

SURVEY OF PRODUCTIONS ON AND THE CONTRIBUTIONS OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN PEDAGOGICAL PRACTICES THE EDUCATION OF YOUTH AND ADULTS

LEVANTAMENTO DAS PRODUÇÕES SOBRE AS CONTRIBUIÇÕES DO USO DAS TECNOLOGIAS DE INFORMAÇÃO E COMUNICAÇÃO NAS PRÁTICAS PEDAGÓGICAS DA EDUCAÇÃO DE JOVENS E ADULTOS

ENCUESTA DE PRODUCCIONES SOBRE LAS CONTRIBUCIONES DEL USO DE TECNOLOGÍAS DE LA INFORMACIÓN Y COMUNICACIÓN EN PRÁCTICAS PEDAGÓGICAS DE LA EDUCACIÓN DE JÓVENES Y ADULTOS

Grasielle Batista BRANCO¹
Marialva Moog PINTO²

ABSTRACT: This article aims to survey the academic productions produced on the pedagogical practices carried out in Youth and Adult Education (EJA), from the use of Digital Information and Communication Technologies (TDICs). For this purpose, qualitative research was used, as it is concerned with the social reality of human beings and is dedicated to investigating meanings, motives, values and attitudes. For the search and selection of studies, the Digital Library of Theses and Dissertations (BDTD), from the repository of the Brazilian Institute of Information on Science and Technology (IBICT), the Theses and Dissertations Catalog of the Coordination for the Improvement of Personnel Higher Education (CAPES) and, finally, the platform of the Universidade do Planalto Catarinense (UNIPLAC). The productions carried out between the years 2010 and 2020 were considered. In a first survey, 4.082 works were found, but, from the refinements made in the descriptors: “Youth and Adult Education” AND “TDICs” only 06 dissertations remained. The low number of researches related to this theme and, above all, the need to produce investigations about this teaching modality stands out.

KEYWORDS: Youth and Adult Education. Pedagogical practice. Digital technologies of information and communication.

RESUMO: O presente artigo tem como objetivo levantar as produções acadêmicas produzidas sobre as práticas pedagógicas realizadas na Educação de Jovens e Adultos (EJA), a partir do uso das Tecnologias Digitais de Informação e Comunicação (TDICs). Para tanto se utilizou a pesquisa qualitativa, pois esta preocupa-se com a realidade social do ser humano, se dedica a investigar significados, motivos, valores e atitudes. Para a busca e seleção dos estudos teve-se como aporte a Biblioteca Digital de Teses e Dissertações

¹ University of the Santa Catarina Plateau (UNIPLAC), Lages –SC – Brazil. Master's Degree Professor at the Graduate Program in Master of Education. ORCID: <https://orcid.org/0000-0003-3483-5199>. E-mail: grasiellebatista6@gmail.com

² University of the Santa Catarina Plateau (UNIPLAC), Lages – SC – Brazil. Professor at the Graduate Program in Education. Doctorate in Education (UNISINOS). ORCID: <https://orcid.org/0000-0002-9898-8576>.E-mail: marialvamoog@hotmail.com

(BDTD), do repositório do Instituto Brasileiro de Informação em Ciência e Tecnologia (IBICT), o Catálogo de Teses e Dissertações da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) e, por fim, a plataforma da Universidade do Planalto Catarinense (UNIPLAC). Contemplaram-se as produções realizadas entre os anos de 2010 até 2020. Em um primeiro levantamento, encontrou-se 4.082 trabalhos, mas, a partir dos refinamentos realizados nos descritores: “Educação de Jovens e Adultos” AND “TDICs”, restaram apenas 06 dissertações. Destaca-se o baixo número de pesquisas relacionadas a essa temática e, sobretudo, a necessidade de produzir investigações acerca dessa modalidade de ensino.

PALAVRAS-CHAVE: Educação de Jovens e Adultos. Prática pedagógica. Tecnologias digitais da informação e comunicação.

