

Chapter 162

Education and cyberculture: The contributions of adaptive platforms in history teaching

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ABSTRACT

This research aims to analyze the use of adaptive platforms in the teaching of History, as well as to understand the effects of this new technological culture on the education of students. The methodology used was a literature review supported by authors who discuss: digital technologies and the teaching of History. Therefore, it is possible to observe that the

insertion of this new means of communication (adaptive platforms) used as a didactic tool in the teaching of History allows for bringing the content of the student's daily life closer together, making the teaching-learning process more dynamic, capable of arresting the attention of the individual. Key points to provide quality education.

Keywords: Cyberculture, Adaptive platforms, History Teaching.

1 INTRODUCTION

The use of the media in the population's daily life underwent a strong expansion in the 21st century, with the need to be inserted in the virtual environment to communicate and receive information. The internet has become more than a source of leisure and has become an instrument of sociability, organization, information, knowledge, and education (SILVA, 2010). An item that gained great support from schools and universities, which are gradually adapting to include cyberculture in their daily routine.

Teachers must closely monitor these changes to know how to incorporate technological tools that are freely available into their pedagogical practice and are closer to the students' reality. A great example occurs with the insertion of adaptive platforms in teaching, as

In online education, chats, forums, discussion lists, and blogs have been adopted more. These and others can be gathered in the LSM or the VLE or even in the Distance Learning Platform, which are virtual environments that bring together different communication, content, and administration interfaces to accommodate online courses. We can call such environments online classrooms. (SILVA, 2010, p. 47).

Considering as a hypothesis that this form of teaching is capable of enhancing the teacher's work, allowing the student to expand their knowledge about certain content. A point that depends entirely on how the educational institution deals with the insertion of hybrid teaching in its classes. A problem that can be alleviated with investment in structures suitable for the use of ICTs (Information and Communication Technologies) in the classroom or the adhesion of specific environments for the provision of online classes.

Another measure is the encouragement of continuing education for school teachers, aiming at improving teaching methodologies and techniques (REIS, 2005).

With that in mind, this article has narrowed its focus to studying the use of adaptive platforms as a didactic tool in teaching History, observing the effects that hybrid teaching brings to students' education. The factor that instigates the existence of the following questions: How to use adaptive platforms in Teaching History? What are the implications of the use of media culture in the education of the individual?

The relevance of this research lies in the fact that the teacher uses adaptive platforms as a dynamic tool, able to approach the student's reality, making the teaching of History increasingly interesting, that is, the use of digital technologies in teaching provides "a meaningful learning for the student, as it provides this knowledge for reading and understanding the world around him." (AZEVEDO, LIMA, 2010, p. 2). Media culture becomes a captivating way to stimulate students and motivate them in History classes, allowing them to understand the past critically, using different approaches to represent facts.

This work included a bibliographic review of themes, such as cyberculture or media culture in the educational system, more specifically, its use in teaching History. To understand their contributions to the education of students. Items that will be discussed throughout this article.

2 THE INSERTION OF ADAPTIVE PLATFORMS IN HISTORY TEACHING

When describing the media culture, one must, first of all, conceptualize what is delimited as media and/or ICTs (Information and Communication Technologies), because with the emergence of information technology and technology, education has undergone major changes in the way it was content being taught in the classroom, making technology so present in people's daily lives.

Thus, more comprehensively, the media can be conceptualized as

the mass media is dedicated, in general, to entertainment, leisure, and information - radio, television, newspaper, magazine, book, photography, and cinema. In addition, it encompasses cultural goods with the dissemination of products and images and electronic means of communication, that is, electronic games, cell phones, DVDs, CDs, cable or satellite TV, and, finally, the systems that group information technology, TV and telecommunications – computers and communication networks. (SETTON, 2020, p. 14).

It is all symbolic and material apparatus capable of producing and transmitting culture, which reaches the individual with the help of technology through digital communication, and cyberspace. This resource has a system of symbols that uses the language of today's society, a technique that approaches the subject's daily life, passing through the values that shape his personality in society.

Fundamental points for understanding the notion of cyberculture, as it refers to the "set of techniques (material and intellectual), practices, attitudes, ways of thinking and values that develop along with the growth of cyberspace." (LEVY, 1999, p. 17). A form of teaching capable of bringing content closer to the student's daily life, with the help of digital technology.

The use of technology in teaching can occur both within the school environment and outside it, through hybrid teaching, a methodological practice that is configured as a

[...] a formal education program in which a student learns through online teaching, with some element of student control over the time, place, mode, and/or pace of study, and through teaching face-to-face at school. (BACICH; TANZI NETO; TREVISANI, 2015, p. 52).

This type of teaching is configured as an integral part of the curriculum, as it combines formal teaching that takes place within the school, with external moments, where the student makes use of technology to develop online activities. For this, virtual environments have been developed that work as an extension of the classroom, they are called adaptive platforms, which

they function as online spaces that go beyond offering pre-selected content made available by the teacher and allow a clear record of each student's activities. Through them, students can be offered resources in various media, combined with work and evaluation proposals that are used as a diagnosis of learning in each theme. (RODRIGUES, 2016, p. 16).

