Digital Culture, Digital Technologies and Platformization Processes in Contemporary Education[1]

Cultura Digital, Tecnologias Digitais e processos de Plataformização na Educação contemporânea

Cultura digital, Tecnologías digitales y procesos de Plataformización en la educación contemporánea

Ana Lara Casagrande[2]
Federal University of Mato Grosso

Alessandra Ferreira dos Santos[3]
Federal University of Mato Grosso

Abstract: The objective is to analyze the themes of investigations by the research group Laboratory for Studies on Information and Communication Technologies in Education (LêTece) related to what is called the platformization processes in education, which affect teacher training and teaching work. This is characterized as qualitative, exploratory, and documentary research, guided by the Descriptive Thematic Analysis technique. The corpus consisted of 18 academic productions from LêTece, including 6 master's theses and 3 doctoral dissertations, covering the period from 2023 to 2025, as well as 6 papers presented at the 2024 National Association of Postgraduate Studies and Research in Education (*ANPEd*) Centro-Oeste conference. The results show that the analyzed productions are organized around three main axes: Platformization of education and reconfiguration of teaching work, which discusses the impacts of digitization on teachers' autonomy and working conditions; Ethics, authorship, and resistance in learning ecologies, which highlights collaborative and critical training practices in the face of technocratic logic; and Digital culture, youth, and teacher training, which addresses inequalities and political disputes surrounding digital education. It is concluded that the analyzed research reveals a field of tensions, where educational platforms both impose standardization logics and prompt teachers to rethink their pedagogical practices through digital technologies. The set of productions recognizes digital culture as characteristic of the present time and reaffirms the urgency of strengthening public policies and pedagogical practices committed to autonomy, digital sovereignty, and emancipatory and counter-hegemonic education.
Keywords*:* Research in Education; Digital Culture; Digital Technology; Platformization of Education.

Resumo: Objetiva-se analisar as temáticas das investigações do grupo de pesquisa Laboratório de Estudos sobre Tecnologias da Informação e Comunicação na Educação (LêTece) relacionadas ao que se denomina de processos de plataformização da Educação, que incidem sobre a formação e o trabalho docente. Caracteriza-se como uma pesquisa qualitativa, de

---

[2] Doctor in Education. Federal University of Mato Grosso (*UFMT*), Cuiabá, Mato Grosso, Brazil. E-mail: ana.casagrande@ufmt.br; Lattes: http://lattes.cnpq.br/9987834719353996; ORCID: https://orcid.org/0000-0002-6912-6424.
[3] Master in education. Federal University of Mato Grosso (UFMT), Cuiabá, Mato Grosso, Brazil. E-mail: alessandra.atacado@gmail.com; Lattes: http://lattes.cnpq.br/7623446092201170; ORCID: https://orcid.org/0000-0003-4762-9669.

natureza exploratória e documental, orientada pela técnica de Análise Temática Descritiva. O corpus foi constituído por 18 produções acadêmicas do LêTece, 6 dissertações e 3 teses, referentes ao período de 2023 a 2025, além de 6 trabalhos apresentados no evento da Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPEd) Centro-Oeste 2024. Os resultados evidenciam que as produções analisadas se organizam em três grandes eixos: Plataformização da educação e reconfiguração do trabalho docente, que discute os impactos da digitalização na autonomia e nas condições de trabalho dos professores; Ética, autoria e resistências nas ecologias de aprendizagem, que evidencia práticas formativas colaborativas e críticas frente à lógica tecnocrática; e Cultura digital, juventudes e formação docente, que aborda as desigualdades e disputas políticas em torno da educação digital. Conclui-se que as pesquisas analisadas revelam um campo de tensões, em que as plataformas educacionais tanto impõem lógicas de padronização quanto provocam docentes a repensarem suas práticas pedagógicas por meio das tecnologias digitais. O conjunto das produções reconhece a cultura digital como própria do tempo presente e reafirma a urgência de fortalecer políticas públicas e práticas pedagógicas comprometidas com a autonomia, a soberania digital, a formação emancipatória e contra-hegemônica.

Resumen: El objetivo es analizar las temáticas de las investigaciones del grupo de investigación Laboratorio de Estudios sobre Tecnologías de la Información y Comunicación en la Educación (LêTece) relacionadas con lo que se denomina procesos de plataformización de la educación, que afectan la formación y el trabajo docente. Se caracteriza como una investigación cualitativa, de naturaleza exploratoria y documental, orientada por la técnica de Análisis Temático Descriptivo. El corpus estuvo compuesto por 18 producciones académicas del LêTece, 6 disertaciones y 3 tesis, correspondientes al período de 2023 a 2025, además de 6 trabajos presentados en el evento de la Asociación Nacional de Posgrado e Investigación en Educación (ANPEd) Centro-Oeste 2024. Los resultados muestran que las producciones analizadas se organizan en tres grandes ejes: Plataformización de la educación y reconfiguración del trabajo docente, que discute los impactos de la digitalización en la autonomía y las condiciones laborales de los profesores; Ética, autoría y resistencias en las ecologías de aprendizaje, que evidencia prácticas formativas colaborativas y críticas frente a la lógica tecnocrática; y Cultura digital, juventud y formación docente, que aborda las desigualdades y disputas políticas en torno a la educación digital. Se concluye que las investigaciones analizadas revelan un campo de tensiones, en el que las plataformas educativas tanto imponen lógicas de estandarización como provocan a los docentes a repensar sus prácticas pedagógicas a través de las tecnologías digitales. El conjunto de producciones reconoce la cultura digital como propia del tiempo presente y reafirma la urgencia de fortalecer políticas públicas y prácticas pedagógicas comprometidas con la autonomía, la soberanía digital, la formación emancipadora y contrahegemónica.