RESUMEN: Este artículo tiene como objetivo relevar las producciones académicas producidas sobre las prácticas pedagógicas realizadas en la Educación de Jóvenes y Adultos (EJA), a partir del uso de las Tecnologías Digitales de la Información y la Comunicación (TDICS). Para ello se utilizó la investigación cualitativa, ya que se preocupa por la realidad social del ser humano y se dedica a investigar significados, motivos, valores y actitudes. Para la búsqueda y selección de estudios, la Biblioteca Digital de Tesis y Disertaciones (BDTD), del repositorio del Instituto Brasileño de Información sobre Ciencia y Tecnología (IBICT), el Catálogo de Tesis y Disertaciones de la Coordinación de Perfeccionamiento de Personal Superior Educación (CAPES) y, finalmente, la plataforma de la Universidade do Planalto Catarinense (UNIPLAC). Se consideraron las producciones realizadas entre los años 2010 y 2020. En un primer relevamiento fueron encontrados 4.082 trabajos, pero, de los refinamientos hechos en los descriptores: “Educación de Jóvenes y Adultos” Y “TDICs” solo quedaron 06 disertaciones. Se destaca el bajo número de investigaciones relacionadas con este tema y, sobre todo, la necesidad de producir investigaciones sobre esta modalidad de enseñanza.

PALABRAS CLAVE: Educación de Jóvenes y Adultos. Práctica pedagógica. Tecnologías digitales de información y comunicación.

Introduction

Youth and Adult Education (YAE) is a type of education aimed at people who did not have access to education at school age, or who did not finish basic education in the school period equivalent to their chronological age. It is the State's duty to provide schooling for this public, as provided for in the Brazilian Federal Constitution of 1988, as stated in Article 208: "I - free compulsory basic education from 4 (four) to 17 (seventeen) years of age, also ensuring its free provision for all those who did not have access to it at the appropriate age [...]" (BRAZIL, 1988, p. 137).

In this sense, two guiding axes guide this work: first, how does the pedagogical practice happen in YAE? Second, do teachers manage to include, in their pedagogical actions,

the tools of digital technologies of information and communication? But to understand this process it is necessary to know the historical and legal contextualization of this teaching modality.

In view of these questions, this study is a part of a master's research in education in progress and aims to survey the academic productions related to the pedagogical practices carried out in Youth and Adult Education (YAE), based on the use of Digital Information and Communication Technologies (ICTs). To do so, the search was done through the Theses and Dissertations Database (BDTD) of the repository of the Brazilian Institute of Information in Science and Technology (IBICT), the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES) and the platform of the University of Planalto Catarinense (UNIPLAC). In addition, to refine the search, we used these descriptors: "Youth and Adult Education" AND "TDICS" - separated by the Boolean operator "AND".

Methodology: Survey of productions on the theme

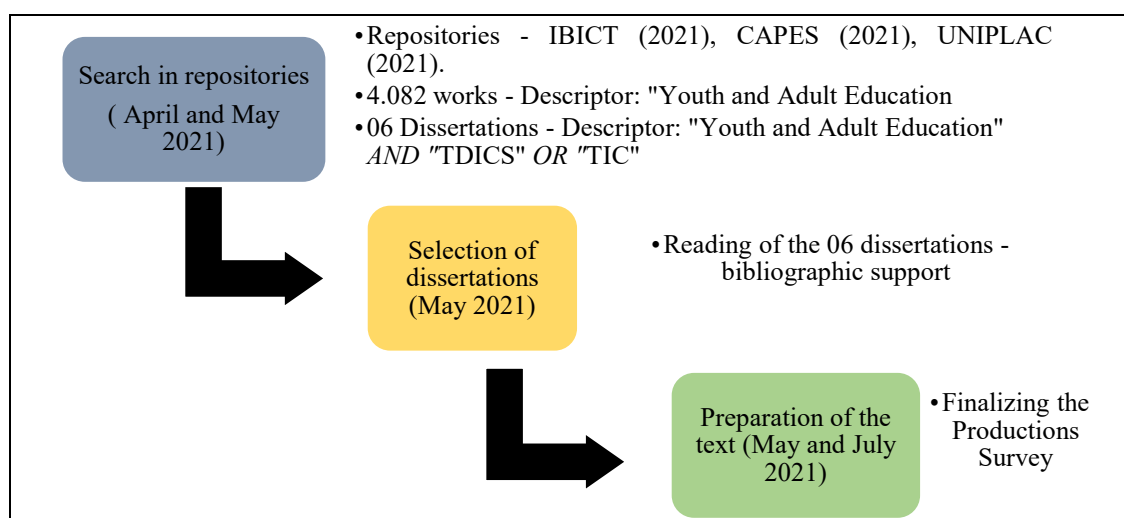
The methodology that permeates the research encompasses social and human relationships and seeks to perform a meaningful diagnosis of how YAE teachers use ICT tools in their pedagogical practices.

The first stage, diagnosis, the researcher identifies and defines the problem, establishing the possibilities of various actions to solve it. In this stage, the researcher determines the epistemological principles that will guide the action, and must know how knowledge is produced and the position of the research subjects. Therefore, it is important to ask, question, analyze, and write down the investigated phenomenon. We cannot forget that social facts and the information about these facts are influenced by several aspects of the daily lives of people and institutions (RICHARDSON, 2002, p. 223).

