PEDAGOGY COURSES: DIGITAL TECHNOLOGIES AND SOCIAL JUSTICE

CURSOS DE PEDAGOGIA: TECNOLOGIAS DIGITAIS E JUSTIÇA SOCIAL

CURSOS DE PEDAGOGÍA: TECNOLOGÍAS DIGITALES Y JUSTICIA SOCIAL

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ABSTRACT: The social and economic relevance of digital information and communication technologies (DICT) encourages basic education to consider them, under the aegis of social justice, since school is the place for the full development of the individual. This work aims to analyze the political-pedagogical projects (PPP) of the Pedagogy courses at UNESP – Araraquara campus, UNICAMP and USP – São Paulo campus - highlighting the references and disciplines on DICT and social justice. It was possible to verify that social justice is considered by the analyzed institutions and that there is availability of subjects, in their majority, optative on digital technologies, however, the projects, which represent the intentionality of the pedagogical action, do not present explicit evidence that DICT is used and studied from the perspective of social justice.

KEYWORDS: Pedagogy course. Political-pedagogical project. Digital information and communication technologies. Social justice.

RESUMO: *A relevância social e econômica das tecnologias digitais de informação e comunicação (TDIC) incita que a educação básica as considere, sob a égide da justiça social, já que a escola é o local para o desenvolvimento pleno do indivíduo. Este trabalho tem por objetivo analisar os projetos político-pedagógico (PPP) dos cursos de Pedagogia da UNESP – campus Araraquara, UNICAMP e USP – campus São Paulo – destacando as referências e disciplinas sobre TDIC e justiça social. Foi possível verificar que a justiça social é considerada pelas instituições analisadas e que existe disponibilidade de disciplinas, em sua maioria, optativas sobre tecnologias digitais, porém, os projetos, que representam a intencionalidade da ação pedagógica, não apresentam evidências explícitas de que TDIC sejam utilizadas e estudadas na perspectiva da justiça social.*

PALAVRAS-CHAVE: *Curso de pedagogia. Projeto político-pedagógico. Tecnologias digitais de informação e comunicação. Justiça social.*

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RESUMEN: *La relevancia social y económica de las tecnologías digitales de información y comunicación (TDIC) incita que la educación básica las considere, bajo los auspicios de la justicia social, ya que la escuela es el lugar para el pleno desarrollo del individuo. Este trabajo tiene como objetivo analizar los proyectos político-pedagógicos (PPP) de los cursos de Pedagogía de la UNESP – campus de Araraquara, UNICAMP y USP – campus de São Paulo – destacando las referencias y disciplinas sobre TDIC y justicia social. Se pudo verificar que las instituciones analizadas consideran la justicia social y que hay disponibilidad de disciplinas, la mayoría de ellas opcionales, sobre tecnologías digitales, sin embargo, los proyectos, que representan la intencionalidad de la acción pedagógica, no presentan evidencias explícitas de que las TDIC sean utilizadas y estudiadas desde la perspectiva de la justicia social.*

PALABRAS CLAVE: *Curso de pedagogía. Proyecto político pedagógico. Tecnologías digitales de información y comunicación. Justicia social.*

Introduction

Digital information and communication technologies (TDIC) have conditioned new forms of relationship with the knowledge and exercise of citizenship, since, in a network, in addition to government services and information being offered to the population through digital means, this is a new space for social mobilization. However, there is a misstep between the school and the TDIC that can be overcome with an initial teacher education, guided by democratic values, which makes use and focus the study of TDIC to contribute to the future school performance of teachers in training.

Considering the social and economic effects that digital technologies have, it is necessary an approach within social justice that considers the potential of technology under this aegis. Justice is an ancient concept, discussed since Aristotle, and qualified and redesigned throughout history. The principles of social justice cover the guarantee of rights of access to public goods – education, health, peace, etc. – and opportunities – decent work, housing, etc. – for people from different socioeconomic backgrounds.

We understand that the responsibility for social change is not exclusive to the school and depends on various political resorts, social agents and economic conditions.

