Platformization, financialization of education, and digital sovereignty: the question of work and teacher formation

Plataformização, financeirização da educação e soberania digital: em questão o trabalho e a formação docente

Plataformización, financiarización de la educación y soberanía digital: en cuestión el trabajo y la formación docente

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Abstract: This dossier gathers national and international research that analyzes the relationships between education and digital network technologies, with a focus on the processes of platformization, financialization of education, and digital sovereignty. Composed of 23 articles and one interview, it is organized into three thematic axes: "Digital technologies, artificial intelligence, and teaching work: automation, precariousness, and resistance"; "Public policies: privatization of education, control and surveillance mechanisms for teachers, and deintellectualization of teachers"; and "Technology in the mediation of formative processes: distance education, hybrid education, and related topics." The texts demonstrate that the disputes surrounding technology are, in essence, political, ideological, and class-based, configuring a paradigm of regulation and subordination of work and teacher training to the logic of capital. They also reveal gaps and resistances that emerge from critical pedagogical practices, research, and the collective organization of education workers.
Keywords: Education and technology; Educational Policies; Teacher training; Pedagogical work.

Resumo: Este dossiê reúne pesquisas nacionais e internacionais que analisam as relações entre educação e tecnologias digitais em rede, com enfoque nos processos de plataformização, financeirização da educação e soberania digital. Composto por 23 artigos e uma entrevista, organiza-se em três eixos temáticos: "Tecnologias digitais, inteligência artificial e trabalho docente: automação, precarização e resistências"; "Políticas públicas: privatização da educação, mecanismos de controle e vigilância docente e desintelectualização docente"; e "Tecnologia na mediação dos processos

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formativos: educação a distância, educação híbrida e afins". Os textos evidenciam que as disputas em torno da tecnologia são, em essência, políticas, ideológicas e de classe, configurando um paradigma de regulação e subordinação do trabalho e formação docente à lógica do capital. Também revelam brechas e resistências que emergem das práticas pedagógicas críticas, da pesquisa e da organização coletiva dos trabalhadores da educação.

Palavras-chave: Educação e tecnologia; Políticas Educacionais; Formação de professores; Trabalho pedagógico.

Resumen: Este dossier reúne investigaciones nacionales e internacionales que analizan las relaciones entre educación y tecnologías digitales en red, con énfasis en los procesos de plataformización, financiarización de la educación y soberanía digital. Compuesto por 23 artículos y una entrevista, se organiza en tres ejes temáticos: "Tecnologías digitales, inteligencia artificial y trabajo docente: automatización, precarización y resistencias"; "Políticas públicas: privatización de la educación, mecanismos de control y vigilancia docente y desintelectualización del profesorado"; y "Tecnología en la mediación de los procesos formativos: educación a distancia, educación híbrida y afines". Los textos evidencian que las disputas en torno a la tecnología son, en su esencia, de naturaleza política, ideológica y de clase, configurando un paradigma de regulación y subordinación del trabajo y de la formación docente a la lógica del capital. Asimismo, ponen de manifiesto fisuras y formas de resistencia que emergen de las prácticas pedagógicas críticas, de la producción investigativa y de la organización colectiva de los trabajadores de la educación.

Palabras clave: Educación y tecnología; Políticas Educativas; Formación docente; Trabajo pedagógico.

Introduction

Discussions surrounding the relationships between education, digital technologies, and public policies are profoundly influenced by the class struggle movement, especially in peripheral countries like Brazil. It is necessary to understand the discourses surrounding the democratization of education through technology, to unveil the real interests behind the neoliberal logic, which instrumentalizes digital tools to deepen the financialization of education, the precariousness of teaching work, and the subjection of knowledge to capitalist accumulation.

In line with this debate, Kadjót - the Interinstitutional Group for Studies and Research on the relationships between Technology and Education[4], created in 2007 - seeks, among other objectives, to understand technologies primarily as objects of study, and not merely as didactic-pedagogical resources. Thus, it does not prioritize the search for technological solutions, but the understanding of the forms of their appropriation.

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[4] Group website: https://kadjot.org/.

