The appropriation of digital culture in teacher's pedagogical practice

ARTICLE

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Abstract
This article presents a literature review on the relationship between digital culture and teaching practice. The concept of digital culture is based on Lévy's theory. A qualitative approach to research and bibliographic analysis was adopted, using the Integrated Library System of the University of Vale do Itajaí [Univali] (SIBIUN) as a search field, through combinations of descriptors that allowed to obtain results according to the topic, considering a time frame from 2018 to 2024. The analysis highlights the need to integrate pedagogical practices focused on digital culture in teacher education programs and in-service training of existing teachers. Furthermore, they reveal the insecurity and lack of preparation among teachers to address this topic in their activities, underscoring the importance of fostering discussions and new research on the subject within educational spaces.
Keywords: Digital Culture. Pedagogical Practice. Teacher. Early Years. National Common Curricular Base.

Relação entre cultura digital e prática docente: uma revisão das produções científicas

Resumo
Neste artigo, é apresentado um estudo de revisão da literatura sobre a relação entre a cultura digital e a prática docente. O conceito de cultura digital é fundamentado na teoria de Lévy. Adotou-se uma abordagem qualitativa de pesquisa e análise bibliográfica, utilizando o Sistema Integrado de Biblioteca da Universidade do Vale do Itajaí [Univali] (SIBIUN) como campo de busca, por meio de combinações de descritores que permitiram a obtenção de resultados alinhados à temática, considerando um recorte temporal de 2018 a 2024. As análises evidenciam a necessidade de integrar práticas pedagógicas voltadas à cultura digital nos cursos de licenciatura e na formação continuada de professores(as) em atuação. Além disso, destaca-se a insegurança e o despreparo desses profissionais para abordar a temática em suas atividades, reforçando a importância de fomentar discussões e novas pesquisas sobre o tema nos espaços educacionais.
Palavras-chave: Cultura Digital. Prática Pedagógica. Professor. Anos Iniciais. Base Nacional Comum Curricular.

1 Introduction

The expression "digital culture" defines the present moment as a "new, current, emerging, and temporary" term, marked by the expansion of digital information and communication media in the past century, which now permeate all sectors of society. This expression encompasses various particularities associated with innovations and advancements in knowledge derived from "[...] the use of digital technologies and networked connections to enable new forms of interaction, communication, sharing, and action in society" (Kenski, 2018, p. 139).

Global society is adapting to a new reality in which education and all its agents must overcome challenges and rethink the way teaching and learning take place, employing strategies that differ significantly from those they were previously accustomed to using. As early as 1970, Toffler predicted that the illiterate of the 21st century would not be those who could not read and write but rather those who could not learn, unlearn, and relearn. Thus, it becomes essential to reflect on changes in social relationships and, consequently, in pedagogical relationships within the context of digital society.

The increasing use of digital technologies and communication networks is described by Lévy (2018, p. 174) as a "profound transformation in the relationship with knowledge." The author also highlights new possibilities for "collective creation, cooperative learning, and collaboration," prompting a reflection on the traditional functioning of schools. The challenge, therefore, is to attribute meaning and establish connections between teaching and learning.

Digital culture becomes an integral part of individuals' lives through the use of different Digital Information and Communication Technologies (Tecnologias Digitais da Informação e Comunicação - TDIC), which transform human relationships and, consequently, permeate school environments, impacting education as a whole. These cultural changes influence teachers and their pedagogical practices, although this is not always evident to these professionals. Often, there is a mistaken belief that digital culture or the use of technologies only affects what happens outside the school walls.

The coronavirus (COVID-19) pandemic in 2020 exposed various weaknesses in schools regarding the use of digital technologies. Teachers and students were forced to work and study remotely, without a transition or adaptation period—factors that are essential for structuring a new way of living and sustaining concepts such as "cyberculture" (Lévy, 2018).

