

**EDUCATION IN LIQUID MODERNITY: PERCEPTIONS OF THE
CONSTRUCTION OF STORYTELLING IN TEACHER TRAINING TOWARDS THE
UNPRECEDENTED-FEASIBLE**

***EDUCAÇÃO NA MODERNIDADE LÍQUIDA: PERCEPÇÕES DA CONSTRUÇÃO DE
NARRATIVAS DIGITAIS NA FORMAÇÃO DE PROFESSORES NA BUSCA DO
INÉDITO-VIÁVEL***

***EDUCACIÓN EN LA MODERNIDAD LÍQUIDA: PERCEPCIONES SOBRE LA
CONSTRUCCIÓN DE NARRATIVAS DIGITALES EN LA FORMACIÓN DOCENTE EN
LA BÚSQUEDA DE LO INÉDITO-VIABLE***



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ABSTRACT: The present study of a qualitative, exploratory research, aimed to reflect on the production of digital storytelling as the use of different forms of language in the initial training of teachers and in the construction of their Curriculum. We live in liquid modernity, in which everything is fleeting; in this context, it is important that future teachers know how to use means that attract these young people of the 21st century. a different form of communication. The methodology was developed from a practice with students of a Pedagogy Course at a Brazilian Public Institution, in which Digital Storytelling were created about informal and non-formal learning environments. As a result, the construction of narratives led students to realize the usefulness of their use in the classroom and to understand that there are different ways and languages to work with knowledge and help in student learning.

KEYWORDS: Digital Narratives. Teacher Training. Liquid Modernity. Language. Unprecedented-Feasible.

RESUMO: O presente trabalho buscou, por meio de uma pesquisa qualitativa, de cunho exploratório, fazer uma reflexão acerca da produção de narrativas digitais como uso de uma diferente forma de linguagem na formação inicial de professores e na construção de seu currículo. Vivemos a modernidade líquida, na qual tudo é fugaz; nesse contexto, é importante que os futuros professores saibam utilizar-se de meios que atraiam esses jovens do século 21. Na busca do inédito viável, as narrativas digitais surgem como uma forma diferente de comunicação. Para isso, foi desenvolvida uma prática com alunos de um Curso de Pedagogia de uma Instituição Pública brasileira, na qual foram criadas Narrativas Digitais sobre ambientes informais e não formais de aprendizagem. A construção das narrativas levou os alunos a perceberem a utilidade de seu uso em sala de aula e compreender que existem diferentes formas e linguagens de trabalhar com o conhecimento e auxiliar na aprendizagem de seu aluno.

PALAVRAS-CHAVE: Narrativas Digitais. Formação de Professores. Modernidade Líquida. Linguagem. Inédito-Viável.

RESUMEN: El presente trabajo buscó, a través de una investigación exploratoria cualitativa, reflexionar sobre la producción de narrativas digitales como el uso de una forma diferente de lenguaje en la formación inicial de los docentes y en la construcción de su currículo. Vivimos en una modernidad líquida, en la que todo es fugaz, en este contexto es importante que los futuros docentes sepan utilizar medios que atraigan a estos jóvenes del siglo 21. En la búsqueda de lo inédito, las narrativas digitales emergen como una forma diferente. de comunicación. Para ello, se desarrolló una práctica con estudiantes de un Curso de Pedagogía en una Institución Pública Brasileña, en la que se crearon Narrativas Digitales sobre ambientes de aprendizaje informales y no formales. La construcción de las narrativas llevó a los estudiantes a darse cuenta de la utilidad de su uso en el aula y a comprender que existen diferentes formas y lenguajes para trabajar el conocimiento y ayudar en el aprendizaje del estudiante.

PALABRAS CLAVE: Narrativas Digitales. Formación de Profesores. Modernidad Líquida. Lenguaje. Inédito-Viable.