With the support of adaptive platforms, the teacher can provide a personalized service to the student so that he can follow his learning path and advance with new topics only after overcoming all the difficulties presented by the students. Allowing to guide an activity both in groups and individually (RODRIGUES, 2016).

The adaptive platforms also make it possible to promote a debate on the content and establish closer contact between the teacher and the class. There is an exchange of information, where the teacher has the function of directing the construction of knowledge within the student's teaching-learning process.

The adoption of adaptive platforms as a teaching tool makes room for developing students' awareness and autonomy, allowing them to make a critical reading of reality (FANTIN, RIVOLTELLA, 2012). Points that lead teachers to distance themselves from the traditional classroom model, innovating their teaching practice for better student learning, given that "learning' means, rather, an elementary way of life, a fundamental way of culture, in which science confirms, that it is realized by it and that it influences it markedly." (RUSEN, 2007, p. 87).

Assuming that the teaching of History has undergone several changes, changing its approaches and starting to pay more attention to the student's daily lives, with the use of different languages in the classroom to stimulate their critical thinking and taste for the discipline of history. Thus, "over the last 20 years, one of the main discussions in the area of history teaching methodology has been the use of different languages and sources in the study of this discipline." (FONSECA, 2003, p. 163). Leading teachers to broaden their horizons by introducing cyberculture into the classroom, "it is a methodological option that broadens the historian's gaze, [teacher] the field of study, making the process of transmission and production of knowledge interdisciplinary, dynamic and flexible." (FONSECA, 2003, p. 163). This form of teaching encourages students to act critically in society.

Among the most recent changes in the teaching of History is the insertion of media culture, more specifically adaptive platforms, which have a rich cultural content capable of approaching the reality of students, opening up a range of possibilities for the study of History, as

Most of the articles published in magazines and specialized books, currently, report the experiences of teachers and students who, anxious for change, started to use different languages in the teaching/learning process. Starting from a broadening of the notion of what History is, its objects, and how they manifest themselves in society. [...] The experiences with works through music, literature, cinema, photography, etc. reveal possibilities of replacing or confronting the “only” “official” language of the textbook with these others, which are often neglected by the historian. (FONSECA, 1989/1990, p. 205).

In this way, the use of digital technology in the History discipline is seen as a possible path for the construction of the student's historical knowledge, without failing to follow the contents stipulated in the school curriculum of the History discipline.

Whereas the teacher (historian) determines the image of the past that he wants to convey to the reader. As well as the right time for the insertion of technology, as many students have access to the media and use it to obtain information on various subjects. This prior knowledge often occurs in a shallow way, not always well structured. Needing that the teacher directs the knowledge so that the student reaches the expected result. Noting, as Rusen mentions that “prior conception is one of the conditions for the development of historical consciousness.” (RUSEN, apud LEAL, 2011, p. 8). It is the knowledge that needs guidance from the educator for meaningful learning.

In this sense, the educator needs to attribute meaning to the technological equipment used in his classes, so that they serve to expand the student's knowledge, establishing a mediation of the individual with the cultural environment in which he finds himself. In this regard,

Thinking of education as an action in search of meaning implies perceiving the role of mediation in the relationship between subject and culture in the sense of expanding knowledge of oneself, of the other, and of the world, enabling such understanding as interactions and experiences that subjects construct by participating in systems. cultural symbols. In addition to information and image, communication and its technologies have presented other modes of intelligibility of the world. (FANTIN, RIVOLTELLA, 2012, p. 55).

In this way, adaptive platforms become relevant communication tools that facilitate contact with knowledge, linking content with the student's reality. Making everyday life become information within the classroom. Items that awaken critical thinking in students.

This a point that deserves reflection, as it is related to the formation of historical awareness in students, which refers to “the sum of mental operations with which men interpret their experience of the temporal evolution of their world and themselves, in such a way that can intentionally orient your practical life in time.” (RUSEN, 2001, p. 57). That is, through it, the student can extract his point of view about the past, to solve present issues, providing support to guide his actions in the future. The best place to develop this reasoning is during history classes, where the student knows his hands to interpret it in different ways, depending on the direction provided by the teacher, who makes use of the most varied teaching methods,

always being attentive to how students' teaching-learning takes place so that it occurs in the best possible way.

3 THE REFLEXES OF CYBERCULTURE IN THE EDUCATION OF THE INDIVIDUAL

The use of digital technology is important for the teaching-learning process, as it is a way of bringing teaching closer to the student's reality, following their learning pace, considering that we live in a digital age where media teaches much faster than traditional teaching methods. pencil and paper, making the teacher and the school need to adapt to these new didactics so as not to demotivate the student and teaching does not become tiring.

However, adopting the use of media in the classroom does not mean that the teacher should completely abandon old methodologies such as the use of the blackboard and chalk, on the contrary, they should be interspersed with the media in the transmission of content, so that learning takes place in a pleasurable way for the individual. Thus, “The more pleasurable learning is – as we almost always discover later in life – the easier it will be to assimilate information, whether linked to concrete or abstract topics.” (MOLCHO, 2007, p. 115).

