

Editorial

Volatility, complexity, and fluctuations of contemporary technological transformations and their impacts on the field of education

Volatilidade, complexidade e flutuações das transformações tecnológicas contemporâneas e suas incidências no campo da educação

Volatilidad, complejidad y fluctuaciones de las transformaciones tecnológicas contemporâneas y sus incidencias en el campo de la educación

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Abstract: In this issue, the Journal Education and Policies in Debate brings together relevant discussions in its thematic dossier on platformization, the financialization of education, digital sovereignty, and the implications of these dynamics for teachers' work and professional development. The dossier also features an interview that critically examines the thesis of the "end of work," highlighting the perverse reconfiguration of capital, marked by intensified exploitation, precariousness, informality, and processes of uberization. These analyses are expected to contribute to deepening reflections on the uses of digital technologies and educational platforms in the context of disputes over digital sovereignty and persistent

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educational inequalities. The issue also includes articles from the continuous submission section addressing the reform of the New Secondary Education model, teacher training and professional practice, neoliberal reforms, and the expansion of professional and technological education, among other highly relevant discussions for the field of education and public policy.

Keywords: Platformization; Financialization of Education; Educational Policies; Digital Sovereignty.

Resumo: Na presente edição, a Revista Educação e Políticas em Debate reúne relevantes discussões no dossiê acerca da plataformização, da financeirização da educação, da soberania digital e das implicações dessas dinâmicas para o trabalho e a formação docente. O dossiê temático destaca-se, ainda, por incluir uma entrevista que problematiza a tese do “fim do trabalho”, evidenciando a reconfiguração perversa do capital, marcada pela intensificação da exploração, precarização, informalidade e processos de uberização. Espera-se que tais análises contribuam para o aprofundamento das reflexões sobre os usos das tecnologias digitais e das plataformas educacionais no contexto das disputas por soberania digital e das persistentes desigualdades educacionais. A edição também reúne artigos da sessão de demanda contínua que abordam sobre a reforma do Novo Ensino Médio, a formação e o trabalho docente, as reformas neoliberais e a expansão da educação profissional e tecnológica, entre outras discussões de grande relevância para o campo educacional e das políticas públicas.

Palavras-chave: Plataformização; Financeirização da Educação; Políticas Educacionais; Soberania Digital.

Resumen: En esta edición, la Revista Educación y Políticas en Debate reúne discusiones relevantes en su dossier temático sobre la plataformización, la financiarización de la educación, la soberanía digital y las implicaciones de estas dinámicas para el trabajo y la formación docente. El dossier también se destaca por incluir una entrevista que problematiza la tesis del “fin del trabajo”, evidenciando la reconfiguración perversa del capital, marcada por la intensificación de la explotación, la precarización, la informalidad y los procesos de uberización. Se espera que estos análisis contribuyan a profundizar las reflexiones sobre el uso de tecnologías digitales y plataformas educativas en el contexto de las disputas por la soberanía digital y de las persistentes desigualdades educativas. La edición también reúne artículos de la sección de flujo continuo que abordan la reforma del Nuevo Bachillerato, la formación y el trabajo docente, las reformas neoliberales y la expansión de la educación profesional y tecnológica, entre otras discusiones de gran relevancia para el campo educativo y las políticas públicas.

Palabras clave: Plataformización; Financiarización de la Educación; Políticas Educativas; Soberanía Digital.

All that is solid melts into air.

Karl Marx and Friedrich Engels (1848)

The iconic phrase in the epigraph is a component of the classic work, “The Communist Manifesto”, elaborated by Marx and Engels and published in London (UK) in 1848, on the eve of a series of popular uprisings in various European countries, a movement known as the “Springtime of Peoples”. The work presents an authentic and primordial portrait of a historical context marked by the disintegration of the feudal system, the strengthening of the capitalist system, the precarious living conditions of the working class, and the transformation of

productive forces, among other elements of contextual analysis of that time. After 177 years since the work's publication, profound changes have been unleashed throughout the social fabric, although precarious, intensified, and exploited labor remains a perennial mark in successive societal configurations.

Amidst the transformations of the productive forces, we witness intense and unprecedented technological innovations in the productive sphere; in other words, we are experiencing an intense and unparalleled technological leap in the productive sector, previously unknown to humanity, which, supposedly, is aligned with the excessive appropriation of profits. In allusion to the Marxian excerpt “all that is solid melts into air”, hyper-technological modernization urges us to consider the permanent volatility of social structures and relations through a constant cycle of construction and deconstruction that revolutionizes the means of production, society, culture, and people’s “modus vivendi”. Such social mutations, unleashed in recent decades of the 20th and early 21st centuries, have been considered structuring of the so-called Revolution 4.0 (Fourth Industrial Revolution or Digital Revolution), constituted by the advancement of cybernetics and robotics, the dissemination of Artificial Intelligence for advanced automation, additive manufacturing for personalized products, and algorithmic discrimination, among other elements.

The proliferation of these technological devices has led to profound changes in various fields of knowledge, reshaping productive and organizational practices, with strong effects also in the field of education, using distinct digital technologies such as educational platforms, artificial intelligence, the use of software etc. Indeed, the adoption of such devices has provoked substantial alterations in pedagogical practices, raising debates regarding the potentialities and limits of these innovations.

