlight that working with technology in school is not limited to the simple use of digital tools, but involves a careful and strategic integration of these tools to promote the development of essential skills. Technology, in this context, becomes a central element for the improvement of logical reasoning, creativity and interaction. Thereby

> [...] The educational institution that engages with digital culture, establishing the necessary dialogues with it, assumes the centrality in the formation of the autonomous student, directing him to know how to argue and defend his ideas, work in a group with respect to the different ideas of his colleagues, act in a critical, active, creative and questioning way. (Almeida, Almeida and Fernandes Júnior, 2018, p. 615-616).

Thus, the insertion of digital culture in the educational environment seeks to overcome the paradigms of a traditional education, which focuses on the expository transmission of content, without promoting reflections. In this vein, Miskulin (2012) points out that technologies, when integrated into the educational process, enhance the development of creative and communicative thinking, fundamental aspects for human cognition.

Technologies can improve evaluation methods and stimulate reflections on teaching and learning. One way to do this is to use online systems that enable the creation of digital portfolios, known as Webfolios. These tools offer a more attractive and contextualized process for the elaboration of activities in electronic media.

In this aspect, the Pedagogical Portfolio (WP) "[...] can enable a space for recording reflections and notes of studies and classes, with the aim of stimulating in the student a relationship about the applicability and importance of the content addressed in their daily life." (Nascimento, Souza, Dias, p. 8, 2023). This evaluative instrument, digitally systematized and in multimedia format, with space for reflections and construction of

learning, acts from a critical perspective, providing the creation and proactivity of students in the training process.[4]

In this line of reasoning, WP comes into play as an active methodology that brings the student closer to the content studied, as it directs the student to reflect on what was addressed at school and, consequently, to apply this knowledge in their daily life. The WP also helps in the process of interaction between the peers that make up the classroom, providing the exchange of knowledge in a dialogical way.

In a veiled way to the dialogical perspective of WP, Vygotsky (2017)[5] highlights that we are social beings and that learning happens in community. He called this approach Sociointeractionism, emphasizing that learning takes place through interactions between people — which is evidenced in WP.

From this perspective,

> Sociointeractionism presupposes differentiated educational practices that inevitably bring dynamism, mobility, playfulness and stimuli to cognition, (...) that move students and lead them to inquiry, experimentation, adaptations to the environment and assimilation of the new. The student needs to feel invited to actively participate in the teaching-learning process in a critical and transformative way. (Oliveira, p. 49, 2014)

This invitation to active participation in the teaching-learning process can be established in the various relationships that are formed in the classroom environment. They include the interactions between student and teacher, student and student, student and world, as well as the dynamics between teacher and class, which, together, make the learning process more productive and meaningful. In this context, the applicability of the WP reflects this thought, by enabling the realization of a contextualized educational process based on dialogue.

This didactic proposal was implemented in the disciplines of Mathematics and Portuguese Language, with the objective of promoting an approach that goes beyond the simple transmission of contents, interconnecting theory (research) and practice (classroom floor) in a contextualized way. By working with these disciplines, we seek to provide

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[4] To learn how to handle and create the WP, we suggest reading the book-booklet entitled "Google as a tool for the creation of the Pedagogical Webinar". NASCIMENTO, Tarcisio Andrade do; SOUZA, Erick Igor Mousinho de; DIAS, Daniele dos Santos Ferreira. Google as a tool for creating the pedagogical webfolio. 1. ed. João Pessoa/PB: CCTA, 2023. Available in: BOOKLET - WEBFOLIO (A5) Version 4 | PDF | Pedagogy | Educational technology

[5] Lev Vygotsky, a Russian psychologist, is widely recognized for his contributions to the sociocultural theory of cognitive development. He stood out by emphasizing the fundamental role of social interactions and culture in intellectual development. One of his main works, "Thought and Language" (1934), explores how learning is mediated by cultural tools, such as language, and argues that the cognitive development of individuals occurs through the internalization of social practices. Vygotsky believed in an education that promoted the transformation and growth of the individual, valuing social interactions and mediation as essential processes for the development of meaningful learning.

students with a critical understanding of the contents, stimulating protagonism and autonomy in the teaching-learning process, fundamental elements for the development of a liberating education, as defended by Freire (2005), who sees education as an act of freedom, where the student is no longer a simple receiver, but an active subject in the process of knowledge construction.