Cyberculture enables new modes of knowledge and is described by Lévy (2018, p. 167) as "[...] an intellectual technology that amplifies individual imagination (enhancing intelligence)." When shared among groups, it facilitates new ways of searching for information, converging, negotiating, and refining common or more complex mental models, characterizing what the author refers to as the "enhancement of collective intelligence" (Lévy, 2018, p. 167).

In this context, we raise the following questions: What are the implications of digital culture in education? How do dialogues occur between digital culture, teacher training, the National Common Curricular Base (Base Nacional Comum Curricular - BNCC), and digital literacy? To answer these questions, we proposed this documentary study, based on a literature review, with the aim of understanding the relationship between digital culture and teaching practices. We hope that the results will contribute to expanding discussions on this topic.

2 Methodology

This article was developed from the researchers' concern with provoking reflections on topics present in the educational landscape and discussed within the Brazilian scientific community. The objective of this study was to understand the relationship between digital culture and teaching practices through a literature review of scientific productions that address this theme. Adopting a qualitative research approach, the study included a bibliographic analysis, with data collected from works cited in the literature review. According to Silva and Menezes (2005, p. 20), qualitative research:

> [...] [...] considers that there is a dynamic relationship between the real world and the subject, that is, an inseparable link between the objective world and the subject's subjectivity, which cannot be translated into numbers. The interpretation of phenomena and the attribution of meanings are fundamental in the qualitative research process. (Silva; Menezes, 2005, p. 20)

The research field for this study was the Integrated Library System of the University of Vale do Itajaí [Univali] (SIBIUN), covering the following databases: Univali Collection, Portal of the Coordination for the Improvement of Higher Education Personnel (Capes in Portuguese, Capes in English), EBSCO platform, Biblioteca A, Saraiva, vLex, Univali Journal Portal, Scientific Electronic Library Online (SciELO) – books and journals –, Open Access Directories, and the Brazilian Digital Library of Theses and Dissertations (BDTD). The searches were conducted between August 2023 and August 2024, prioritizing studies published in Brazil between 2018 and 2024.

Initially, we attempted to combine the descriptors "digital culture" AND "pedagogical practice" AND "teacher," but no results were obtained. Subsequently, the searches were refined using combinations such as "digital culture" AND "pedagogical practice," "digital culture" AND "pedagogical practice" AND "early years," and "digital culture" AND "pedagogical practice" AND "National Common Curricular Base" (BNCC in Portuguese, NCCB in English), resulting in 89 studies using Boolean operators.

To refine the results, we applied exclusion criteria, eliminating duplicate works, those unavailable in full, those not conducted or published in Brazil, and those that did not address the theme of digital culture. After applying these criteria, 41 studies were selected, including 7 articles from academic journals, 22 dissertations, and 12 theses. Based on the reading of titles and abstracts, 18 studies were chosen for full reading and analysis, forming the literature review.

After selecting the studies for full reading, the articles published in journals stood out, as detailed in Table 1 below.

Table 1 – Articles Published in Journals Related to the Theme

Title	Authors	Year
Cultura digital e ensino de literatura na educação secundária	Emanuel do Rosário Santos Nonato	2020
Integração de tecnologias digitais ao currículo: diálogos sobre desafios e dificuldades	Suely Scherer Gláucia da Silva Brito	2020
Educação, formação docente e multiletramentos: articulando projetos de pesquisa-formação	Obdália Santana Ferraz Silva Úrsula Cunha Anacleto Sirlaine Pereira Nascimento dos Santos	2021
Práticas pedagógicas no contexto da cultura digital: um estudo de caso	Karina Marcon Juliana Brandão Machado João Victor Schmitz Leonardo José Rossi	2021

Source: Prepared by the authors (2024).

Scientific productions presented in theses and dissertations published in the BDTD also stood out, as illustrated in Table 2.

