

**DOSSIÊ TECNOLOGIAS E EDUCAÇÃO: NOVOS OLHARES E
PERCEPÇÕES**

DOSSIÊ TECNOLOGÍAS Y EDUCACIÓN: NUEVOS OJOS Y PERCEPCIONES

*DOSSIÊ TECHNOLOGIES AND EDUCATION: NEW LOOKS AND
PERCEPTIONS*

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INTRODUCTION

Society is in transformation, be it in the social, economic, and political aspect, as well as in education. These transformations bring new insights and perceptions in the educational context regarding the formation of the subject to act as a citizen, and in the market context. In fact, educational business models, education, and the teaching and learning processes, questions of the pedagogical political project for higher education, education as a product, education as a citizen's right and public policies, issues that permeate education or distance education; may or may not directly influence the formation of the subject, especially with the technologies, and the technological convergence that are increasingly present in the everyday of the subject.

Some concerns arise from that, for example, how can education intervene in the formation of the subject? What are the impacts of Information and Communication Technology (ICT) on society, on education, on teacher training, on student training? What is the concept of educational innovation for the use of strategies for the implementation of new teaching methodologies? How can we assess the quality of teaching and learning through ICT mediation? Do ICTs promote student reflection and criticism? How can the active methodologies be implemented in the daily school life and in the student life? What is the role of teacher-educator? Education, access,

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appropriation of information, and knowledge; who are the social actors or public agents on this journey?

In light of this, to promote the discussions and, based on a reflexive and critical reading, to evaluate the Brazilian educational scenario beyond its borders, will help us to advance in the reflections in several aspects and educational contexts, contributing to an autonomous society capable of making decisions with more concreteness in the most varied scenarios.

The topic in question is comprehensive, moreover, inexhaustible; because each experience, at different times and in different places. both in the great centers and in the remotest ones, are, in a certain way, singular.

Education and technologies from perspectives and perceptions in diverse contexts

The "Technologies and education: new looks and perceptions" dossier approaches a diversified view on education, addressing issues involving ICTs and communication to enhance the development of teaching and learning.

Elaborated to obtain a deepened understanding of the context, the dossier presents itself in a very plural way, elucidating technology and communication as instruments that make a difference in the validation of basic and higher education, at the classroom, or in distance education.

Information and Communication Technologies (ICT) play a very important role in the way we communicate and learn. It is a challenge to meet the needs of learners using alternative learning methods.

Among the various themes proposed by the works published here, it is the warning made by Lastória FCLAr / Unesp in the first article of this Dossier, which is addressed to those who know of the irreversible presence of the latest generation technologies in the various spheres of social life, and to who believe that autonomy, common sense and just measure should be the first guiders of any educational act.

Next, we can mention the differentiated methodologies such as hybrid teaching that links interactivity to knowledge in higher education to polish better results as described by Cerutti and Melo by URI / RS; the use of ICT in a coherent way, with no entertainment context, but with the knowledge of, and developed by, students in the Brazilian education proposed by Prioste and Raiça FCLAr / Unesp; and the comparison between active and traditional methodologies by UFS, by Carvalho et al. At the

University of Alcalá de Henares, Heredero and Coqueiro address the insertion of ICT to reach students in a more effective way throughout the process of basic and higher education, and for teacher training; since their update has been much cited by experts. Correio's proposal was made for the use of digital tools in classrooms for technical education (PRONATEC). Bittencourt and Albino by Faac / Unesp, pointed out the use of digital media in the teaching-learning process in secondary schools of Bauru through the vision of the teacher and the student. Sacramento and Andrade, by the UFRJ, brought through geography the appropriation of the knowledge about information technology and communication, so the student can access self-explanatory activities from anywhere at any time.

We will also emphasize the contribution to science education using ICT for knowledge production, by developing digital videos that emphasized learning as an alternative method in municipal schools, as described by Vieira of UFPE. And the use of digital cinema in the promotion of gender equality in school based on debates between students, a consequence of an extension project carried out by UFRPE by Mello and collaborators.

Educommunication is an area that uses media in education; it is the meeting of education with communication, and it can be worked on in any training environment. The use of the media to generate information and education content is placed as an important factor in teacher training in a USP work by Santos.

This edition also brings texts highlighting the importance of humanized relations for the formation and insertion of the student in the labor market, such as Bizelli and FCLAr / Unesp collaborators describes it, pointing out evidences on the influence of affectivity in learning, and the interpersonal relationship between teacher and student as one of the determining factors in the construction of self-esteem and, consequently, in the effectiveness of the educational process. Human valorization and overcoming mechanisms of exclusion are also placed in this edition, the intellectual deficiency worked through Technologies, and pedagogical practices include a Special Education Center conducted by FCLAr/Unesp Carneiro and Costa. Still, through Martins - Unesp, we see a work on the stimulus to the development of critical thinking and reflection of the student without indoctrination, approaching Marxist aspects in his study and Normandy and Singing by UNISA, linking the EaD and the pedagogy of autonomy for training people with reflective and autonomous at undergraduate and postgraduate levels.

The distance education, very expressive currently, is placed in this edition. Said as a form of teaching congruent to face-to-face teaching, the methodologies used are similar to face-to-face teaching, and the applicability is in the form of communication.

For this, we bring some pertinent works about distance teaching that contribute in a significant way to the understanding of this segment that grows every day. Notes by Vieira and collaborators from UFRJ discuss the increase of vacancies compared to the access to higher level institutions. And it is as important as the work by Rosalin and collaborators at the Anhanguera Faculty in EAD that discuss didactic material to consolidate the applied methodology that ends up reflecting the level of learning by the developed student. Also, through Martins and Félix by ISTA – Ce we learn about the teacher 's perception regarding the classrooms with the concern of using an innovative didactics to achieve teaching - learning. The effectiveness of distance education in Nursing, a subject much discussed by specialists is put on the agenda, bringing the main characteristics for its application in teaching, as discussed by Tanaka and collaborators at Unicamp.

We wish readers a good reading!

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