Introduction

In a modern world surrounded by complex systems, impelled to build communication, technology in a more ubiquitous and dynamic way, we are in the construction of digital narratives. Liquid modernity transforms solidity before sight and shakes relationships, finding a transformational space. In education, it is no different, we seek in liquid modernity, a place of complexity, in order to build possible unprecedented-feasible (FREIRE, 2013) through digital narratives. Narratives are formulated that encourage proposals to be examples applied in multiple places.

Complexity understood by Morin (2010, p. 189, our translation): as a challenge to knowledge, not a solution. When we say “this is complex”, we confess our inability to give a simple, clear and precise description or explanation. We feel that different aspects, that is, contradictory, are connected, [...] we thus formulate structures of new possibilities in order to build unprecedented- feasible ones (FREIRE, 2013).

The unprecedented-feasible is a concept first developed by the Brazilian educator Paulo Freire in the book "Pedagogy of the Oppressed" (1987) and later defined by Nita Freire in "Pedagogy of Hope"(2013). This term refers to the idea that social transformation and education are guided by a utopian ideal, that is, by a vision of the world that has not yet been realized, but which is possible and desirable.

According to Freire (1987), the "unprecedented-feasible" is the meeting point between the utopian dream and the concrete reality, that is, it is the possibility of transforming the present reality towards a better future. The author argues that educators are capable of imagining a better world and working towards it, without falling into naive idealism or conformism.

Thus, the "unprecedented-feasible" concept is constructed through dialogic practice. Individuals participate in a process of critical reflection on reality, identifying obstacles to change and imagining different possibilities. This place requires active participation, a conscious change of perspective by the subjects involved, in a democratic dialogue. In the end, it is an attempt to reconcile utopian idealism with the need to transform concrete reality, through critical and emancipatory educational practice.

Around this reality, we bring the concept of liquid modernity, a term coined by sociologist Zygmunt Bauman (2009) to describe contemporary society, characterized by fluidity, uncertainty and instability. This is one of the most influential reflections on changes in contemporary society and their implications for the community. From this perspective,

communication is seen as a central element of social life in a world where human relationships tend to be ephemeral.

For Bauman (2011), liquid modernity is a process of disintegration of social structures and institutions that previously provided a sense of stability and continuity. In this context, communication is seen as one of the main tools people use to build and maintain relationships in a changing world.

On the same side, we have the social construction of the school environment, which is part of people's lives. It is no different, because the teacher's learning consists of knowledge constituted in the school routine. And, their practical experience is reflected in their professional work permeated by information and communication technologies (ICT), in social ubiquity.

While ubiquity can be defined by Santaella (2013), as a concept, translated into our time, it prescribes the massive intensity of information exchange at any time and in all places. The author adds that, for computing, "ubiquity" is the coordination of intelligent, mobile and stationary devices to provide the user with immediate and universal access to information (...) in order to increase human capabilities" (SANTAELLA, 2013, p. 17, our translation).

On the other hand, Santaella (2013) points out that, in times of ubiquity, communication has become omnipresent and omnipotent, assuming an even greater importance in social life. Ubiquity refers to the ubiquitous presence of communication technologies, which allow people to be connected and interconnected at all times, in all places.

Thus, learning mediated by the complex environment that is the school routine is born and, at the same time, the plural diversity in a liquid educational thinking. For Bauman (2009, p. 160, our translation), in his text "Education in the Liquid-Modern Setting", liquid education is a strong invitation to break down the barriers of rooted construction.

Unlike the behaviourists' maze, the world as lived through these days feels more like a contraption for forgetting rather than a setting for learning. Partitions may be, as in that laboratory maze, impenetrable, but they are on castors and constantly on the move, carrying the tested, explored yesterday routes with them.

For the author, a world saturated with information urges different thinking and ways for us to no longer think as we used to. Changes are necessary so that boundaries are broken and new methodological forms are created, so that new teaching practices can be explored in the school context.