The teacher is considered an essential figure of the teaching and learning process, and his initial formation is one of the determining factors for school performance. Thus, by promoting the use and study of TDIC during undergraduate graduation, from the perspective of social justice, the university forms professors capable of dealing with current technical works.

This text represents an initial part of an ongoing doctoral research that investigates initial teacher education in Pedagogy courses in the state of São Paulo, with the use and study of

digital technologies as tools to promote social justice. Understanding that the promotion of practices that result in a quality education demand a differentiated organization of pedagogical work and that this structure and its functioning are presented in the political-pedagogical projects (PPP) of higher education institutions, as teacher trainers to act in basic education; thus, we chose to use this feature as an object of analysis. Thus, this work aims to present the analysis of the PPP of the Pedagogy courses of UNESP - Campus Araraquara, UNICAMP and USP - São Paulo campus highlighting the references to TDIC and social justice and disciplines focused on these contents.

Theoretical rationale

Interpersonal relationships, forms of consumption, the production and distribution of information and access to public services are examples of actions modified by the emergence and popularization of the network. The network, or cyberspace, is defined as the "communication space opened by the worldwide interconnection of computers and computer memories" (LÉVY, 2010, p. 94) and has its own culture – way of thinking, being and acting – called cyberculture. The digital medium is then both medium and culture.

Each new communication system creates a group of excluded, as Lévy (2010) compared, before the invention of writing had not illiterate. Thus, cyberspace is a new factor that contributes to the exclusion of people without access conditions and, even with access, without the necessary knowledge to navigate it. With the increasingly extensive use of the digital world, including by the public authorities, the exclusion of the network, part of the population, is worrying since the digital environment has the possibility of guaranteeing 'traditional' rights and invokes the creation and guarantee of new rights (BIZELLI, 2013).

As the schooling process is institutionally exclusive to the formation and performance in social life, this context has the responsibility to cover contemporary technologies in education under the aegis of democracy. Historically, the school has configured itself in different ways as its objectives. From elitist beginnings, exclusionary structures and practices still persist, although, at present, constitutionally, education is everyone's right and aims at "the full development of the person, his preparation for the exercise of citizenship and his qualification for work" (BRASIL, 1988).

The intentionality of pedagogical work is focused in its planning. Law 9.394 (BRASIL, 1996) provides that educational establishments elaborate and execute their pedagogical proposal, however, the terminological variety used (pedagogical proposal, work plan and

pedagogical project) can generate conceptual and operational confusion. In addition to this law, which includes a section on education professionals and their training, CNE/CP Resolution No. 1 (BRASIL, 2006) establishes curricular guidelines for the pedagogy course at the national level. Ball's (2006) perspective, adopted here, that policies limit or modify the field of possible actions, do not dictate exactly what to do; under its constraints, it is necessary a "creative social action" in the context of action.

The political-pedagogical project (PPP) is a document as much as a process experienced and to be experienced within democratic principles. According to Veiga (2010), the PPP is the very organization of pedagogical work and its construction is based on the principles of equality, quality, freedom, democratic management and the valorization of the magisterium. Under these principles, for the author, the PPP represents resistance to the fragmentation, homogeneity and hierarchy of the teaching process and presents the agreements and divergences with the social, cultural, political and economic context in which its elaboration is included. It is understood, then, that the PPP can constitute considering social justice as one of the guiding principles that will underpin the set of actions.

Social justice, as a principle, is structured in equal opportunities, protection of freedom and other rights and acquisition and maintenance of social balance (FONTOURA, 2017). The educational area has been developing pedagogical practices and theories that include these principles, although, as the scope of the term itself implies, in a diversified way. Thus, issues of gender and ethnicity, human rights, special education, inclusive and democratic schooling are examples of concepts and practices that dialogue with social justice through the longing for an equitable society.