In line with this thought, we avoided, in our classes, practices that were limited to the simple transmission of content in an expository way and without reflection. Inspired by the assumptions of Boas (2005), we understand the need for a methodology that favors continuous and dialogical teaching-learning. This approach understands learning as a gradual process, built from critical reflection and meaningful interaction, indispensable elements to awaken student engagement and provide a more enriching educational experience.

Thus, the objectives of this practice are based on the need to work with knowledge as a practice that is developed gradually, with the student identifying, with the teacher's mediation, their difficulties. Consequently, with the progress of the bimester/semester, he will be one of the agents of the constructive process of understanding and, thus, the protagonist of his learning.

We emphasize that this proposal aims at the action of the teacher in the classroom as a mediator, as discussed by Tébar (2011). The author mentions that the teacher in the classroom has his performance focused on guidance, envisioning possible paths to be traced by students in the process of searching for knowledge, leading them to know how to apply such contents in various daily situations and in different social environments. Therefore, knowledge is not something to be developed individually, but as a collectivity, boosting the educational environment and promoting the citizenship formation of these individuals.

METHODOLOGY

The target audience of the research was composed of students from two classes of the 7th grade of Elementary School – Final Years, from two schools in the municipal network of João Pessoa-PB. The first institution, which we will call School 1, worked with the use of WP in Mathematics classes, while the second, called School 2, applied this active methodology in Portuguese Language classes. The use of WP was adapted according to the specificities of each discipline, aiming to explore the potential of digital tools as a didactic resource.

Both schools have a Google Room[6] in their physical structure, a resource that played a fundamental role in our pedagogical practice. This technological infrastructure proved to be indispensable for the effective application of WP, evidencing the relevance and the need for all schools to have similar resources to enhance student learning.

From this perspective, the pedagogical work focused on exploring the possibilities of WP as a conductor of the teaching-learning process. This approach sought to create a space for the construction and experimentation of educational practices integrated with technologies. During the dialogued classes, the students were encouraged to reflect on the importance of the contents studied in the classroom, understanding how this knowledge applies to life in collectivity, both in educational activities and in the world beyond school

WP was produced and developed with the exploration of digital technological resources connected to cyberspace, more specifically in Google Sites[7]. This choice was intentional, considering that the use of digital tools is essential for Teacher Education in the 21st Century, especially in the context of the contemporary classroom, where these technologies are indispensable to meet educational demands.

THEORETICAL FRAMEWORK

BNCC AND WORKING WITH TECHNOLOGY

The Fifth General Competence of Basic Education mentioned above, placed in the BNCC (Brasil, 2018), highlights the importance of ICTs as an instrument of school practice, which facilitate not only access to information and learning for the student, but also act as a vehicle through which the student himself can produce knowledge.

This guiding document for education thus emphasizes that it is necessary to

> Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in the various social practices (including school ones) to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in personal and collective life. (Brazil, p. 9, 2018)

This, to be achieved by the student with the mediation of the teacher in the classroom, illustrates how Digital Culture can be applied in multiple educational dimensions, including literacy, literacy and digital fluency. Outside the school environment, these

[6] Interactive learning space that has an organization of chairs and tables different from the usual in classrooms. In addition, it is a place that has technological resources such as chromebooks, interactive digital whiteboards, virtual reality glasses and assembly parts for pedagogical use.
[7] Google Sites is a tool offered by Google that allows you to create websites in a simple and intuitive way. It is usually used in educational spaces (as in our case) for the creation of portfolios, class websites and collaborative projects, as it offers easy integration with other Google services, such as Google Drive, Google Docs and Google Calendar.

dimensions expand and find application in the student's daily life, such as in the use of technologies in social networks, with online discussions/interactions, creation of content in media outlets — with the supervision of legal guardians (at home) — and in the use of applications for personal organization, such as study planning, financial control, or engagement in community projects. These practices connect school education to experiences that transcend the classroom, being applied in the student's daily routine and strengthening their role as a critical and active agent in society.