But let me repeat — the present change is not like the past changes. At no turning-points of human history did educators face a challenge strictly

comparable to the one the contemporary watershed presents. Simply, we have not been in such a situation ever before. The art of living in a world oversaturated with information has still to be learned (BAUMAN, 2009, p. 163, our translation).

Bauman ends the text by saying that all this complexity still needs to be explored because, "also art is even more difficult to prepare humans for such a life". Teachers need to know how they can help and prepare students for such life.

Digital literacy in liquid modernity

When we talk about technology and access, it is known that the gap existing in Brazilian society is gigantic. Both for digital literacy and usability of this technology, as well as its easy and practical access in school environments. Thus, in seeking to mitigate this, we have the social and pedagogical construction of digital literacy, defined here as the ability to use digital technologies in a critical and creative way, in order to access, evaluate, produce and communicate information effectively.

In the educational environment, the term digital literacy as the use of digital technologies becomes present in various aspects of life. According to the distinction proposed by Ramos and Faria (2012, p. 48, our translation), "[...] digital literacy points to elementary and instrumental uses of digital resources and information literacy for a reflective and critical use, based on thought processes higher order [...]".

The possibility of modulating more practical proposals, which use the protagonism of the teacher and his social work, requires a place to be further explored. By approaching the concept as a use of multiliteracies where it composes, re-signifies and attributes history to a constant process of appropriation of the learning developed by its authorship. In other words, the individual is the author, the actor of his own narrative.

Multiliteracies require new production practices in new tools, but also critical analysis of them. It is necessary to develop skills to understand and evaluate the variety of modes of expression and communication that digital texts offer. Including the understanding of language, modes of production, media and cultures involved in dialogues involving multiliteracies (MANDAIO, 2021).

Furthermore, multiliteracies often involve an interactive and collaborative approach. This means that content production and critical analysis of digital texts can be done together,

through online platforms and collaborative tools, involving different participants with diverse skills and experiences. They are concrete examples of possible digital narratives.

In the context of liquid modernity, digital literacy deserves a prominent place, since technology is part of everyday life and social relations. The fluidity and instability of today's society make digital literacy a crucial skill to navigate the constant changes and innovations in the digital world. Furthermore, the liquid nature of modernity can make digital communication more fragmented, superficial and ephemeral, which may require greater skill in critical reading and production of meaningful content. Therefore, developing digital literacy not only for personal use, but also as a tool for active participation in society and digital culture (COELHO; COSTA; MOTTA, 2021).

Digital storytelling

Digital storytelling are forms of communication that articulate different media, such as images, sounds, texts and videos, and can be considered as a possibility of multiliteracies in contemporary society. These multiliteracies emerge from the social and cultural multiplicity of globalized society, as well as from the semiotic multiplicity of digital and printed texts that circulate in it. The easy access that drives search intent and actions empowers environments. Learning constructions are enriched through digital narratives.

Thus, “the narrated story, as well as shares and negotiates meanings with the participants of the contexts articulated in the activity and with the network plus people who circulate through the networks” (ALMEIDA, 2018, p. 10, our translation). These relationships translate into the construction of a narrative, thus providing opportunities for interrelationships in diverse, hybrid, multi and inter cultural spaces. (ALMEIDA, 2018).

There are multiple interpretations and possibilities to raise questions about the narratives (BRUNER, 2001), the analysis of the digital storytelling elaborated by the students, who were part of the mentioned disciplines, allows to relive the paths covered, their productions, questions and discoveries, to weave new interpretations and meanings according what is selected for the study and the theories that support it. Thus, the knowledge produced from the characterization of the developed activities, accompanied by the narrated experience, represents “[...] the synthesis of a whole series of approaches to the object” (BOFF, 2002, p. 41, our translation).