Even if the academic community uses digital technologies, collaboration, communication and resource sharing are the aspects that most motivate the use of the virtual environment and social networks (ARSHAD; AKRAM, 2018), its instrumental use does not guarantee its critical study by teachers in training and does not influence their school performance.

However, there is a mismatch between the TDIC, in his logic of production and socialization of knowledge, and the school environment (ALONSO, 2008), however, for Kenski (2012), with cyberspace, the teacher's performance as an essential actor in the schooling process expands rather than diminishes, since one of its functions would be precisely to help students analyze the contents and situations provided by the TDIC and to use other forms of "rationalities". In this sense:

> [...] the contemporary school must be, above all, preparation for life in a world in constant change, a context in which it must place in relevance the ability to understand what happens around itself and propose innovative solutions (REIS, 2001, p. 64).

It is understood that digital technologies, as tools of social justice, as mediators between citizens and public services and information, potentiating the capacity of production and media distribution of specific groups not included in traditional social representation, space for social mobilization and learning. Insufficient training to deal with diverse contexts and the absence of reflective spaces in the exercise of the profession hinder the teaching performance for social justice and contribute to teachers disregarding their role as collaborating agents to overcome inequalities in the educational system (VARGAS; SANHUEZA, 2018).

In this sense, the organization of initial teacher training, in pedagogy courses, is one of the aspects that contributes to change this scenario and, in addition to bringing the school and the TDIC closer together, doing so from the perspective of social justice.

Methodological path

The delimitation of the research universe was carried out considering the public universities of the state of São Paulo that offer Undergraduate courses in Pedagogy: UNESP, UFSCar, USP and UNICAMP. The courses offered in the distance modality were not included, which also excludes the UNIVESP, due to the specificities of the modality that require a conceptualization and contextualization that do not constitute the purpose of the research. The sampling considered is formed by the courses offered at the Campus of Araraquara of UNESP and that of São Paulo of USP, since universities offer the pedagogy course in several campuses with different projects and curricula. At first, UFSCar will not be considered because it is a federal institution, unlike the others that are state.

Once the participating universities were selected, a search was carried out on their websites to survey the projects of pedagogy courses. All universities make their projects available for free access. In the case of more than one document, the most recent ones were selected by the year 2018. With the material selected, the reading and search for terms on TDIC and social justice was performed considering them as two categories:

- TDIC: technology, information and communication technologies, TIC, TDIC, media, computer, computer, virtual;

- Social justice: justice, ethics, equality, inequality, diversity, citizenship, democracy, human rights.

According to the reading of the projects, new terms not indicated above, but referring to these categories, were considered in the analysis.

Because of the brevity of this work, some points will be explored in the future in the research. The infrastructure of universities, that is, mentions made to media libraries or computer rooms will not be mentioned in this work, although it is understood that infrastructure is a conditioning factor of teacher training with/about the use of TDIC as a tool of social justice in education.

Racial and gender issues are also considered as related to social justice as well as special and inclusive education, as they articulate the knowledge of and about historically excluded groups and their inclusion and success in the schooling process. Not all projects present the menus of the disciplines or present only the menus of the compulsory disciplines; the analysis of this material will also be performed at a future moment of the research.

Political-pedagogical projects of pedagogy courses: digital information and communication technologies and social justice

The Faculty of Sciences and Letters of Araraquara (FCLAr) of UNESP has a pedagogy course that has been operating since 1959. The most recent PPP, Available in 2018, was prepared by the Course Council, management of 2006/2007, with date, at the end of the document, march 2007, and to this project was added a Term of Adequacy, in 2015, on new guidelines deliberations and a new Resolution, in 2016, on the curricular structure with change in the workload in optional disciplines and the discipline LIBRAS.

In addition to the external legal determinations that guided the development of the project in question, the text highlights the organization and internal dynamics of the institution, the potentialities and limits of the faculty (and the impossibility of new hiring due to budgetary limitations) and various discussion bodies, such as forums and congresses, which influenced the new curricular organizations and the new PPP.