Among its activities and actions, the Group organized Potyrõ – I Goiano Meeting of Education and Technology[5], in partnership with several Graduate Programs (PPG) from different higher education institutions in the state of Goiás. Held between May 25 and 27, 2025 in Goiânia (Goiás), the event brought together debates that culminated in the proposal to organize this dossier, as a way to broaden the discussions of the central theme: "Education and Technology: innovation, work and teacher training in question." This was debated through lectures, round tables and oral presentations, which questioned the neutrality of technology and its instrumental appropriation in educational contexts.

Potyrõ – "group work" and "all hands together" in Tupi-Guarani – aimed to discuss the multiple relationships between education and technology, understanding the latter as a historical-cultural product, constituted by the hands of diverse workers, whose insertion in education is endowed with political and pedagogical intentionality. This discussion was carried out in four thematic axes for the discussion of oral communications, namely:

a) Work and human formation;

b) Policies of science, technology, innovation, and education;

c) Epistemology of technique;

d) Technology in the mediation of formative processes.

In a scenario of intensifying neoliberal and technocratic logics, platformization emerges as a phenomenon that reorganizes the production and circulation of knowledge, reconfigures teaching practices, and redefines working conditions in basic and higher education. Considering this, the articles gathered in this dossier examine, in an articulated manner, the unfolding of this process and forms of resistance, contrasting the defense of a public, free, critical, socially referenced, emancipatory, and humanizing education with the logic of commodification and control. The dossier also analyzes the consequences for work and teacher training, addressing political, epistemological, technological, and pedagogical dimensions that characterize the contemporary educational landscape.

Eight of the 23 articles that make up this thematic volume were commissioned from invited researchers from Potyrõ. It also includes an interview with Professor José Claudinei Lombardi, from Unicamp, with whom we discussed topics related to the dossier and the research that has been carried out in the Study and Research Group in which he participates: "History, Society and Education in Brazil" – HistedBr, based on Marxist studies of Historical-Critical Pedagogy.

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[5] Event website: https://www.even3.com.br/potyro/.

The interviewee refuted the thesis of the end of work, arguing that what occurs is a perverse reconfiguration of capital, which intensifies exploitation, generating precariousness, informality, and uberization. Lombardi also criticized the fetishization of technology, showing that, under capitalism, it is an instrument of control and domination that optimizes the extraction of surplus value, including in education. Likewise, he warned of the risks of platformization and financialization of education, proposing Historical-Critical Pedagogy as an alternative.

In this sense, the discussions undertaken in this edition focus on:

(i) critique of technocentrism, questioning the technological determinism that attributes a redemptive role to technology, concealing its use to intensify the exploitation of workers (via platformization, meritocratic management, and data extraction) and the financialization of public education;

(ii) work and teacher training as a field of disputes and a ground of contradictions, debating the relationships between digital network technologies and teacher training, in curricula and school management, with attention to the risks of digital surveillance, pedagogical alienation, and the dismantling of public schools via techno-privatist solutions; and

(iii) acts of resistance, exploring experiences of appropriating technologies from an emancipatory, counter-hegemonic perspective, forms of community articulation, and resistance to the platformization of education.

Anchored in distinct theoretical-methodological approaches, the texts articulate discussions about the new forms of control, intensification, and precarization of teaching work, based on the insertion of digital technologies and the mediation of platforms in the daily school and university life. At the same time, they reveal indications of strategies of resistance and critical reappropriation of technologies, highlighting pedagogical experiences that reaffirm the role of teaching as an intellectual, creative, and emancipatory practice.

Thus, the analyses, although diverse in their objects and approaches, converge in highlighting the centrality of the disputes that permeate the use of technologies in education. It is from this convergence that this special issue is organized, structured in three interrelated thematic axes.

The first section, "Digital technologies, artificial intelligence, and teaching work: automation, precariousness, and resistance", brings together studies that investigate the impacts of digital technologies and artificial intelligence (AI) on teaching work, with special attention to the dynamics of automation, intensification, and control that characterize the phenomenon of platformization. The discussion on work and human formation initiated in

Potyrõ was deepened from the perspective of emerging issues for relations between education and technology, as well as for the challenges facing the impacts of productive restructuring on worker training. The eight articles that comprise this section offer a critical reading of how technologies are incorporated into education systems and what implications they produce on the autonomy and professional identity of teachers.