SOCIOINTERACTIONISM IN THE LIGHT OF VYGOTSKY'S THOUGHTS

The Vygotskian perspective on human development was extremely relevant for this research, as it highlights the importance of the interaction between the individual and the environment in which he or she is inserted in the learning processes. In this line of reasoning,

> Vygotsky's socio-interactionist or historical-cultural theory has this name because, inspired by historical-dialectical principles, he considers the development of the complexity of the human structure as a process of appropriation, by man, of historical and cultural experience. (Lima, 2003, p. 98)

For Vygotsky (2017), learning is a social process, in which knowledge is collectively constructed through interaction and the sharing of experiences and knowledge among individuals. From this perspective, the author highlights that learning occurs in social interactions, where the individual develops his skills and expands his repertoire of knowledge. In this sense,

> Vygotsky's socio-interactionist approach represents the theoretical umbrella of these propositions insofar as it values the socio-historical-cultural focus on human development and learning. And, in another way, to the extent that it uses mediation and interaction as an important instrument in the teaching-learning process. (Lima, 2003, p. 117)

This theory also highlights that the development of written language is essential for the student's cognitive progress, as it enables him to acquire new knowledge through reflection and the structuring of information. In this area, it is necessary that the school encourages activities, in all subjects, in which the student can write the most varied textual genres, as well as have access to *feedback* on their productions, in order to improve their writing skills continuously.

THE PEDAGOGICAL WEBFOLIO AND ITS ALIGNMENT WITH THE CONTEMPORARY CLASSROOM

Vieira (2002) mentions that WP provides students with a way to transform and critically analyze their learning. For the teacher-mediator, it offers an opportunity to reflect on their practice and evaluation procedures. The WP, therefore, can be used by the teacher as one of the ways to measure student learning, as well as to assess their engagement and understanding in relation to the discipline and the contents taught.

Despite the advanced studies in the area of educational technologies, teaching in Brazilian schools is still limited, to a certain extent, to didactic theories of an extremely traditional nature. About this traditionality, José Carlos Libâneo[8] mentions that

> [...] Listening and doing repetitive exercises, students 'record' the material to later reproduce it, either through the teacher's questions or through tests. For this, it is important that the student "pay attention", because listening facilitates the registration of what is transmitted in the memory. The student is, therefore, the recipient of the material and his task is to memorize it. The teaching subject is treated in isolation, that is, detached from the interests of the students and the real problems of society and life. (Libâneo, 1994, p. 64).

Such logic prioritizes the memorization and reproduction of the content, instead of encouraging reflection and the development of skills that prepare students for life in society. In this way, the interaction between the teacher and the student becomes limited, restricting the potential for collaborative and contextualized knowledge construction.

This hierarchical view of education is based on the assumption that teaching is centered solely and exclusively on the teacher, based on repetition and disregard of the student's socio-cultural context. The Traditional Pedagogical Tendency that Libâneo (1994) discusses, in this sense, follows the same thought of Banking Education defined by Freire[9] (2005), in which students are just a deposit and the teacher will "fill" them with his knowledge — which is the only one of value.

In this uproar, in order to transcend such a vision rooted in our country, the proposal outlined here is anchored in the approach of Critical Pedagogy, also by Paulo Freire (2005, p. 59), which argues that "[...] an authentic education (...) is not made of 'A' for 'B' or of 'A'

[8] José Carlos Libâneo, a prominent contemporary Brazilian educator, is recognized for his significant contributions to pedagogy, especially in the development of theories on teacher training and educational practices. His works, such as "Didactics" and "School Education: Policies, Structure and Organization", reflect his commitment to improving education in Brazil, profoundly influencing the current educational field.