By exploring the myriad of contexts that can be objects of a digital storytelling understood as a set of interweaving circumstances which accompany a fact or an event, those

contexts can be, for example: historical, social and political. The considerations that deal with learning contexts are understood by Figueiredo (2016, p. 813, our translation) as a “coherent set of facts, circumstances and people that accompany and materialize a learning situation — what happens, and why it happens, where it happens, how it happens, when it happens and to whom it happens”.

Digital storytelling in the field of education, especially in pre service teacher training, can be incorporated into their teaching programs. Educators can help develop technical teaching demonstration skills, develop empathy, increase creativity, and foster sharing, highlighting successful strategies and techniques that can be used as an example in other educational settings.

Thus, communication becomes a form of mediation between individuals and the world, shaping our experiences and perceptions of reality. In a world where communication is omnipresent and omnipotent, Santaella (2013) argues that the ability to properly understand and use different forms of communication becomes essential.

Therefore, the liquid modernity of Bauman (2009) and the ubiquity of Santaella (2013) converge on the importance of communication as a fundamental element of contemporary social life. Relationships and perceptions of reality are shaped in an ephemeral and connected world. In this context, understanding the different forms of digital narratives and knowing how to use them appropriately becomes an indispensable skill to navigate in contemporary society.

Teacher Training in ubiquitous times

Liquid modernity brings challenges to teacher training, given that it can happen anytime, anywhere. The learning of any individual occurs in different contexts and not only in the classroom. This means that we have to train teachers who adapt to this society that is presented before us to these students who interact and communicate using digital media in different formats (*chats, blogs, Instagram, Tik Tok, You Tube, WhatsApp, Clubhouse* etc.).

Almeida (2016) says the term ubiquitous comes from the Latin *ubique* and means the presence and use of digital media and technologies everywhere and at the same time, that is, omnipresent, global, pervasive. That is, knowledge is constructed in different contexts and situations.

In today's rapidly changing world, characterized by constant technological advancements and the constant influx of new information, it's imperative for teachers to adapt their teaching strategies to the demands of the so-called liquid society. This fluid, ever-changing

society requires new approaches to education that meet the diverse needs of learners and prepare them for success in a globalized, knowledge-based economy. As such, teacher training programs need to equip educators with the necessary skills and knowledge to teach effectively in this environment.

The world of teaching has a new context, as Bauman (2011) says Education has taken many forms in the past and proved capable of adapting to changes in circumstances, to define new objectives and to elaborate new strategies. The author says the current shift is not the same as in the past; in none crucial moment in human history Educators faced challenges comparable to the breakpoint that is presented to us today. The truth is that we have never had this situation before and still need to learn the art of living in a world saturated with information. And also, the most difficult and fascinating art to prepare human beings for this life.

One essential aspect of this training is the incorporation of new forms of communication and technology into teaching. These tools offer exciting opportunities to enhance the learning process by engaging students in interactive, collaborative, and personalized learning experiences. They also help teachers to streamline and automate administrative tasks, such as grading and attendance tracking, freeing up more time for instruction.

Teacher training programs should incorporate these new forms of communication and technology to meet the needs of the liquid society. These tools can help teachers to deliver dynamic, engaging, and personalized learning experiences, while also streamlining administrative tasks and connecting them with other educators and experts. The effective integration of these tools into the learning process is essential for preparing students for success in the 21st century global economy.

Young people nowadays want a different kind of knowledge, not the ones found in textbooks, but rather a new form, Bauman (2009, p. 162, our translation) says that is “the kind of knowledge (inspiration rather) that men and women of liquid-modern times covet. They want counsellors who show them how to walk, rather than teachers who make sure that only one road, and that already crowded, is take”.

Digital storytelling is a path that can be used to enhance the learning experience and engage students in a dynamic and interactive way. This innovative approach to education allows students to use multimedia elements to create compelling stories that convey information, ideas, and concepts. By incorporating digital storytelling into their classes, teachers can transform the learning process and help students to develop critical thinking, creativity, and communication skills.