The methodology used is supported by the State of the Art, i.e., a qualitative and bibliographic research whose purpose is to search for scientific works, in this case, master's dissertations, that support the investigation that will be carried out. The survey of the productions on the theme had as one of the goals to seek theoretical reference, that is, bibliographical support in other academic dissertations on the theme "Youth and Adult Education and Digital Information and Communication Technologies", seeking to understand this investigation as an action and reflection on the theme, in part, already addressed by other researchers.

The methodological work began in April and May 2021, and the search was conducted in research repository sites, in the Catalog of Theses and Dissertations of the Coordenação de Aperfeiçoamento Pessoal de Nível Superior (CAPES), the platform of the University of the Santa Catarina Plateau (UNIPAC) and the Brazilian Institute of Information in Science and Technology (IBICT). Initially, approximately 4,082 works were found, and for this search, the descriptor "Youth and Adult Education" was used, refining the descriptors: "Youth and Adult Education" AND "ICTs" OR "ICT", in which, finally, 06 dissertations were selected.

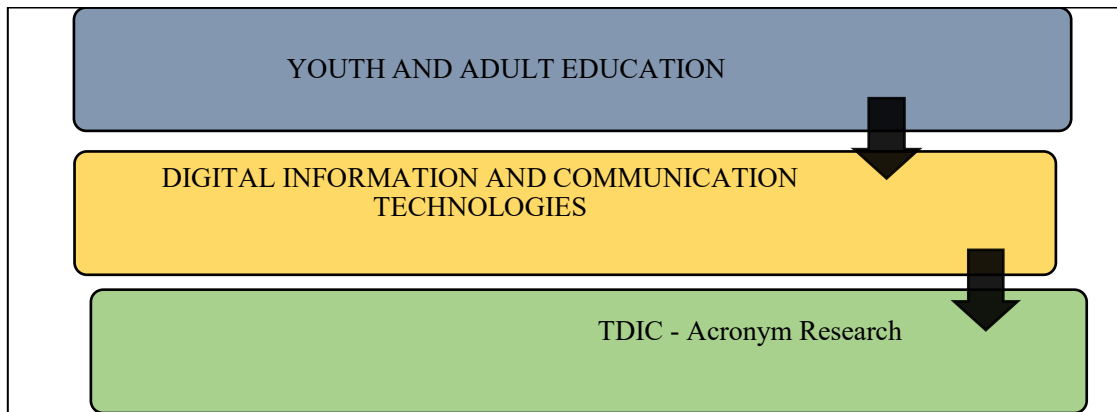
Figure 1 – Process flowchart for the use of the State of the Art



Source: Prepared by the authors

The organization and study from the survey originated the reflection on the theme, according to the academic production determined by the researcher, and the descriptors shown in figure 02 were used for the search.

Figure 2 – Descriptors used in the search for theses and dissertations



Source: Prepared by the authors

Regarding the technical procedures of the systematic search on websites, searches were conducted in the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES), the platform of the University of the Santa Catarina Plateau (UNIPLAC) and the Brazilian Institute of Information in Science and Technology (IBICT), as presented in Tables 01 and 02:

Table 1 – Descriptor: "Youth and Adult Education"

Database	Descriptor	Search date
	"Youth and Adult Education"	
IBICT	591	30/04/2021
UNIPLAC	01	01/05/2021
CAPES	3.449	04/05/2021

Source: Prepared by the authors

Table 2 – Descriptors: "Youth and Adult Education" AND "TDICs"

Database	Descriptors	Search date
	"Youth and Adult Education" AND "TDICs"	
IBICT	03	30/04/2021
UNIPLAC	0	01/05/2021
CAPES	"0" using the acronym and "38" in full	04/05/2021

Source: Prepared by the authors

In a search conducted in the second half of April 2021, at the Brazilian Institute of Information in Science and Technology (IBICT), using the descriptor: "Youth and Adult Education", 591 works were found. However, when we redefine the descriptors used, such as: "Youth and Adult Education" AND "ICTs" OR "ICT", only four dissertations were found: "Estudo sobre o uso das atuais tecnologias pelos sujeitos da EJA no trabalho e na formação escolar" (MOTA, 2018); "Os reflexos na vida de estudantes jovens, adultos e idosos a partir de uma prática de inclusão digital coletiva" (CRUZ, 2017) e "Abrindo gaiolas: estudo de uma experiência invisibilidade da EJA"(TEIXEIRA, 2017).