[9] Paulo Freire, referenced as the patron of Brazilian education, is one of the most influential educators of the twentieth century, notable for his critical pedagogy. The author was born on September 19, 1921, in Recife, Brazil. One of his best-known works is entitled "Pedagogy of the Oppressed" (1970), in which the thinker proposes an emancipatory and dialogical education that aims at awareness and social transformation. Its approach emphasizes the importance of an educational process that values the life experience of students, thus promoting critical learning that enables the liberation of the oppressed and the construction of a more just society.

about 'B', but of 'A' with 'B', mediated by the world." Thus, it is of fundamental importance to have a critical, inclusive education that enables students to build new knowledge from their daily experiences, integrating aspects of society, history and culture in all phases of the educational process.

In line with the above, the WP acts from this perspective, as it

> [...] It allows you to express ideas, criticisms, intervention proposals and share built knowledge. This tool is characterized by aspects of interactivity, communication and creativity, as well as allows layouts and configurations that enable various digital reading formats. (Tibúrcio, Cunha, Fonseca, 2020, p. 3)

The use of this instrument presupposes a dialogue between the members of the educational process and, as a differential, as it is a technology, it allows the insertion of different resources (textual, illustrative and graphic). Thus, including what is of interest to students in the Digital Age, and highlighting teaching applied to their reality and that of the school.

PEDAGOGICAL MEDIATION

Mediated learning shows that there are different paths to learn, showing that those students who cannot understand the content/theme by one method can be successful when guided with other techniques and strategies. Thus, teaching practice needs to be enriched with attitudes that focus on student learning, recognizing them as an active participant in the process of knowledge construction.

From this perspective of mediation, Tébar (2011, p. 74) states that

> Life is a constant succession of changes that we overcome with the help of others. Mediation aims to build skills in the subject, in order to promote their full autonomy. Mediation is based on a positive anthropological principle and is the belief in the potentialization and perfectibility of every human being.

Following the author's thoughts, the role of the teacher as a mediator in the classroom requires attitudes that go beyond the simple transmission of knowledge. The teacher must, in the light of Tébar's understanding (2011, p. 115), "[...] have attitudes of empathy and welcoming, of permanent interaction, of positive criticism of the culture and experience of the values they intend to transmit". In addition, Tébar (2011, p. 114) points out that "[...] mediators are all people who intentionally organize their interaction and attribute meanings to the stimuli that the student receives". In this way, the mediation carried out by the teacher is essential to direct learning and promote a meaningful and transformative educational environment.

A SUMMARY OF THE PEDAGOGICAL PLAN

By working with the contents of the 7th grade of Elementary School - Final Years, we seek to illustrate the importance of Mathematics and the Portuguese Language in the daily lives of students, demonstrating that critical reflection on these areas is the first step towards their applicability. In this sense, the contents worked were the following:

Chart 1: Syllabus explored in the Pedagogical Webinar at School 1

Subject worked on in the discipline of Mathematics	Research planning based on data collection and organization: building tables and graphs for reading information.

Source: Prepared by the authors.

The student body of the 7th grade of School 1 was led to carry out a field research (with the classes of the 6th, 8th and 9th grade) on what were the necessary improvements for the collective well-being in the school, involving food and teaching materials. This research had the purpose, in addition to observing the students' perception of the necessary improvements for the school space, to place the 7th grade class as responsible for this research of fundamental importance.

To do this, they prepared a questionnaire with questions to be answered by colleagues on Google Forms[10], and Google Sheets was used to tabulate the data[11]. Consequently, the WP was the means by which the students presented their obtained results. With this attitude of researchers, they needed to explore various means of communication to find out different ways of presenting the data collected, such as graphs, tables, and visual presentations.

With WP being our final product, we noticed that students used a variety of digital instruments to present their quantitative data. With this practice, students better understood the importance of the correct use of quantitative data and how their organization needs mathematical knowledge. In addition, in the classroom interactions and observing, at the end of the productions, the Webinars of their colleagues, the students observed that there is a plurality of ways to disseminate static data, and that in our society they can represent different social functions — in our case, what were the necessary improvements for the school-campus, which were more didactic subjects for the practice of sports, according to the data collected.