UNESP from Araraquara understands the school as "a social reference for the dissemination of knowledge, technology and culture in its different forms". With the expansion of access to basic education, in addition to the quantitative increase of students, the diversity of students is greater and they seek an education that "allows them to incorporate themselves into

technological and economic development, markedly globalized, and, at the same time, participate in democratic life and exercise citizenship". In addition to these occurrences of the terms related to TDIC and social justice, the following elective disciplines are offered: "Informatics", "New Technologies Applied to Teaching" and "Media, Culture and Education". Both the term "new technologies" and "media" can encompass digital technologies. On the other hand, the disciplines that can approach social justice more directly are: "Citizenship and ethics: challenges for Education" and "Education, Culture and Citizenship", both of which are optional.

UNICAMP's Pedagogy course went live in 1974. The project presents the demands to change the curriculum in 2008. Among the guiding principles of the new curricular proposal, listed in the PPP "2019 Catalog", is the "solid, interdisciplinary and articulated theoretical training", which is why the institution's position against accelerated training and distance training is pointed out.

Unlike UNESP and USP, UNICAMP makes references to authors in the area of education, the other projects only present laws and events in the area without performing this theoretical articulation.

UNICAMP has a mandatory discipline called "Education and Technologies" whose menu, presented in the PPP, indicates the experience of teaching and learning practices with technologies so that students can reflect, critically, on the use of ICT in education with an interdisciplinary approach.

In the compulsory discipline "School and Knowledge in Natural Sciences" mention is made of the relationship between "Science, Technology, Society and Environment". In addition, UNICAMP's Pedagogy course has the following elective subjects: "Communication, Education and Technologies", "Learning and Informatics in Education I", "Learning and Informatics in Education II", "Education, Technology and Society", "Virtual Educational Environments", "Seminars on Education and Information and Communication Technologies (TICs)" and "Teaching, Learning and Evaluating: TICS in Classrooms".

Regarding the disciplines that have the potential to directly and in-depth address social justice, the following were found: "Education, Democracy, Citizenship and Human Rights", "Education and Citizenship", "Education and Social Transformation", "Workshop on Human Rights and Citizenship", "Ethics and Diversity" and "Ethics and Education". All optional.

In 1933, the Institute of Education was installed that was incorporated to USP, in 1939, the decree that creates the pedagogy course of USP was promulgated and, finally, the School of Education of the institution began operating in 1970. The USP project, São Paulo campus,

approved in 2015, unlike UNESP and UNICAMP, does not indicate the people responsible for drafting the document, only, at the end, indicates the approval by the Congregation of the Faculty of Education of the university.

The project highlights the need to train professionals able to deal with the "complex and changing" educational demands of society and can perform teaching and other functions in Basic Education and also act in non-school educational projects. About the pedagogue to be graduated from USP, the PPP stresses that it must understand the school as an organization and social space that contributes to the "construction of a fairer society". The USP project in São Paulo is the only one, among those investigated, that makes use of the term fair. Considering that the institution has a research line of "Education and Participation, Democracy, Human Rights, Social Justice and Preservation of the Environment" inserted in the Center for Studies and Research in Public Education Policies, it is concluded that the above excerpt is a reference to social justice resulting from the area of activity of those involved in the mentioned line of research.

USP has the following elective disciplines: "Media and Education: A Contemporary Debate", "Culture, Communication Vehicles and History of Education" and "Audiovisual and Multimedia Production for Science Teaching". It is considered that in "communication vehicles" information and communication technologies are inserted.

The PPP of the Pedagogy course at USP – São Paulo also includes the following elective disciplines: "Educational Policy and Diversity", "Ethics and Education", "Diversities, Inequalities and Education: Theoretical Contributions and Contemporary Studies", "Philosophy of Education: Education, Ethics, Politics and Citizenship", "Inequalities and Differences in Cultures and Education" and "Multiculturalism, Human Rights and Education: Contemporary Themes".