In a search conducted in the first half of May 2021, on the UNIPLAC platform, when the following descriptor was used: "Youth and Adult Education" AND "ICTs", no academic work was found.

Modifying the search and expanding it, only a single descriptor was used: "Youth and Adult Education"; 01 (one) dissertation was found: "A Evasão Escolar na EJA - Educação de Jovens e Adultos, sob o olhar foucaultiano" (FIGUEIREDO, 2017).

Not satisfied with the results of the search for " Youth and Adult Education and ICTs" on both sites, in the first half of May 2021, a search was made on the Theses and Dissertations Catalog of the Coordination for the Improvement of Higher Education Personnel (CAPES) and, when the descriptor was used: "Youth and Adult Education" AND "ICTs", no work was found, as shown in Table 01 and 02.

Thus, it was decided to use another descriptor, which was: "Youth and Adult Education", resulting in 3,449 publications, with several titles of studies on YAE. It became evident at that moment that it would be necessary to conduct another search delimiting another descriptor, closer to the theme of the study.

It was decided to use as descriptor: "Youth and Adult Education" AND "Digital Information and Communication Technologies", being found, in this case, 38 titles. When, previously, the search was made only with the acronym ICTs, not a single study was found.

According to the analysis of the 38 titles presented, the following dissertations were selected: "**Formação docente e TIC: a colaboração nas práticas pedagógicas da EJA**" (CASTRO, 2017); and "**As TDICs na Educação de Jovens e Adultos: Estudo de caso da formação continuada em serviço de professores da EJA para o uso educacional das tecnologias digitais da informação e comunicação**" (JOAQUIM, 2016).

The descriptors referring to the systematic review, presented in Figure 01 and Tables 01 and 02, resulted in the elaboration of Table 03, with the publications selected by the researcher.

Table 3 – Publications selected by the Researcher

BASE	TITLE	TYPE	AUTHOR (YEAR)	METHOD	KEYWORDS	LINK
IBICT	Estudo sobre o uso das atuais tecnologias pelos sujeitos da EJA no trabalho e na formação escolar	D	KLEUVER, Luís Alves Mota (2018)	Case Study	Tecnologias Digitais de Informação e Comunicação o TDICs EJA Escolarização	http://hdl.handle.net/1843/B_UOS-B2XN3T
IBICT	Os reflexos na vida de estudantes jovens, adultos e idosos a partir de uma prática de inclusão digital coletiva	D	CRUZ, Karla Nascimento (2017)	Qualitative Research and Action Research	Educação de Jovens e Adultos, Tecnologia da Informação e da Comunicação, Inclusão digital	http://repositorio.unb.br/handle/10482/31691
IBICT	Abrindo gaiolas: estudo de uma experiência invisibilidade da EJA	D	TEIXEIRA, Priscilla de Fátima Silva e Lima(2017)	Bibliographic, documental and field research.	Tecnologias Digitais, Currículo,EJA,CESEC	http://hdl.handle.net/1843/B_UOS-ARKGMC
UNIPLAC	A Evasão Escolar na EJA - Educação de Jovens e Adultos, sob o olhar foucaultiano	D	FIGUEIREDO, Valdete de (2017)	Bibliographic, documental and field research and field research.	EJA, Evasão Escolar, Regimes de Verdade, Disciplinarização, Inclusão.	https://data.uni-placlages.edu.br/mestrado_e_duacao/dissertacoes/199182addcc9fa6d03547a9f51d26885.pdf
CAPES	Formação docente e TIC: a colaboração nas práticas pedagógicas da EJA'	D	CASTRO, Welton Dias (2017)	Qualitative approach, whose strategic procedure was that of collaborative research.	Tecnologia da Informação e Comunicação, Prática educativa, Gestão e EJA	file:///C:/Users/User/Downloads/Welton%20Dias%20Castro%20-%20Dissertacao%20a%20o%20MPEJA%20(2).pdf

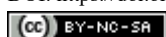
<p>CAPES</p>	<p>As TDICs na Educação de Jovens e Adultos: estudo de caso da formação continuada em serviço de professores da EJA para o uso educacional das tecnologias digitais da informação e comunicação</p>	<p>D</p>	<p>JOAQUIM, Bruno dos Santos (2016)</p>	<p>Case study</p>	<p>Educação e comunicação ; Formação continuada de professores em serviço;EJA ;tecnologias digitais da informação e comunicação</p>	<p>file:///C:/Users/User/Downloads/21%20-%20Bruno%20dos%20Santos%20Joaquim.pdf</p>
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Source: Prepared by the authors

To get to the result in Table 02, in the selection of master's dissertations, it was necessary to take into account the following technical procedures: the first point of the analysis was the keywords, then the reading of the abstracts to verify the objective, methodology, data to check if the epistemology of the themes was in line with the theme addressed. We describe below, in Table 05, the objectives and the relevance of the selected dissertations.