[10] Online form creation tool, used to collect data, such as responses to surveys or questionnaires. Students used Google Forms to gather information in an organized and easy-to-access way.
[11] Online spreadsheet application that allows you to organize, tabulate, and analyze collected data. The students used Google Sheets to tabulate the data and create graphs or tables for presentation.

Chart 2: Syllabus explored in the Pedagogical Webinar at School 2

Subject worked in the Portuguese discipline	Prefixes and suffixes in word formation: the study of neologisms.

Source: Prepared by the authors.

In the Portuguese classes of School 2, the relevance of understanding how the formation of words occurs in our mother tongue was emphasized, with the use of prefixes and suffixes. In addition to the presentation of grammatical concepts and the resolution of exercises, students were encouraged to critically reflect on the use and origin of words formed in the mother tongue. In this process, the students not only explored the meanings of the words, but also analyzed the communicative situations in which they are applied. Thus, the Portuguese class is no longer a space limited to the memorization of rules, becoming a moment of critical reflection and in-depth learning of grammatical content.

This practice is in line with the perspective of Martelotta (2008), who emphasizes language as a functional element. In this sense, we believe that the teaching of Portuguese Language, in the light of this thought, meets the contemporary demands of the classroom, as it is of fundamental importance to consider the communicative situation that the speaker/writer finds himself in, taking into account his communicative intent, the participants involved and the discursive context.

During the class, the class was led to reflect on the use of the words "passion", "frescurite" and "preguicite" in communicative situations of use of the Portuguese language, such as in a conversation with friends, taking a test or a dialogue with the school principal, for example. When writing their reflections in the WP, the students noticed that, in situations that require formality, these words are not appropriate to be used. Consequently, they were able to identify the appropriate contexts for the use of these neologisms[12], acting more consciously, linguistically speaking.

From this perspective, grammatical constructions are not seen as fixed structures, but as utterances produced from semantic and pragmatic motivations, functioning as instruments of social interaction. By adopting this approach, classes are not limited to the presentation of grammatical norms, but demonstrate their uses in different communicative situations, such as in a written test, in conversations with family members or during a job interview. In this way, students are inserted in a contextualized linguistic practice, directly connected to everyday life and real situations of use.

[12] According to Carvalho (1984), Neologism, in the Portuguese language, is the creation of new words or expressions, or the attribution of new meanings to existing words. Generally, this linguistic phenomenon is used to describe new concepts that arise from the social, cultural, and technological context of the speaking community. To learn more, we recommend reading the work *What is neologism*, from Editora Brasiliense.

DATA ANALYSIS

As previously stated, we emphasize the urgency of attractive educational practices for students in the postmodern classroom. In this scenario, it is essential that we implement active methodologies, such as the Pedagogical Webinar (WP), to bring theory closer to practice in the teaching of essential subjects, such as Mathematics and Portuguese Language, which often face prejudice and disinterest on the part of students. This distorted view can be attributed, in large part, to traditionalist teaching, which often presents these areas of knowledge as merely technical, decontextualized and focused on the memorization of rules or formulas. This approach discourages students, making them see these disciplines as abstract and distant from their practical reality.

In this way, the work with WP as a didactic resource aims to break with these paradigms, promoting a more meaningful learning space connected to the students' experience. We observed that the use of WP in both disciplines, as Vieira (2002) points out, provides students with a space for knowledge creation, which evolved with the progress of the classes and the syllabus worked on and discussed.

We highlight that the discussion about student engagement in the school environment covers different components, ranging from aspects related to the interest and curiosity of students, to the development of skills such as comprehension, analysis and application of content. Understanding engagement as a complex phenomenon implies recognizing that the mere transmission of content no longer meets contemporary social dynamics. As the school is a reflection of society, this space also faces the transformations of today's world. In this context, the search for educational practices aligned with a practical and contemporary perspective, especially those that integrate technologies into the teaching process, converges with discussions about the adoption and popularization of active methodologies in the school field.