Table 2 – Theses and Dissertations Related to the Theme Published in the BDTD

Thesis Titles	Author(s)	Year	Institution
Desafios da docência na cultura digital: a experiência de professores de tecnologia na rede municipal de Florianópolis	Lídia Miranda Coutinho	2020	Federal University of Santa Catarina (UFSC)
O papel da imagem para a constituição de sujeitos críticos na cultura digital e suas implicações na educação	Ricardo Casarini Muzy	2021	Federal University of Santa Catarina (UFSC)
Cultura digital e educação superior: a percepção dos docentes da Universidade Estadual do Oeste do Paraná sobre a utilização de Tecnologias Digitais de Informação e Comunicação durante o ensino remoto emergencial	Raíza Brustolin de Oliveira	2023	State University of Western Paraná (Unioeste)

Explorando potencialidades da computação desplugada na Rede Estadual de Educação de Mato Grosso	Sabrina Bourscheid Sassi	2023	Federal University of Mato Grosso do Sul (UFMS)
Autoria docente na construção de dispositivos educacionais multi-hipermidiáticos na educação básica	Neidson Dionísio Freitas de Santana	2024	State University of Bahia (UNEB)
Reavaliação crítica da pedagogia: exigências curriculares à formação de professores na cultura digital	Míriam Benites Rios	2019	La Salle University (UNILASALLE)
Planejamento didático e desenvolvimento de práticas inseridas na cultura digital	Marina Machado	2019	Federal University of Triângulo Mineiro (UFTM)
Formação de professores para a cultura digital: mediação pedagógica com as tecnologias digitais da informação e comunicação em oficinas de ensino	Anderson Gomes Peixoto	2020	University of Brasília (UnB)
Narrativas transmídias e apropriações de letramentos digitais e literários por crianças: contribuições para as práticas pedagógicas de professores e pesquisas acadêmicas	Marta da Conceição de Paula	2021	Federal University of Mato Grosso (UFMT)
O ensino híbrido em cursos de licenciatura da UFMT: entendimentos e práticas pedagógicas em questão	Mirtes Dâmares Santos de Almeida Maia	2021	Federal University of Mato Grosso (UFMT)
Cultura digital e educação profissional e tecnológica: implicações para prática pedagógica	Sara Ferreira Alves Castro	2023	Federal University of São Carlos (UFSCar)
Práticas pedagógicas nos laboratórios de educação digital: um olhar acerca do currículo de tecnologias e das aprendizagens	Tânia Tadeu	2023	Federal University of São Carlos (UFSCar)
A prática docente mediante aos desafios da implementação da Lei 13.415/2017: formação de professores para unidade curricular cultura digital	Roseny Bezerra da Silva Fonseca	2023	Federal Institute of Education, Science and Technology of Amazonas (IFAM)
Setores de tecnologia educacional enquanto agentes interlocutores em processos formativos no ensino fundamental relacionados ao pensamento computacional: um estudo de caso em escola particular de Porto Alegre	David Machado	2023	Pontifical Catholic University of Rio Grande do Sul (PUCRS)

Source: Prepared by the authors (2024).

For the analysis of the identified studies, we considered three pre-defined categories: Implications of Digital Culture in Education; Digital Culture: A Protagonist in the

Pandemic Period (COVID-19); and Dialogues Between Digital Culture, Teacher Training, NCCB (BNCC), and Digital Literacy. The selection of these categories was guided by the challenges identified throughout this literature review, particularly regarding the concept of digital culture and its application in pedagogical practice, whether in Basic Education or Higher Education.

In the following sections, we present an analysis of the aforementioned themes, based on the perspectives of the studied authors.

3 Implications of Digital Culture in Education

Digital culture, through the use of different Digital Information and Communication Technologies (TDIC in Portuguese, DICT in English), transforms human relationships and, consequently, is integrated into school environments, impacting education as a whole. In this perspective, the studies by Nonato (2020), Marcon *et al.* (2021), Muzy (2021), Machado (2023), and Santana (2024) highlight the need for a dialogue between digital culture and the impact it has on teaching.