Table 5 – Objectives and Relevance of the Selected Dissertations

<p>DESCRIPTION AS PER ABSTRACT OF EACH DISSERTATION</p>
<p>The dissertation “<u>Estudo sobre o uso das atuais tecnologias pelos sujeitos da EJA no trabalho e na formação escolar</u>” (Mota, 2021), seeks to investigate the use that the subjects of YAE make of Digital Information and Communication Technologies (ICTs) at work and in school education. The research method used was the Case Study, and the results achieved with this research include the phenomenon of juvenilization, which consists of an increasing number of young people who seek their schooling in YAE. What is relevant in this dissertation is the bibliographic research carried out on the subjects of YAE.</p>
<p>Karla Nascimento Cruz, in her dissertation: O estudo “<u>Os reflexos na vida de estudantes jovens, adultos e idosos a partir de uma prática de inclusão digital coletiva</u>”(CRUZ, 2017), seeks to analyze the effects on the lives of young, adult, and elderly students of the <i>Árvore do Cerrado</i> school in Paranoá, of a digital inclusion developed by means of the computer and a collective pedagogical practice that aims at the formation of the subject and the transformation of society. Considering the objectives of this work, we opted for qualitative research and action research. Through this research it was possible to notice that the school appears as the main agent in this inclusion process. What is relevant in this dissertation is the bibliographic research carried out on the emergence of the DTICs in classrooms.</p>
<p>Teixeira (2017), in the dissertation “<u>Abrindo gaiolas: estudo de uma experiência invisibilidade da EJA</u>”, The general objective of this study was to investigate the meanings attributed to the Continuing Education Centers by the students and educators, in the perspective of knowledge construction in the network society, considering their curricular demands. The use of digital information and communication technologies (ICTs) as pedagogical tools in public education networks is very incipient, especially in its interlocution with Youth and Adult Education (YAE) and in the State Continuing Education Centers (CESECs), where resistance is much higher, due to the rigid organization of modules and the heritage of the supplemental education system. To carry out this study, we chose to use bibliographic, documental and field research. The difficulty for educators in making interdisciplinarity an educational practice and the lack of security in dealing with new technologies and incorporating them into their educational practices, the glimpse of digital technologies in school life, and the little concern of students in incorporating technology in CESEC units, are presented as significant results of this research. What becomes relevant in this dissertation is the bibliographic research carried out around the practices of Youth and Adult Education.</p>
<p>Dissertation “<u>A Evasão Escolar na EJA- educação de jovens e adultos, sob o olhar foucaultiano</u>”</p>



(FIGUEIREDO, 2017), Its main theme is to analyze and contextualize the school dropout in YAE - Youth and Adult Education, understanding how the inclusion and exclusion of adolescents, young people and adults who enroll at the beginning of each school year in elementary and high school occurs. And that, from this study, we can encourage the emergence of counterpowers in the daily routine of the teaching-learning process so that excluding social practices may be denounced. It is interesting to read the bibliographical basis around the public policies for YAE.

The dissertation: “As TDICs na Educação de Jovens e Adultos: Estudo de Caso da Formação Continuada em Serviço de Professores da EJA para o uso educacional das Tecnologias Digitais da Informação e Comunicação”, Joaquim (2016), is to understand if and how the teacher training course "Digital Media in Youth and Adult Education", held in a Youth and Adult Education Center (CEEJA), contributed to the rethinking of teaching practice, supported by the critical use of Digital Information and Communication Technologies (ICTs), in order to empower teachers, by placing their practice in an authorial perspective. For this dissertation, qualitative research and educational case studies were used. The data reveals that the course did not reach the totality of its objective. However, there are indications that reveal the importance of this training as the beginning of a mobilization process for the use of ICTs in the institution. The discussion of the results suggests a major challenge: the strengthening of teachers' technological fluency from a critical and authorial perspective, so that they can increasingly empower themselves as authors of their teaching practice. What is relevant in this dissertation is the bibliographic research carried out on the teaching practice.