Among the established debates, critical theoretical production, in the field of education, has presented analyses on the effects of the platformization of teaching work, such as the intensification of labor, the reduction of teacher autonomy, the imposition of work models controlled by algorithms, the excessive standardization of materials and activities, the pressure for performance metrics, and the decrease in the teacher's ability to adapt content to their reality. Another point of criticism concerns the actions of opaque algorithms on decisions and evaluations of teachers, leading to control of work without transparency and without considering the complexity of the relationships that sustain the teaching-learning process. From this perspective, the teacher becomes an executor of tasks defined by the platforms, the effects of which affect the reduction of pedagogical and creative autonomy, as well as amplify the devaluation of the profession, due to the ascendancy of digital technologies over teaching praxis.

Another point that deserves attention due to its seriousness concerns the intensification of plagiarism in the production of academic works, enabled by the proliferation of artificial intelligence devices. Scholars in the legal field indicate that, although Bill n.º 2.338/2023 (the Legal Framework for Artificial Intelligence) addresses different aspects related to artificial intelligence, the aforementioned bill does not present categorical solutions regarding the impasse over who would hold the authorship in creations produced, or strongly influenced, by algorithms: “this legislative vacuum contrasts with the traditional conception of intellectual property and significantly affects the academic environment, where the development of scientific articles, research reports, patents, and other intellectual productions is directly related to the idea of authorship and ownership of rights” (Doreto; Silva, 2025, p. 12).

In addition to impacting the originality of production and ownership of rights, artificial intelligence devices increase and intensify algorithmic biases. Borges and Doreto (2025, p.7), when examining the impacts of algorithmic discrimination on fundamental rights in the context of artificial intelligence (AI), state that

[...] apart from the fallacy of neutrality, algorithms can present discriminatory biases based on biased data from human decisions or otherwise. Regarding the use of algorithms, it is already possible to recognize permanent infringements of fundamental rights that affect a large number of fundamental rights.

However, the implementation of mechanisms that ensure accountability, transparency, and review of algorithmic biases is still lacking in Brazil, given that Bill No. 2,338/2023 (Artificial Intelligence Legal Framework) has been approved by the Federal Senate but has not yet been approved in all legislative instances. Currently, the bill is being processed and analyzed by the Chamber of Deputies.

Faced with this scenario, different stages of education, especially higher education, are impacted by the paradox involving the use of artificial intelligence: while, on the one hand, the use of these tools revolutionizes teaching and learning methodologies and provides greater speed and amplification of data collection in scientific research, on the other hand, the use of search tools has been, to a large extent, devoid of ethical attitudes and marred by algorithmic biases, which may negatively influence the training of students and researchers Doreto and Silva (2025).

According to the authors, universities, as institutions responsible for the teaching-research-extension triad, are faced with multiple applications of AI, ranging from the analysis of large databases in scientific projects to the elaboration of content through generative resources (e.g., ChatGPT, LaMDA). Indeed, although such technologies may enhance

pedagogical innovations, streamline research, and expand the provision of services to the community, the ethics of algorithms, the protection of copyright, the prevention against discriminatory biases, and the preservation of the privacy of teachers, students, researchers, and technicians are a cause for concern.

Within the scope of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the emergence of documents such as the Beijing Consensus on Artificial Intelligence (AI) and Education signals the effort to reconcile technological innovation with principles of inclusion and civic education, by proposing reference frameworks for governments and educational institutions. In the European Union, the publication of the *Ethical Guidelines on the Use of AI and Data in Teaching and Learning for Educators* consolidates the concern with the integrity of the pedagogical process and encourages the training of teachers in the critical analysis of AI tools, especially in scenarios where the assignment of cognitive tasks to algorithms may compromise the full development of human skills.

Some universities have produced documents with recommendations for the use of artificial intelligence tools in academic activities, aiming to regulate the application of AI in the fields of Teaching, Research, Outreach, and Administration. Standards on ethical integrity have also been published on the portals of scientific journals. However, the changes brought about by the 4.0 Revolution are broad, complex, and multifaceted, producing new sociabilities and new configurations for the contemporary *modus vivendi*. Considering the above, the challenges related to the advances in cybernetics, robotics, Artificial Intelligence, and platformization, and their impact on the educational field, are pressing and diverse.

In this edition, the Journal Education and Policies in Debate contributes to the promotion and expansion of this debate through the stimulating articles that comprise the dossier entitled “Platformization, financialization of education and digital sovereignty: questioning work and teacher training”, organized by researchers Joana Peixoto (Federal Institute of Goiás), Adda Daniela Lima Figueiredo Echalar (Federal University of Goiás) and Raquel Aparecida Souza (Federal University of Uberlândia). In this section, readers will be able to access analyses related to the uses of technologies, digital cultures, educational platforms and disputes over digital sovereignty; digital technologies and teaching work; digital inclusion and educational inequalities, among other approaches.