For this to be carried out in our pedagogical practices, it was necessary to encourage critical and reflective thinking, not only by 7th grade students, but also by us, teachers-mediators of basic education. The didactic plans outlined here were intended to seek the active participation of students, who related the new subject to their sociocultural reality, an important characteristic in the teaching process, as Comenius points out (Lorenzato, 2012).

These contributions are in line with the Critical-Social Pedagogical Tendency of the Contents, which, according to Libâneo (1994), aims to prepare the student politically so that he can, in adult life, take an active position. Libâneo (1994, p. 70) also points out that this tendency "[...] seeks a synthesis that overcomes significant traits of Traditional Pedagogy [...]". Thus, WP aims to transcend methodologies that do not provide a reflection on the

contents, acting as a tool that facilitates learning in this overcoming, highlighting the critical value of the syllabus for students.

By integrating ICTs into teaching, the BNCC (Brazil, 2018) points out that its use contributes significantly to the development of students' critical capacity, promoting skills such as assessment, argumentation and questioning. This approach not only broadens the horizons of learning but also connects students to the contemporary demands of an ever-changing world.

In our classes, we observed that this was achieved with the use of WP. The students demonstrated progress in the ability to analyze and argue about the contents worked, using technological resources to research, reflect and record their knowledge. In addition, the collaborative environment provided by WP encouraged critical questioning, creating a space conducive to the exchange of ideas and the deepening of learning.

In order for this didactic plan to be carried out in a continuous and formative way, it was necessary to be willing to *chromebooks*[13]. We observed that, despite being in daily contact with media-technological resources, students did not have great mastery in the use of digital tools for teaching, something highlighted as important by the BNCC (Brasil, 2018). However, with our approach, we realized that the use of WP contributed to the development of research and study skills, this being illustrated with the engagement and creativity of students in the structures of their work, exploring new tools to obtain knowledge, such as video lessons, search engines and bibliographic references on digital platforms — observing the veracity of information and search engines.

Resuming what was mentioned by Tébar (2011), when considering the teacher as a mediator in the classroom, we emphasize the importance of this thought in the construction, execution and discussion of the WP. The teacher, by acting as a facilitator of the teaching-learning process, promotes a more participatory and collaborative education, in which knowledge is collectively constructed. Thus, the perpetuation of a rigid hierarchy in the classroom is avoided, favoring the citizenship formation of students in a more engaged way.

In the context of WP, this mediation takes place, because the student, in addition to writing their reflections on the contents, receives detailed feedback from teachers directly on the Google Sites platform, through comments. This promotes a continuous cycle of learning, in which the student observes and reflects on his own evolution in understanding the subjects studied.

[13] Chromebooks are laptops running Google's Chrome OS operating system, known for their simplicity, speed, and focus on web applications. They are often used in educational settings due to their accessibility and integration with Google Workspace tools.

The use of WP evidenced several positive points and learnings both for students and for our teaching performance. For example, the didactic-reflective teaching provided by the classes, combined with the collaborative dynamics of the WP, fostered greater engagement and protagonism of the student body. These moments of sharing and active learning not only facilitated the participation of students in the process of building their own knowledge, but also strengthened their critical and autonomous capacity, aligning with the objectives of a transformative education. For us, as teachers, WP has contributed significantly to the improvement of our pedagogical practice, stimulating constant reflection on our teaching methodology, the adaptation of strategies to meet the needs of students and the more effective use of technology as a tool to be worked on in the classroom.

The application of WP was directly aligned with Vygotsky's (2017) socio-interactionist perspective, by promoting interactions between students and teachers, essential for the collective construction of knowledge. WP, by enabling the constant exchange of feedback between students and teachers, created a dynamic environment where knowledge was built collaboratively. This interaction not only favored the exchange of ideas, but also stimulated students' continuous reflection on their own learning processes, aligning with the idea that learning occurs in social interactions, as Vygotsky (2017) addresses.