Castro (2017), in the dissertation “Formação Docente e TIC: A Colaboração nas Práticas Pedagógicas da EJA”, has as its general objective to investigate the process of improving the educational quality in Youth and Adult Education in the municipal education network of Guanambi, observing the use of Information and Communication Technologies. The results achieved comprise the identification of structural, technological and technical support problems for the use of ICT by managers, teachers and students in EJA. We highlight the need for professional qualification, the construction of a collaborative network of information, and the development of a repository of digital educational resources that fit the sociocultural context of the school community. We can highlight in this dissertation, the construction of the bibliographic reference.

Source: Prepared by the authors

In the bibliographic review of the 06 (six) dissertations, one notices the use of some authors in common, for example, Arroyo (several publications), Brazil (LDB - 1996), Flick (2013), Freire (several publications), Gadotti (2014), according to Table 06 of the books used in common by the master's students surveyed.

Table 6 – Selection of common authors in the dissertations

BASE	TITLE	AUTHOR	COMMON AUTHORS
IBICT	Estudo sobre o uso das atuais tecnologias pelos sujeitos da EJA no trabalho e na formação escolar	MOTA 2018	ARROYO, Diálogos na educação de jovens e adultos. (2005)
			ARROYO, EJA: um campo de direitos e de responsabilidade pública. (2005)
			ARROYO, Formar educadoras e educadores de jovens e adultos. (2006)
			BRASIL, Lei nº 9.394, de 20 de Dezembro de 1996. (1996)
			FREIRE, Paulo. Pedagogia do Oprimido. (2016)
			FREIRE, Pedagogia da Autonomia: saberes necessários à prática educativa. (1996)
			FREIRE, Pedagogia da Esperança. (1997).
IBICT	Os reflexos na vida de estudantes jovens, adultos e idosos a partir de uma prática de inclusão digital coletiva	CRUZ 2017	ARROYO, Diálogos na educação de jovens e adultos. (2005)
			ARROYO, EJA: um campo de direitos e de responsabilidade pública. (2005)
			BRASIL, Lei nº 9.394, de 20 de Dezembro de 1996.

			(1996)
			FREIRE, Paulo. <i>Pedagogia do Oprimido</i> . (2016)
IBICT	Abrindo gaiolas: estudo de uma experiência invisibilidade da EJA	TEIXEIRA 2017	ARROYO, EJA: um campo de direitos e de responsabilidade pública. (2005)
			ARROYO, Diálogos na educação de jovens e adultos. (2005)
			ARROYO, Formar educadoras e educadores de jovens e adultos. (2006)
			BRASIL, Lei nº 9.394, de 20 de Dezembro de 1996. (1996)
			CASTELLS, A sociedade em rede. (1999).
			FREIRE, Educação como prática de liberdade. (2002)
			FREIRE, Pedagogia da Esperança. (1997).
			FREIRE, Paulo. <i>Essa escola Chamada Vida</i> , (1991)
			GADOTTI, Uma política nacional de educação de jovens e adultos. (2014).
			ARROYO, Ofício de Mestre: imagens e autoimagens, (2000)
			ARROYO, Educação de Jovens-adultos: um campo de direitos e de responsabilidade pública. (2005)
			ARROYO, Diálogos na educação de jovens e adultos. (2005)
			ARROYO, Formar educadoras e educadores de jovens e adultos. (2006)
			BRASIL, Lei nº 9.394, de 20 de Dezembro de 1996. (1996)
			FLICK, Introdução à pesquisa qualitativa. (2013)
			FREIRE, Paulo. <i>Pedagogia do Oprimido</i> . (2016)
CAPES	Formação docente e TIC: a colaboração nas práticas pedagógicas da EJA	CASTRO 2017	ALARÇAO, Professores reflexivos em uma escola reflexiva. (2003)
			ARROYO, Diálogos na educação de jovens e adultos. (2005)
			ARROYO, EJA: um campo de direitos e de responsabilidade pública. (2005)
			ARROYO, Formar educadoras e educadores de jovens e adultos. (2006)
			BRASIL, Lei nº 9.394, de 20 de Dezembro de 1996. (1996)
			FLICK, Introdução à pesquisa qualitativa (2013)
			FREIRE, Paulo. <i>Essa escola Chamada Vida</i> , (1991)
			FREIRE, Paulo. <i>Pedagogia do Oprimido</i> . (2016)
			FREIRE, Pedagogia da Esperança. (1997).
			GADOTTI, Uma política nacional de educação de jovens e adultos. (2014).
MACHADO, Formação de Educadores de Jovens e Adultos. (2008)			
SOARES, EJA Diretrizes Curriculares Nacionais (2002)			
CAPES	As TDICs na EJA: Estudo de caso da formação continuada em serviço de professores da EJA para o uso educacional das TDCI	JOAQUIM 2016	ARROYO, EJA: um campo de direitos e de responsabilidade pública. (2005)
			ARROYO, Diálogos na educação de jovens e adultos. (2005)
			ARROYO, Formar educadoras e educadores de jovens e adultos. (2006)
			GADOTTI, Uma política nacional de educação de jovens e adultos. (2014).
			FREIRE, Paulo. <i>Pedagogia do Oprimido</i> . (2016)
FREIRE, Pedagogia da Esperança. (1997).			