These authors also emphasize that schools cannot be disconnected from this reality; they must operate in contemporary times by integrating the spaces and times of digital culture, as well as considering the other contexts in which individuals act within society.

Following this line of thought, Nonato (2020), Muzy (2021), and Santana (2024) stress that digital culture inevitably permeates school environments. However, considering this context, schools face the significant challenge of dealing with teachers and students, who often seem to exist in parallel worlds when it comes to the use of TDIC within formal educational spaces. Despite both groups being part of a digital context and using technological tools in their private daily lives, it is essential to find ways to address digital culture in a way that connects the school universe with the social contexts experienced beyond the school walls.
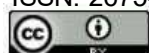
Given the rapid pace of technological advancements, it is crucial to develop strategies to work within school spaces in order to foster discussions related to digital culture. This universe, which is "in the backpack, in the pocket, and in the minds of students" (Muzy, 2021, p. 124), cannot be disconnected from pedagogical work. Muzy (2021) believes that integrating digital culture into teaching represents a major challenge to be overcome in the pedagogical practices of teachers.

In this regard, Marcon *et al*. (2021) and Machado (2023) highlight the urgency of transforming and re-signifying practices in all sectors of society, particularly in education. It is essential to recognize that schools are also part of digital culture, derived from the emergence of the internet and the services available after its creation.

Thus, it is necessary to adopt a digital inclusion approach that involves intentional planning, a variety of technological resources, and collaboration between teachers and other school professionals. Machado (2023) also emphasizes the importance of reflecting on the role of educational technology sectors as support and training agents, particularly regarding the integration of digital technologies in schools, with a focus on Computational Thinking.

The research mentioned reinforces the need to develop a consistent dialogue on teaching and practices related to digital culture. This dialogue must align conceptual discussions about digital culture itself, ensuring a grounded and contextualized approach.

3.1 Digital Culture: a protagonist in the pandemic period (COVID-19)

Cultural transformations driven by changes in habits and values in society, under the influence of Digital Information and Communication Technologies (TDIC), began before the pandemic, since the 1970s, but became more evident during the COVID-19 pandemic. During this period, the rise of digital culture in the educational context stood out. The research by Oliveira (2023) and Castro (2023) sought to understand the prominence of digital culture and TDIC during social isolation, covering everything from Basic Education to Higher Education.

Oliveira (2023) and Castro (2023) discuss the abrupt change in teaching and learning processes. Both Higher Education and Basic Education began adopting a format different from the traditional one, with in-person classes being replaced by online lessons conducted through videoconferencing platforms, a practice known as Emergency Remote Teaching (ERE). In this context, TDIC became essential tools for enabling activities for both teachers and students during the transition.

Oliveira (2023, p. 27) sought to "[...] investigate the perception of teachers from Unioeste, Foz do Iguaçu campus, regarding the use of Digital Information and Communication Technologies during emergency remote teaching due to the COVID-19 pandemic." On the other hand, Castro (2023, p. 26) aimed to

> [...] to analyze the implications of digital culture and education, especially during the pandemic, on the pedagogical practices of teachers at IFSP [Federal Institute of São Paulo], in order to identify the aspects inherited from the continuous interaction process with TDIC in emergency remote teaching. (Castro, 2023, p. 26)

Although conducted in different states and institutions, both studies share similarities in their investigative paths. The convergent points of the findings from Oliveira (2023) and Castro (2023) are the social and educational inequalities evident across all levels of the educational system. Teachers and students did not have the same access to the necessary equipment and tools for using TDIC. Another point emphasized was the lack of preparation among teachers for coping with the new teaching format, revealing weaknesses both in initial training and in the offering of continued professional development.