The opening text, "From the uses of technologies to the phenomenon of platformization of education: a critical perspective on the analysis of teaching work", by Raquel Pinheiro Matiola (UFSC), Rafael dos Santos (UFSC), and Alaim Souza Neto (UFSC), establishes the conceptual bases for understanding platformization as an expression of the commodification of education. From a critical-dialectical analysis, it demonstrates how the massive incorporation of digital platforms into educational policies has deepened the precariousness of teaching work, reducing intellectual autonomy and subjecting the teacher to the logic of productivity and corporate control.

The article, "Transverted precariousness of innovation: reflections on teaching work in elementary education during the covid-19 pandemic", by Rafaela Cunha Vargas Laureano (UFSC) and Soraya Franzoni Conde (UFSC), highlights how emergency remote teaching, implemented in the pandemic context, functioned as an experimental laboratory for platform capitalism. The presented literature review reveals that technological innovations, under the guise of modernization, have accentuated inequalities and intensified the conditions of exploitation of teaching work.

In "Curriculum on demand and digital platforms: control and heteronomy of teaching work", Stephanie Fenselau (UNICAMP) and Ricardo Normanha (UNICAMP) expand the discussion on the control mechanisms exerted by educational platforms, discussing how algorithmic personalization and on-demand teaching contribute to the de-intellectualization of teaching and the subordination of the curriculum to business logic.

"The triad work, education, and technology", authored by Jullianna Ferreira de Melo Vieira (UEG) and Yara Fonseca de Oliveira e Silva (UEG), analyzes the use of digital technologies in the context of undergraduate programs at the State University of Goiás, reflecting on how such tools operate as instruments of control and professional ambivalence. The study highlights the need for critical teacher training, capable of promoting a humanizing appropriation of technologies.

In the article "The development of financial capital in brazilian education and its impacts on teaching work", the authors Igor Andrade da Costa (UFRRJ), Luciane da Silva Nascimento (UERJ), and Igor Jean Viana da Silva (UERJ) explore the financialization of Higher Education, especially in the private sector. The study, anchored in historical-dialectical

materialism, reveals that the expansion of educational conglomerates and Distance Learning (EaD) has amplified the exploitation and precariousness of teaching work, subordinating knowledge to the logic of profit.

Júlio Afonso Alves Dutra (UNIUBE) and Sálua Cecílio (UNIUBE), in the text "Platformization and teaching work: a scoping review", map the scientific production on the subject and identify trends and gaps in current research. The review demonstrates that a critical perception of platformization has prevailed, with emphasis on denunciations of precariousness and the exclusion of teachers from decision-making processes surrounding technologies.

In the article "Content factories: the subordination of teaching work to the logic of financialization and platformization", by Mariléia Maria da Silva (UDESC) and Milene Silva de Castro (UDESC), the role of companies that produce didactic materials for private Higher Education is discussed, highlighting how these corporate structures transform intellectual work into a standardized commodity, subject to goals and performance indicators.

In "Digital culture, digital technologies and platformization processes in contemporary education", Ana Lara Casagrande (UFMT) and Alessandra Ferreira dos Santos (UFMT) analyze the academic productions of the Laboratory of Studies on Information and Communication Technologies in Education (LêTECE). They identify three axes of problematization: the reconfiguration of teaching work, ethical and collaborative practices in the face of technocracy, and political disputes surrounding digital sovereignty.

Closing axis 1, the article by Joana Peixoto (IFG) and Adda Daniela Figueiredo Echalar (UFG), entitled "Between automation and precarious work: human formation strained by artificial intelligences", proposes a Marxist reflection on the contradictions between technology, capital, and labor, defending the counter-hegemonic appropriation of AI as a strategy of resistance for the working class.