Raising the importance of using adaptive platforms properly in the classroom, as students can become demotivated when a teacher does not use media culture correctly, given that “The poor selection of them [didactic tools] compromises the proposed initial objectives in the lesson plan, whereas its complexity and length can create a rejection by the topic or by the type of material itself.” (BITTENCOURT, 2011, p. 330).

Requiring preparation on the part of the teacher, through training courses, to know how to use digital technology as teaching tools, since the school environment is in constant transformation, making the teacher need continuous formation to adapt to the constant changes in the educational environment that permeates the classroom. In addition, the improvement in teacher training is an important factor that reflects in their daily practice.

Thus, the teacher must “have access to a computer connected to the internet and know how to make use of its interfaces for the expression of online collaborative being-together, or the ‘virtual’ presence.” (SILVA, 2010, p. 50). Points that contribute to bringing the content closer to the reality of the students, forming citizens capable of exercising their role in society.

For this, it is necessary to invest in public policies that promote digital inclusion and cyberculture within schools, given that “it is the role of the democratic state to intervene in schools, so that they prepare and equip children and young people for the democratic process, forcing access to quality education for all and possibilities for social participation.” (BRASIL, 1997, p. 24).

That is, it is the function of the state to guarantee the proper conditions for students within schools, providing the necessary instruments for quality education. Not lacking the fundamental technological resources for the development of the individual.

But, it is observed that in many schools “there is no ICT in initial teacher training and, with unprepared teachers and without media education, schools are full of computers without use and quality.” (FANTIN, RIVOLTELLA, 2012, p. 49). Requiring the adoption of technological systems that are indispensable for an education in cyberculture, where the teacher has the opportunity to use adaptive platforms in a way that stimulates learning and makes teaching enjoyable, capable of holding the attention of students, and

many teachers experience the fact that today's students demand new approaches and teaching methods to maintain attention and motivation at school. We heard many of them say that students dedicate their attention to activities for a short period and that they cannot listen to someone talk for more than five minutes. (VEEN, 2009, p. 5).

The factor that interferes directly with the teaching-learning process. But, according to studies carried out by Cavenaghi, Bzuneck (apud BZUNECK, GUIMARÃES, BORUCHOVITCH, 2009, p. 1479) the lack of motivation of students, with teaching in general, has caused “students unmotivated by school tasks [that] present performance below their real potential, are easily distracted, do not participate in classes, study little or nothing and distance themselves from the learning process.” Becoming bad students with serious risks of school dropout, which is happening frequently in schools nowadays.

The student's demotivation depends on the way the teacher conducts his class, as the teacher has the role of "contributing to the learning of his students by raising questions, pointing out problems, developing logical thinking and arguments on the topic discussed." (SILVA, PEREIRA, 2014, p. 754-5). To have a good understanding of the subject on the part of the students, in a way that motivates them to participate in the classes.

Therefore, the use of didactic tools in the teaching of History should not be considered a "Pass-Time” for the student, but a pedagogical practice filled with contents that stimulate the development of the individual. For this, education and communication must go hand in hand.

The school, as a transmitter of culture and generator of knowledge, must interpret the facts in a perspective of the day-to-day dynamics, stamped in the means of communication, and, therefore, education and communication must go together in the construction of a more critical society. , participating more actively in the nation's destiny, in the construction of a full democracy. (KUNSCH, 1986, p. 6)

An item that needs the constant mediation of the teacher so that they enter the classroom with a previously planned purpose, providing challenging activities for the student, which help in building their critical awareness and determine their way of being and acting in society.

However, for a better understanding and absorption of knowledge by the students, the teacher needs to verify the content that the material presents.

are some of the important items to be checked in a resource: if the language is appropriate for the student's level; whether the approach is in line with the student's interest; whether the information is correct and up-to-date; if the content requires students to have previous knowledge; plus other items. (PRATA, NASCIMENTO, 2007, p. 18).

Indispensable factors for a good education, because the way the teacher uses the media culture in the classroom makes a difference in the student's performance, interfering in his life inside and outside the school. Considering that when studying the world of cyberculture and hybrid teaching, adopting adaptive platforms as dynamic tools enhances teaching and learning and make History classes more interesting for students.

4 FINAL CONSIDERATIONS

It is concluded that the use of cyberculture in teaching History can make classes more enjoyable and interesting, capturing students' attention, providing a variety of content and information that enrich the teacher's work, and instigating students' curiosity for something new.

Noting that research in History approaches teaching practice when the teacher incorporates his theoretical framework with his way of teaching, this results in the use of different languages and resources, such as adaptive platforms, which are the basis of this research. When it comes to the use of adaptive platforms in teaching History, the teacher must be aware of what the students already know about the subject to elaborate their objectives, directing the knowledge to be formulated by the class. Thus, the teacher manages to transform digital technology into an important and enriching didactic tool for the teaching of History, in a way that contributes to the formation of the individual as a critical citizen.

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