Castro (2023, p. 144) observed that "[...] a large number of teachers lacked training to work in a virtual format and/or lacked adequate infrastructure and/or possible strategies to maintain classes remotely and engage students," in addition to criticizing the insistence on maintaining teaching and learning processes exclusively in traditional face-to-face formats.

Furthermore, Oliveira (2023, p. 130) points out that teachers recognize the importance of continued professional development programs that take into account their

work realities and are "[...] based on reflection on their own practice so that, through these actions, these teachers are encouraged and supported in using TDIC with pedagogical intentionality." Additionally, these programs should be aligned with digital culture.

The studies also addressed reflections from the pandemic period, highlighting how the research fostered the evolution of digital culture and analyzed teachers' perceptions regarding its developments and implications in the teaching and learning process. The results allowed for the identification of both positive and negative aspects of Emergency Remote Teaching (ERE), contributing to reflections on the integration of digital culture in the educational context.

3.2 Dialogues between Digital Culture, Teacher Training, BNCC, and Digital Literacy

In this section, we highlight the importance of fostering dialogues between digital culture, teacher training, BNCC (Base Nacional Comum Curricular) [National Common Core Curriculum], and digital literacy, with the intention of prioritizing digital culture in teaching practices, as evidenced by the research analyzed in this literature review.

For the appropriation of skills related to digital competencies to occur, it is necessary to work with teacher training programs that result in pedagogical practices aimed at critical participation in spaces for social interaction, collaboration, and communication. These practices should take into account the experiences of students immersed in digital culture, as well as the contributions of digital technologies to learning. In this context, the BNCC is an essential guiding document, presenting the theme "Digital Culture" in its fifth general competency (Brazil, 2018).

Sassi (2023) and Machado (2023) emphasize the implementation of the BNCC as a reference for Basic Education, introducing skills and competencies related to the digital world. This implementation establishes new paradigms in the teaching and learning processes, demanding the "[...] creation of formative pedagogical practices, exchanges, and pedagogical experimentation" (Machado, 2023). The exponential advancement of digital technologies has played a significant role in how individuals think and understand

the world, bringing profound reflections on the challenges of education regarding teaching and learning.

The studies conducted by Rios (2019), Coutinho (2020), Peixoto (2020), Silva, Anacleto, and Santos (2021), Scherer and Brito (2020), and Fonseca (2023) indicate that teacher training is a central point for addressing digital culture and the use of TDIC in training actions. According to Silva, Anacleto, and Santos (2021) and Fonseca (2023), training should enable teachers to reflect on their pedagogical practices in digital, sociocultural, and diverse contexts. Rios (2019) and Peixoto (2020) reiterate the importance of training teachers to use digital technologies with the goal of enhancing their pedagogical practices.

Rios (2019) also emphasizes that education should go beyond a technical and operational approach, encouraging critical reflection on the information received, mobilizing creative imagination, and reconstructing knowledge with students. Similarly, Scherer and Brito (2020), Coutinho (2020), and Tadeu (2023) highlight the need for continuous training for teachers and school administrators, aligned with pedagogical practices experienced in school contexts, integrating digital technologies into the curriculum in a flexible and contextualized way. In this manner, the curriculum should involve the participation of those involved in the educational process, "[...] in a flexible way, contextualizing the historically constructed knowledge and proposing other and new possibilities for learning" (Tadeu, 2023, p. 125).

When referencing education and digital culture, Scherer and Brito (2020) state that, to be effective, it is not enough to have access to the internet, technological tools, and teacher training without changes to the school curriculum. In this regard, the authors argue that it is necessary to overcome "[...] a conception of learning oriented by the transmission of information, and the idea of the teacher as the sole holder of systematized knowledge" (Scherer; Brito, 2020, p. 3).

Coutinho (2020) critically addresses the Political-Pedagogical Projects (PPPs), pointing out that digital culture is often absent from these documents or appears in a limited manner. The author emphasizes the need to restructure PPPs to include digital culture,

overcoming traditional models of school organization based on rigid disciplines and restricted physical spaces. In this sense, Scherer and Brito (2020, p. 3) warn about the challenge of changing school organization, which is, in turn, structured in "[...] disciplines, terms, classes trapped in schedules, and a single physical space [...]".