In addition to the collection of texts that make up the dossier, the “Continuous Demand” section of REPOD provides readers with articles with solid analytical approaches. The article “Reform of High School and teaching philosophy in a public school in southern Bahia: working conditions and health of the teacher”, authored by Lilian Moreira Cruz (State

University of Santa Cruz), Laiane Santos Santana (State University of Santa Cruz) and Andréia Cristina Freitas Barreto (State University of Santa Cruz) presents analyses related to the working conditions of Philosophy teachers from a public high school in the interior of Bahia and the consequences of these conditions for teacher health and professional development. The authors highlight the configurations of a work environment marked by intense physical and emotional exhaustion, resulting from the overload of tasks, the lack of adequate conditions and the pressure to meet the new curricular demands of High School.

Marina Silveira Bonacazata Santos (State University of Maringá) and Jani Alves da Silva Moreira (State University of Maringá) in the article “Work and education: correlations with the cultural industry in educational policies” problematize the relationship between work and education, mediated by restructuring processes, to demonstrate the existing mutual relationship between them and their correlations with the Cultural Industry in educational policies.

The article “Legislation and media literacy: mitigating the effects of cyberbullying in childhood”, authored by Carla Montuori Fernandes (Paulista University), Ana Carla de Oliveira Mello Costa Pinho (Paulista University), Elisa Maria Curci Grec Huertas (Paulista University), and Luiz Ademir de Oliveira (Federal University of Juiz de Fora), presents reflections on the presence of digital media in the daily lives of young Brazilians and its role in determining identities and promoting new forms of sociability. The article also proposes to discuss ways to confront cyberbullying, especially among children and adolescents, who are the most vulnerable to this type of practice.

The authors Tatiane Sanches Silva Muradas (Federal University of São Carlos) and Carla Ariela Vilaronga (Federal University of São Carlos), through the article entitled “Practices of Itinerant Specialized Educational Assistance of the Municipal Education Network of São Paulo,” analyze models of Specialized Educational Assistance (SEA) implemented in São Paulo, namely: Collaborative, Itinerant, and Reverse Enrollment. Considering the absence of specific national regulation for Itinerant SEA, the authors dedicate themselves to the study of the profile of Support and Inclusion Accompaniment Teachers (PAAI) and their role within this model.

Rogéria Martins (UFJF – Juiz de Fora/MG), Lucas Eduardo P. Silva (UFJF – Juiz de Fora/MG), through their article “Teacher training to work in contexts of deprivation of liberty in social sciences undergraduate courses: gaps in teacher training courses and their impacts on education in prison”, identify and analyze the formative provisions in Social Sciences undergraduate courses at Federal Universities of Minas Gerais that offer concrete possibilities for an instrumentalization focused on the specificities of Education in Prison.

Through qualitative research, guided by descriptive document analysis, they investigated the Pedagogical Political Projects and other normative documents of those courses, aiming to diagnose gaps in their formative contexts.

“Neoliberal reforms and EPT expansion policies in the PNE”, authored by Dulce Mari da Silva Voss (Federal University of Pampa) and Cristiano Rodrigues da Silva (Federal University of Pampa), presents analytical syntheses related to the expansion policies of Professional and Technological Education (EPT) integrated with Secondary Education, established by the National Education Plans 2001-2010 and 2014-2024. Based on data from INEP reports, the authors problematize the expansion of EPT provision in line with the growth of private initiative and the retraction of public funding. They analyze the adoption of public-private partnerships and the introduction of packages of products, services, programs, courses, and training provided by business sectors in the public network within the context of the privatization of EPT.

Maria Dilnéia Espíndola Fernandes (Federal University of Mato Grosso do Sul/Federal University of Pernambuco), Barbara Cristina Hanauer Taporosky (Federal University of Paraná), and Adriana Ester Reichert Palú (Federal University of Paraná) develop insightful analyses in the article “The teaching workforce facing variable and/or flexible remuneration of teachers in public, subsidized, and private schools in the Maule Region, Chile”. The text focuses on aspects concerning variable and/or flexible remuneration as a component of the salary of teachers who participated in Brazil and Chile. In addition to data collection using a similar focus group technique, the analyses were compared with educational legislation, career plans, positions, and remuneration from both countries, and with the management models in place in Brazilian states and the Maule region.

The article “Intertwining theoretical paths on teaching work in the federal institutes of education from the perspective of social gender relations”, prepared by authors Patrícia Gouvêa Nunes (Federal Institute of Education, Science and Technology Goiano, Campus Rio Verde), Rosenilde Nogueira Paniago (Federal Institute of Education, Science and Technology Goiano, Campus Rio Verde), and Teresa Sarmiento (University of Minho, Braga, Portugal), presents theoretical discussions on teaching work in the Federal Institutes of Education (IF), from the perspective of social gender relations. To this end, they draw on theoretical contributions for understanding and engaging with gender in teaching, based on the concepts of habitus and Symbolic Power.

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building the arduous and complex work involved in maintaining a scientific journal anchored in the principles of quality, ethics, and academic integrity. We renew our gratitude to the reviewers, proofreaders of portuguese, english, and spanish languages, and the journal secretariat of Faced, for their technical support.

We wish everyone an excellent read!

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