In addition, the practice of WP provided students with a space for the development of their autonomy. By becoming protagonists of their learning, students were encouraged to critically reflect on the knowledge acquired and to seek solutions independently, but always with the support of the teacher. The constant interaction with digital tools also contributed to the development of research and critical analysis skills, which are essential for the formation of an autonomous and critical subject in society, as defended by Freire (2005).

In addition, we emphasize the relevance of the teacher's role from the perspective of mediation, considering that he is responsible for identifying the competencies and skills that students should develop — this anchored in what the BNCC points out in the grade in question. In order to achieve success in the use of an active methodology, it is essential to ensure the development of this knowledge, and it is up to the teacher to carry out the necessary exchange between theory and praxis.

That said, the use of WP can be understood as an active methodology from a collaborative perspective, approaching the idea of project-based learning — more specifically didactic projects. This format seeks to answer questions frequently raised in the classroom, such as: "What is this subject for?", "How does it work on a daily basis?" and "How was it built?". Reflecting on these questions through WP not only highlights the

importance of the contents covered, but also explains, illustrates and reveals its scientific principles of operation.

With this achievement, we were able to illustrate to the student body the importance of the subjects addressed in the classroom, highlighting that these should not be transmitted in an arbitrary way, as observed in the Traditional Pedagogy outlined by Libâneo (1994), but rather worked in a contextualized way and connected to the students' experiences. In this sense, the approach adopted in our pedagogical practice has distanced itself from a mechanical transmission of content, seeking to integrate knowledge with the context and reality of the students, promoting a more meaningful learning aligned with the demands of the contemporary world.

According to the research presented, we emphasize that the syllabus of basic education must be worked in a contextualized way, respecting the situational reality of each classroom, as pointed out by the Critical-Social Pedagogical Tendency of the Contents, also addressed by Libâneo (1994). This approach not only values the knowledge acquired by students, but also promotes the construction of meaningful learning, in which students see themselves as protagonists of their learning process.

FINAL CONSIDERATIONS

In short, we consider that the incorporation of Digital Information and Communication Technologies (ICTs) in the teaching-learning process requires an approach that goes beyond the simple use of technological tools. It is necessary to integrate them strategically, pedagogically speaking, promoting student autonomy and encouraging practices that develop their capacity for critical analysis and creativity. This includes the creation of collaborative learning environments, in which the student not only consumes information, but also produces content that reflects their understanding and protagonism. Thus, the use of ICTs becomes a means to prepare students for the challenges of the twenty-first century, strengthening skills such as problem-solving, effective communication, and active participation in society.

Understanding and applying the syllabus in everyday life is, for us, one of the main premises to be put into practice in the classroom, highlighting a didactic that aligns theory and praxis. This is because it is extremely important to offer theoretical and methodological subsidies for the student's citizenship education, enabling him to apply this knowledge critically and consciously throughout his life. In this way, we consider that the school will contribute to the formation of individuals prepared to act in a critical-reflective way in society.

We reaffirm that the student, as the author of his own WP and protagonist of his learning, not only valued his own repertoire, but also legitimized it as a producer of knowledge. In this context, the use of WP allowed the continuous monitoring of students' progress, encouraging them to self-evaluate and self-learning, fundamental elements for the development of a critical and autonomous posture.

This approach, in line with Freire's (2005) thoughts, which emphasizes the importance of a critical pedagogy and the consequent autonomy of the student, was effectively applied in our practice. Through the diversification of materials, genres and repertoires in the teaching-learning process, WP has consolidated itself as a central tool, promoting active and participatory learning, within a logic of critical and contextualized training.

Finally, it is essential to highlight the urgency of investments in technological resources in Brazilian public schools, to ensure that all students have access to essential tools for learning. In addition, it is vital to expand investments in continuing education for teachers, with a focus on the use of educational technologies. Through these actions, it will be possible to bring students closer to the school experience, promoting a critical and reflective citizenship education, aligned with the needs of contemporary social life.

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