In turn, axis 2, "Public policies: privatization of education, mechanisms of control and teacher surveillance, and teacher deintellectualization", gained more specific theoretical contours to discuss "science, technology, innovation, and education policies", given that the eight articles discuss the processes of privatization and financialization of educational policies. The studies focus on strategies of control, surveillance, and deintellectualization of teaching work, as well as on educational reforms and public policies for the insertion of technology in education in the neoliberal context and on discussions about innovation, in their ties with the globally structured agenda of education.

The article entitled "Global movement of educational reforms and the national digital education policy: implications of distance learning and hybrid education in the reconfiguration

of teaching work", authored by Kátia Curado Silva (UnB), opens the discussion by analyzing the National Digital Education Policy (PNED) in light of global reforms, arguing that it represents a project of neoliberal hegemony, based on the epistemology of technique and the ideology of efficiency.

"Policies for the Continuing Education of Teachers in the context of digital capitalism: analysis of the OECD recommendations for Brazil", authored by Paula Gonçalves Felicio (UEM/UB) and Jani Alves da Silva Moreira (UEM), highlights the ideological character of international recommendations and their link to evaluation and control mechanisms. The research demonstrates how the guidelines of the Organization for Economic Co-operation and Development (OECD) reinforce individual accountability and teacher performance.

Weslley Avellar Vendola (UFU) and Adriana C. Omena dos Santos (UFU), in the article "Digital platforms, control, and content-based teaching: the school in an upside-down world" present an empirical analysis of the use of digital platforms in public schools, showing how public-private partnerships introduce logics of surveillance and privatization, weakening pedagogical autonomy.

In "Digital technologies in schools: tensions between teacher performance, commercial interests, and public policies", the authors Daniel Silva Pinheiro (UFSB) and Rafael Alberto González González (UFJF) conduct a comparative analysis of the experiences of teachers from Catalonia and Bahia, revealing tensions between the educational demands of students and the corporate interests that influence digital public policies.

The article "Platformization and evaluation in the AlfaMais Goiás Program: tensions between the public and the private", by Weslene Martins da Silva Ferreira (SME-GO), Suzana Lopes de Albuquerque (IFG), and Dayanna Pereira dos Santos (IFG), analyzes the use of digital platforms as instruments of regulation and school ranking, demonstrating how the logic of accountability reinforces competitive practices and compromises teacher autonomy.

The article by Daniela Erani Monteiro Will (UFSC), Marina Bazzo de Espíndola (UFSC), and Roseli Zen Cerny (UFSC), entitled "The reference and self-diagnosis of teachers' digital knowledge in Brazil: technocratic standardization in the context of the platformization of education," examines the construction of the AVAMEC Platform and the Reference of Teachers' Digital Knowledge as devices for standardization and control, supported by a neoliberal rationality.

The article "Formative processes and digital cultures: between prescribed policies and lived experiences of teachers", by Maria Cristina Lima Paniago (UCDB/MS), highlights the tension between the official guidelines of the PNED (National Education Plan) and the

concrete experiences of teachers, emphasizing the contradictions between digital inclusion and technological colonialism.

In "Platform capitalism and digital sovereignty: Higher Education under algorithmic surveillance", the authors Luan Tarlau Balieiro (UEM) and Mário Luiz Neves de Azevedo (UEM) seek to analyze the Privacy Policy of Coursera for Campus, using a qualitative methodological approach, concluding that the privacy policy exemplifies the convergence between platformization, the financialization of education, and algorithmic surveillance, by endangering digital sovereignty and the autonomy of Higher Education institutions.

Finally, Professor Giselle Martins dos Santos Ferreira (PUC-Rio), in the article entitled "Metaphors for rethinking digital technology in work and teacher education", proposes the use of conceptual metaphors as a critical resource to reconstruct meanings and foster a reflective and creative approach to technologies.

The third axis of discussion addresses "Technology in the mediation of formative processes: distance education, hybrid education, and related topics" and focuses on the technological mediations present (or materialized) in formative processes and on the modifications of form and/or content of higher and basic education, under the impact of digital platforms, hybrid education, and artificial intelligence. The six texts that comprise it address everything from the political implications of these transformations to their ethical and pedagogical dimensions.