All projects mention the constitution (BRASIL, 1988) and its democratic and citizens principles. In the Federal Constitution of 1988, education is understood as a right of all and duty of the family and the State, inspired by the principles of freedom and the ideals of human solidarity, with the aim of the full development of the student, his preparation for the exercise of citizenship and his qualification for the world of work. The term social justice appears in the constitution once when of the economic order whose established end is the guarantee of existence worthy of all according to the "dictates of social justice".

The projects also emphasize the complexity of teaching work due to the different demands throughout history and the extension beyond the classroom to other administrative

and management functions in the school unit and for acting in non-school environments in varied educational projects.

Although the projects highlight specificities of the modern world and contemporaneity, few mentions of technology in education are made and no mention of digital technologies as tools of social justice. It could be considered that, by the general intention presented in the projects to guide pedagogical action and teacher training by democratic and constitutional principles, the whole teaching process – methodologies and contents – aims to achieve social justice. In this sense, the study and use of TDIC would be under this aegis. The sources, however, are insufficient in explicit terms to confirm this affirmation.

Specifically, UNICAMP, when positioning itself against distance education, seems to conceive the methods and tools of this type of education as inadequate to the teaching and learning process, at least in the way they are currently developed: accelerated and superficial. Still, it is the institution that has the most disciplines on information and communication technologies – and the project that has the most occurrences of the term technology (eleven times) – which reveals the importance attributed to human mediation, in this case, *to the involvement and monitoring of teachers on site in* the learning process.

The disciplines, with the exception of UNICAMP's "Education and Technologies" are optional. Although the offer of elective subjects allows students to build their own formative path beyond what the institution deems essential, the higher workload and the obligation to study put these contents in a higher position than the other contents with lower workload and, because they are optional, consider themselves expendable. It can be considered that the curricular nuclei of the pedagogy courses analyzed, elaborated within the constitutional democratic principles conceiving the school also as a space for the experience and learning of citizenship, and that, from this nucleus, the themes are deepened in non-compulsory disciplines, social justice permeates the formation, even though the term is not specified in the projects.

It is emphasized, again, that the PPP systematize and would represent, in itself, the result of frictions of the institution in question with external organs and demands in addition to internal discussions. Pedagogy courses are offered with the articulation of several departments with research groups and faculty that obviously do not share the same ideologies and assume different practices. Thus, the projects constitute an agreement between these dissents.

Final considerations

This research is developed by the premise, constitutional and ethical, that the public school, free and quality is a right of all and a duty of the State as a place of learning democracy and acquisition of knowledge necessary for the integral inclusion of the person in contemporary society. In this sense, the school is one of the institutions responsible for the realization of social justice and its professionals are responsible for practical practices consistent with these principles; for this, it is necessary, in addition to structural conditions and professional valorization, the training consistent with teachers who will act in school education. Social justice is not only realized with the organization of pedagogical practice by teacher training institutions, under this principle. This is one among other social and political spheres to be committed to this goal.

Although the research is at an initial moment, it is possible to verify that social justice is a concept considered by the higher education institutions analyzed, as teacher trainers to act in basic education. Assuming that this formation occurs, under other principles, also oriented by social justice due to the concepts and disciplines presented, it is to be concluded that teaching practices occur under this aegis, with the study and use of digital information and communication technologies as social justice tools. However, this statement lacks explicit evidence and may even be a research hypothesis.

The elective character of the disciplines indicates a secondary and dispensable position of the content studied in them in front of the mandatory curricular nucleus. Although the use of TDIC occurs as a tool for personal use and assists in teacher education, critical reflection on it is not guaranteed by this use and, as well as social justice, requires manifest intentionality as a guarantee of accountability and accomplishment.

Knowledge and minimal mastery of TDIC are necessary to ensure that they are used more fairly than only used in an uncritical, consumerist and technocratic manner. In this sense, higher education institutions, responsible for teacher training to act in basic education, have to have the intention of teaching this type of knowledge and provide experiences with technologies, not in order to train technologists who will act with cutting-edge technologies in school, but as one of the possibilities of action to promote the conditions of social justice.

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