The studies by Machado (2019), Peixoto (2020), Maia (2021), and Paula (2021) reinforce the need to invest in actions aimed at continuous training and digital literacy. The authors found, in their studies, the lack of preparation among teachers to develop pedagogical practices focused on technologies or related to the approach of digital culture.

Machado (2019) found that, although the teachers participating in her research consider themselves unprepared to use digital technologies, they develop activities aligned with digital culture, showing a contradiction in relation to their initial discourse. Maia (2021) observed that teachers and students in the Licentiate programs at UFMT are advancing in the phases of technological appropriation for hybrid education.

Peixoto (2020) points out that a pedagogical practice linked to digital culture with grounded training is necessary to develop a critical, reflective, and emancipatory foundation. The author found that the teachers investigated "[...] did not have initial training that prepared them to work in Digital Culture and for pedagogical mediation with TDICs" (Peixoto, 2020, p. 122), which could help with labor activities with students.

Another aspect highlighted in this review relates to digital literacy, which emphasizes the importance of teachers understanding and appropriating practices focused on digital literacy to redefine teaching beyond just learning. In this sense, it is necessary to "[...] reflect, primarily, on how we produce and share information with social networks, especially in contemporary political, economic, and social contexts" (Paula, 2021, p. 79).

The authors cited in this review underline the need to broaden discussions on digital culture in educational spaces, encouraging new research and practices that integrate these themes into teacher training and education in general.

4 Final considerations
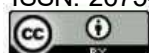
In this article, we present significant findings regarding digital culture and its impact on teaching work. The studies analyzed in this literature review highlight advances in the search for answers to our concerns. However, in the current scenario, many challenges persist for teachers regarding the appropriation of the use of TDIC (Digital Information and Communication Technologies) and the development of knowledge permeated by digital culture, which is essential to pedagogical practice in teaching processes, and consequently affects the learning processes.

During the COVID-19 pandemic, reflections on digital culture were intensified. The period of social isolation required rapid actions to develop work methods without prior training for the use of TDIC. In the educational field, significant difficulties were observed in adapting to the new way of teaching and learning. According to Fernandes *et al*. (2024), these difficulties were amplified because many teachers are not digital natives, and for this reason, they do not master the technological tools available, especially concerning the application of content in the classroom.

For Araújo, Progetti, and Santos (2021), this period highlighted a gap in teacher training, as they were not prepared for this new way of teaching, leading us to reflect on the weaknesses in initial teacher training. Fernandes *et al.* (2024) emphasize that the ideal moment to develop knowledge about TDIC, with practices and actions focused on digital culture, should occur in the initial training of undergraduate courses. If this does not happen, it is up to professionals to seek this training through other means.

However, after the pandemic, the studies presented do not show a significant shift towards new pedagogical practices linked to digital culture. Criticism was also observed regarding the quality of the training offered, the lack of integration of digital technologies into the school curriculum, and the absence or timid approach of issues related to digital culture in Political-Pedagogical Projects (PPPs). This lack of coordination between the actions of educational units has generated insecurity and unpreparedness among teachers to develop appropriate pedagogical practices.

Although the BNCC (National Common Curricular Base) is a guided document for the development of skills related to digital culture, it does not provide clear direction on

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which curricular components these skills should be addressed, creating a gap between theory and practice.

Therefore, it is expected that new studies will expand the debate on digital culture and teaching practice. This reflection should imply new possibilities for the work of the teacher, from the creation of innovative teaching methodologies to the use of pedagogical strategies that bring teachers and students closer together, reinterpreting the processes of teaching and learning.

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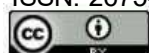
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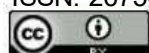
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