The article "Platformization of Higher Education: Privatization, Standardization, and Alienation in Teaching Processes", by Braian Veloso (UFLA), Claudinei Zagui Pareschi (UFSCar), Gustavo Carvalho Maurício (UFSCar), and Achilles Alves de Oliveira (UFT), discusses how digital technologies, more than just tools, constitute social institutions that shape teaching-learning relationships, promoting both emancipatory possibilities and forms of alienation.

In "Platformization of teaching in the State of Paraná: analysis of the implications of using digital games from the perspective of cultural-historical theory", Victória Izabelle (UEM) Garcia Amaral and Luciana Figueiredo Lacanallo Arrais (UEM) analyze the use of digital games in public schools in the state, highlighting that, without critical mediation by the teacher, these tools tend to reduce teaching to empiricism and the automatization of tasks.

The article "Artificial intelligence and innovation in educational processes: what for?" by Phoebe V. Moore (University of Essex), Iury Kesley Marques de Oliveira Martins (UFG and SEDUC Goiás), and Natalia Carvalhaes de Oliveira (IF Goiano), problematizes the technocentric narrative of innovation, arguing that AI, by reinforcing the extraction of

cognitive surplus value, intensifies teacher alienation and reconfigures the role of the school under technological hegemony.

In the article "BNCC Computing and Teaching Work: The Theoretical-Methodological Imposition of Neoliberal Politics", Elma Mota dos Santos Gonçalves (UFG) and Jhonny David Echalar (UFG) discuss how the alignment between curriculum, connectivity, and digital platforms subordinates teaching work to a regime of performativity and control, converting data into equivalents of pedagogical value.

Concluding the dossier, the article "Generative AI and Educational Processes in the Context of Data Capitalism: Between Dilemmas, Needs, and Possibilities", authored by Aléxia Pádua Franco (UFU) and Raquel Aparecida Souza (UFU), reflects on the socio-technical dimension of digital technologies, more specifically AIs, considering their labor, environmental, and algorithmic racism implications. It also delves into the neoliberal conceptions of innovation present in science, technology, and education policies in Brazil and the processes of valuing autonomous and authorial human teaching to mediate the hybrid reader's formation process, the appropriation of Generative Artificial Intelligence (GAI) in a contextualized and problematizing way in a hyperconnected world.

The increasing penetration of large technology companies in education has been an instrument for the financialization and outsourcing of public education. The so-called platformization has automated educational processes, further precarizing teaching work. This work – in addition to being framed by governmental control and surveillance mechanisms, has been emptied of its intellectual content. This movement was approached from different theoretical-methodological perspectives in the articles that make up this dossier, which follow different paths to critique technocentrism and affirm teaching work as a field of disputes, as proposed by the organizers.

The texts show that the articulation between the platformization and financialization of education aligns with the neoliberal economic project. We can verify that the technological mechanisms and devices discussed here are part of a globally structured agenda to strengthen the accumulation of capital, which represents the expansion of the extraction of surplus value from the worker.

By articulating different theoretical perspectives and empirical experiences, this dossier contributes to understanding how the dispute surrounding technology is, in essence, a political, ideological, and class dispute. The defense of digital sovereignty, teacher autonomy, and emancipatory education, therefore, constitutes an ethical and scientific imperative for the field of education.

The collection of articles gathered in this dossier demonstrates that the platformization and financialization processes in education configure a paradigm of regulation and subordination of teaching work to the logic of capital. The analyses presented, however, also reveal the gaps and resistances that emerge from critical pedagogical practices, research, and the collective organization of education workers. The provocation remains to advance the concrete analysis of mediations of all kinds, based also on the epistemology of technique, with a view to constituting strategies for the deepening of counter-hegemonic pedagogies that subsidize teaching work and its political action.

Finally, we invite our fellow authors, as well as readers, to delve into the theme, opposing this threat to the organization of workers, to present proposals and actions of resistance to the platformization of education. In this sense, the organizers of this dossier, together with REPOD, reaffirm their commitment to the dissemination of critical reflections on the direction of Brazilian and Latin American education, inviting researchers and educators to continue the fight for a public, democratic, socially just, and transformative school.