			FREIRE, Educação como prática de liberdade. (2002)
			FREIRE, O caminho se faz caminhando: conversas sobre educação e mudança social. (2003)
			FREIRE, Paulo. Essa escola Chamada Vida, (1991)
			MACHADO, Formação de Educadores de Jovens e Adultos. (2008)

Source: Prepared by the authors

Among the dissertations researched, I mention the work entitled “Formação Docente e TIC: a Colaboração nas Práticas Pedagógicas da EJA” (CASTRO, 2017), which contributes to the theme of the main research for which this survey was conducted, since the object of research is similar to the theme, which is the pedagogical practices related to the use of Digital Information and Communication Technologies, specifically how the teacher and students make use of these tools in the learning process.

What draws attention as a whole is the notorious scarcity of publications and studies on Youth and Adult Education, especially in the area of educational practices, and when the focus is on practices through Digital Information and Communication Technologies (ICTs), the studies become even more precarious, given the difficulty in finding similar themes to the research, highlighting the urgency in conducting research in this teaching modality.

Theoretical Framework: A Look at YAE

The construction in the space of EJA, however, did not happen by chance, but by historical processes marked by the legislation that governs education and through the resulting historical transformations.

We are in the 21st century, a context that will be marked initially by the Pandemic of the new coronavirus, COVID-19, and also by the consolidation of the insertion of the use of ICTs in the pedagogical practices of teachers, through remote teaching. Is the school fulfilling its social role, which is to prepare the individual for society in one of its principles, which is to exercise citizenship and the equity of education?

As a social institution, the school has always proposed to prepare the citizen for the challenges of the future and, in this context, the appropriate use of the DTICs in the classroom has a fundamental function. As the school is a social agent, it must promote continuous training actions for teachers, aiming to update these professionals and enabling them to appropriate the technical transformations using them in favor of knowledge.

To be an educator is to be in a continuous learning process and, according to Mészáros (2005, p. 15), "education must always be continued, permanent, or it is not education.

Given the transformations in the world compared historically since the beginning of mankind, we cannot deny that the use of technology has been helping to solve great challenges, both social and environmental, in several areas. On the other hand, if we do not know how to use technology consciously, we may have a reverse effect, such as a society with new digital illiterates, excluded from this process either by lack of knowledge or capital to invest in their own training, or digital individuals who will not know how to interact with this universe, a theme addressed in the book "Born in the Digital Age: Understanding the first generation of digital natives" (PALFREY; GASSER, 2011).

One of the school's roles is to prepare the student for the future and why not educators use digital platforms with internet access, such as computers, tablets and smartphones as teaching tools, which besides being attractive, are fun and generate knowledge in a different way? There are games that use the mistakes and successes of the student to identify his strengths and weaknesses and propose content and challenges appropriate to their needs, and develop in the student an active role in building knowledge.

Thus, the school reality is essential to the formation of the student, since the teacher is the mediator of the knowledge process and favors the construction of his identity: "a new look on teaching, learning [and] the function of the educator" (PASSERINI, 2007, p. 32). Real knowledge is based on prior learning that is transformed, expanded, or recreated through the acquisition of new information and new thinking about a concept.

In the digital age, dynamic teaching and learning has shifted from the traditional classroom to more interactive and collaborative face-to-face learning environments, due to the demand for remote learning generated in particular because of the COVID-19 pandemic; due to the technological evolution, evidenced by the countless technological resources and equipment constantly produced, the education area is also affected, so that teachers need to develop and adapt their pedagogical practices in order to aggregate this technology into the classroom in order to assist in teaching-learning and make the subjects more attractive and interesting to the eye of the student and the teacher himself.

These innovations cause changes in the educational area, making technology an essential tool for teaching-learning, but it becomes just any tool when the teacher doesn't know how to use it, because each technological resource has its own characteristics, and some need techniques to be used, requiring the training of teachers.

Introducing technology into teaching means changing the teaching method, showing that the teacher is willing to break his own paradigms, not teaching totally traditional classes, where the only tools used are the blackboard/chalk or the blackboard/brush and with students positioned in Indian rows (desks arranged one behind the other), paying attention only to what the teacher teaches.