One of the key benefits of digital storytelling is its ability to enhance learning and retention of information. Studies have shown that using multimedia elements, such as images, video, and audio, can help students to better understand and remember complex concepts. This is because digital storytelling engages multiple senses and allows students to create meaningful connections between ideas.

Digital storytelling can also be an effective way to teach communication skills. By requiring students to create and present their own stories, teachers can help students to develop important skills such as public speaking, persuasive communication, and storytelling. These skills are essential for success in a wide range of fields, including business, journalism, and creative industries.

Almeida and Valente (2012) talk about the importance of the production of storytelling of experiences through ICT creating new conditions for the production of knowledge and cultural practices of reading and writing, which incorporate images and signs, making it necessary and urgent to review the processes of knowledge construction. Traditional reading and writing are undergoing constant questioning when confronted with activities such as online reading, hypertext browsing or interaction via mobile telecommunication. The presence of ICT in our culture creates new possibilities for expression and communication, generating other fields of study and research that did not exist before.

Moreover, digital storytelling is a powerful way to incorporate technology into the classroom. By using digital tools such as video editing software, audio recording equipment, and image editing software, teachers can help students to develop technical skills that are becoming increasingly important in the 21st century workforce. This approach can also be particularly appealing to students who are drawn to technology and enjoy creating multimedia content.

It also can be used in many different subjects and disciplines. For example, students can create stories to explain scientific concepts, historical events, or literary themes. In language classes, students can create stories in the target language to practice language skills, such as vocabulary, grammar, and syntax. The possibilities are endless, and the use of digital storytelling can add depth and richness to any subject.

Teacher training must provide ways to future teachers to understand and know how to use this kind of technology to enhance students learning in school. Knowing different kinds of communication is essential for those who want to teach at 21st Century.

Methodology and findings

This research has a qualitative approach combined with an exploratory study aiming to reflect about the use of different kinds of language. Creswell (2014) says that this kind of research involves a flexible and iterative process of data collection and analysis, which allows the researcher to explore the topic in-depth and develop a nuanced understanding of the phenomena under study.

Overall, qualitative research using Creswell's (2014) approach and exploratory research can be valuable tools for understanding complex social phenomena and generating new insights and ideas. By adopting a flexible and interactive process of data collection and analysis, researchers can develop a nuanced and comprehensive understanding of the topic, which can inform future research and help to drive progress in their field.

The present study was carried out during the year 2022 in a discipline of the second year from Pedagogy (Education) course at a Public University at Paraná State in Brazil aiming to develop studies on concepts and practices related to curriculum and different contexts of learning.

An activity was developed in two groups of students, Group A with 30 students and Group B with 15 students. The activity consisted of producing a Digital Storytelling about an informal or non-formal learning context. The students formed pairs to elaborate the narratives and choose the places where they would develop their work.

The focus of this work was on the activities carried out with the intention to explore ubiquitous learning and the digital storytelling produced by students using the digital devices they had available, with a view to identifying the contributions of these resources to the use of different languages, integration between different visited spaces, observation of different learning contexts and the construction of curriculum, identified through the analysis of digital storytelling.

The students were instructed to use any digital device to create their storytelling, such as: *Power Point, Prezi, Clip Champ, Sway, Canvas, Film Maker*, or any other kind of app that could produce a storytelling.

One of the aims of the study was to make them use technology so they could reply the activity with their students when they become teachers. They must know how to use different learning approaches in classroom and use the construction of a storytelling as a methodology,

Van Dam and Le Pertel (2020, p. 6, our translation) call our attention to teacher training when they say:

Programs need to strike the perfect balance between robust foundations of theoretical and conceptual knowledge as well as developing skills for solving real-world challenges. As discussed, the real world is liquid. Therefore, students need to unlearn, change, and develop new behaviors that are important in the real world. Furthermore, real-world learning drives the (co)-creation of knowledge and insights.

Therefore, knowing to construct a storytelling, be the creator of a narrative can bring a kind of knowledge that they can see and percept to apply on their own lives.

Students created a total of 20 Digital Storytelling and they showed in class to their groups. Many places were used such as: *Train Station, Archeology Museum, Eco-theater, a Fountain, Church, Park, Cultural Places, Neighborhood Association, Art Market Place, Zoo, Squares and even the path that they did to go to university.*

Most of them used filming or photo with a sound narrative, and they were really surprised about their findings while creating the storytelling. They could tell what you can learn outside classroom and how this knowledge is part of life. They also could understand how to use different places to complement what they work with school students creating their own curriculum.

The group of students that made a storytelling base on the Path to Go to University was compromised showing how many information they have doing the path, even when they stop to drink together at a Coffee Shop just in front the University.

All pairs worked intensively making their movies, narrating and doing podcasts. When they observed their colleagues work, most of them learned something different and haven't had contact with some information whatsoever.

Almeida and Valente (2012) point that an important factor about narratives is the fact that they can be seen as a "window" into the learner's mind, allowing to understand the level of knowledge, which he has about the contents, procedures, attitudes and feelings in relation to the worked themes. The explanation of this knowledge allows the educator to identify the learner's level of knowledge, the singularities expressed, their beliefs, conceptions, ethical and aesthetic meanings and, thus, intervene and help them in the purification of these concepts, in the understanding of themselves, so that more sophisticated objective and narrative knowledge can be constructed.

In other words, we could observe the production, the language that they used, the technology, the intersection with the curriculum. This form of information representation, through different media, permeates the entire production of students storytelling in a play on

words, which interrelates text, image and link to video with the idea that with this kind of language we create a dialogue between teacher and students, in order to provide students with the development of knowledge and strengthen human relations, in a digital world and in a liquid society.

Final remarks

In times of liquid modernity, characterized by refinement, rapid change and uncertainty, the importance of storytelling as a new form of language in teacher training has become increasingly recognized. Storytelling has long been a powerful tool for transmitting knowledge and values from one generation to another, but it is now being recognized as a vital tool for preparing teachers to navigate the complexities of modern society.

At its core, storytelling is a way of making meaning out of our experiences and sharing those meanings with others. In teacher training, storytelling can be used to help teachers make sense of their own experiences and to connect with their students in a more meaningful way. By sharing stories of their own struggles and triumphs, teachers can create a sense of shared experience with their students, which can help to build trust and foster deeper connections.

Furthermore, storytelling can help to develop the critical thinking and problem-solving skills that are essential for navigating the complex and ever-changing landscape of modern society. By engaging in dialogue and reflection around shared stories, teachers can develop a deeper understanding of the complex issues and challenges that they and their students are facing. This can help them to develop more effective strategies for teaching and learning, and to better prepare their students for the challenges of the future.

Because the nature of knowledge is constantly changing and evolving, storytelling can help to create a sense of continuity and stability. By sharing stories that connect the past, present, and future, teachers can help their students to see the broader context of their learning and to develop a deeper understanding of their place in the world.

Storytelling is a powerful tool that can help to prepare teachers to navigate the complexities of modern society. As such, the use of it as a new form of language in teacher training is becoming increasingly important, and is likely to continue to grow in importance in the years to come.

Teacher training programs should incorporate all kinds of languages, so future teachers will be able to teach and understand the needs of students; it's not an easy task, but it is necessary if they want to be ahead of their time (PASINATO, 2017).

By working with a Digital Storytelling, students realized the relationship between communication and education, contributing for the school to go beyond its social role, by appropriating a different form of language in the construction of knowledge.

Use different kinds of language in classroom today is part of a conscious teacher, whom recognize that we are living in a liquid society where everything changes fast. So, it is important to think about the words of Paulo Freire towards the “unprecedented-feasible”, which makes teacher work a challenge, but it is one that worth it.

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