It is also extremely important that the teacher is competent when planning a lesson, using technological resources present in the lives of students, to make the lesson meaningful to them, and offer a didactic way that is more pleasant to their understanding, but for this it is necessary that the educator knows how the tool used works, so as not to run the risk of being labeled as technologically obsolete in his or her area of expertise.

There is a need to choose themes and problems that are relevant to the students, so that they are seduced into reflecting on their own points of view, trying to emphasize popular culture, religion, the media, and, mainly, the individual's life story, establishing the importance of the historical subject within society. According to Freire (1996, p. 52), "to know that to teach is not to transfer knowledge, but to create the possibilities for its own production or construction".

To be part of the EJA teaching staff, educators must have an initial training, in addition to contributing in a relevant way to the intellectual growth of the individual, performing the exercise of citizenship.

In the case of EJA students, another aggravating factor in this process is a public that emerges from economically less favored classes with different realities, for example, classes with students of different ages, facing a process of marginalization and social exclusion.

Social exclusion makes these students even more vulnerable, many are ashamed to be in school as adults, afraid of not being able to keep up with the classes, and even humiliated. (MARQUES, 2010).

The pedagogical practices of teachers are not only constituted by routine activities related to school, but also make up a broad context of practices and social processes that are configured in the dynamics of production relations, producing learning that can contribute to both social transformation and naturalization of processes of social inequality (GIROUX, 1997).

However, in order to write, think or talk about YAE it is necessary to make room to reference the ideas of Paulo Freire, a Brazilian educator with recognition in Brazil and

internationally: his theories and methods describe the literacy process for young people and adults excluded from the education process at the chronological age.

Freirian education consists of first overcoming political illiteracy in order to concomitantly read his world from his experience, his culture, his history, realize himself as oppressed and free himself from this condition, according to relations established in the book "Pedagogy of the oppressed" (FREIRE, 1987).

For Freire (1987) it is important that the teacher develops a teaching practice of freedom, problematizing daily situations, blending knowledge, thus, in his works, he mentions liberation, and gives a special meaning to the teacher/student relationship.

If the challenge of educating is the permanent search for formation, the exercise of teaching consists in understanding and searching for theoretical and practical subsidies for the interaction of the subject in the school environment, giving meaning to the curriculum, inserting the student in the digital context; these are some fundamentals of pedagogical practice aiming at a liberating and non-banking action. This is a segment of education that has in its scenario the formation of young, adult, and elderly lives, a crossing of paths on school benches that have in this space the hope of being part of the globalized world.

Final remarks

When the topic of Youth and Adult Education was addressed, master's dissertations were found focusing on literacy, school dropout, and Paulo Freire's experiences, among others. Finally, there were approximately 4,082 publications, based on the year 2016/2021. It is interesting to point out that at UNIPLAC, headquarters of the Master's in Education in Santa Catarina Mountains, only one dissertation was found on YAE, but with an emphasis on school dropout.

When refining the search for the specific theme, which is "Youth and Adult Education: Digital Information and Communication Technologies", it is observed that there is a reduction to only six dissertations.

Finally, after the survey and analysis of certain master's dissertations, it was possible to observe that there is an insignificant number of studies regarding YAE and ICTs, as well as pedagogical practices that make use of these digital tools in the teaching-learning process of this teaching modality.

This being the case, it is necessary and urgent that we ask ourselves the following questions Why are there few studies referencing the YAE if we compare it to the other

education modalities? Another important point to highlight is: How are the public policies that guarantee the right to quality education? And, to close, how do teachers and students have access to digital information and communication technologies in the teaching and learning process?

It is important to think that "Youth and Adult Education" does not refer to just one age group, but also involves social and cultural aspects of subjects that have a history that needs to be considered.

Currently, Youth and Adult Education reflects the broad changes brought about over time, and the legislation has gradually incorporated the importance of educating young people and adults and training educators. As mentioned earlier, Law 9394/96 brought important changes in youth and adult education in Title V, Chapter II, which includes Youth and Adult Education as a form of basic education, changing the old conception of supplementary education, so that education becomes regulated and offered to all those who did not have access or the possibility of completing it. To this end, it needs its own teaching model that allows for an understanding of the formation process of people throughout their lives.

Thus, by being established as one of the stages of basic education, to ensure the guarantee of these rights is not only to ensure responsibility for education, but also to ensure that youth, adults, and YAE students have the best opportunities to attend a quality school and that competent professionals understand their role as educators and especially that they follow the technological changes added to the educational and social process.

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