Introduction

The insertion of digital technologies in the educational field, especially in the context of Digital Culture (DC), is addressed critically, considering the ideological contribution it brings together. That is, it is based on the principle that these technologies are not neutral and are permeated by the hegemonic axis of neoliberal logic. According to Souza (2019, p.242/243), a logic that has spread in Brazil, "governed by the lackeys of the financial system, has undermined its health, its education, its capacity for technology production and research, in short, is compromising its future and its present to fatten an infinitesimal elite of money".

DC emerges historically driven by modern capitalism, influenced by the geopolitical demands of wars, the advent of technoscientific discourses, artistic vanguard and critical philosophy (Gere, 2008). The critical appropriation of Digital Technologies (DT), thus, assumes an urgent character, as it demands an educational formative process rethought and designed to consider its potentialities and risks in relation to technological determinism as a salvation for all ills.

Within this panorama, the platformization of Education presents itself as a phenomenon effected through processes that alter pedagogical practices. It is characterized as "processes" given its complexity and interface with privatization in the educational field, the standardization of curricula and interference in teaching autonomy (Barbosa; Alves, 2023).

The adoption of digital platforms, then, implies an intensification of surveillance over teaching work, which is increasingly integrated into systems of evaluation and control of results, linked to numbers/indices (Barbosa; Alves, 2023; Koch; Ripa, 2023). This process of incorporating platforms in Education, as defined by Ferreira (2023, p. 31), involves the use of "digital textbooks, learning management systems, digital platforms for tests and exams, digital tutoring systems, among others", and constitutes one of the central elements discussed in this work.

As Neto and Nascimento (2025, p. 17) highlight, platformization provokes discussion about privatization, when large private corporations expand their domain over educational spaces mobilized in public Education, going beyond the adoption of digital platforms: it becomes intertwined with a process of "commodification of education, technological dependence and the absence of regulation over the collection and use of data from teachers and students" (Neto; Nascimento, 2025, p. 18).

In this scenario, research groups from different Graduate Programs in Education address the theme. Such is the case of the Laboratory for Studies on Information and

Communication Technologies in Education (LêTece). Created in 2008, registered in the National Council for Scientific and Technological Development (CNPq) Research Directory, it focuses on the investigation of Education within the scope of Digital Culture. Under the leadership of Doctor Katia Morosov Alonso, the group has developed various studies, but the scope established here selected the works produced in the last three years (2023-2025). To provide density to the analysis, works presented by members of the same group at the event of the National Association of Graduate Studies and Research in Education - Center-West (*Anped* CO), in 2024, were also considered.

It is worth contextualizing that the National Association of Graduate Studies and Research in Education (*ANPEd*), created in the 1970s, has held a position as an interlocutor in the formulation of public policies for graduate studies in Brazil to this day. Sousa and Bianchetti (2007) affirm that *ANPEd* promotes interaction among researchers and qualifies academic productions through a Scientific Committee, working groups, Coordinators' Forum and annual meetings, promoting dialogue about research and training throughout Brazil.

With the object selected through an exploratory, qualitative study, the objective of this text is thus to analyze the themes of LêTece's investigations related, in some way, to what is termed processes of platformization of Education, based on the group's most recent productions (2023–2025) and on the research presented at the Regional Meeting of *ANPEd* Center-West held in 2024.

Pinho and Anjos (2024) conducted a study of the productions of the same research group in the period from 2008 to 2023, whose object of analysis were 45 master's dissertations and 18 doctoral theses, with emphasis on the concept of digital competencies. The authors indicate that the works selected on the LêTece group's website did not contain specific concepts about digital competencies; however, their reading made it possible to understand and know related terms (such as "Digital Literacy", "Digital Lettering", "Digital Fluency") that are, in a certain way, connected to the concept of digital competency.

Such analysis allows us to observe how these concepts are present in Education research. The discussions related to them do not emerge in isolation, but as developments of debates around the experience in a "[…] world that, according to Nicholas Negroponte, has become digital" (Castells, 2017, p.88). Understanding these new directions makes it possible not only to obtain an updated panorama of academic research, but to reveal how a portion of Education researchers are responding to contemporary educational and social demands related to DT (Pinho; Anjos, 2024).

In this sense, the study of LêTece's recent productions, combined with those presented at *Anped* CO in 2024, offers the opportunity to examine themes and identify emerging evidence

in the field of Digital Technologies related to Education. Considering the dynamics of DC and its educational implications, it is pertinent to conduct a follow-up of the themes debated by the scientific community.

In this way, this study complements and expands the previous work of Pinho and Anjos (2024), investigating a more recent period and considering the specific contexts of regional debate. With this, it seeks to understand the particularities and new directions taken by Education research that, in some way, establishes a relationship with platformization.

Methodology

This study is characterized as having a qualitative approach, of an exploratory and documentary nature, guided by the methodological contributions of Gil (2008) and by the Descriptive Thematic Analysis technique, systematized by Dias and Mishima (2023). In this context, a document is systematized textual production that is publicly available, capable of expressing epistemological positions, theoretical trends and scientific conceptions shared by researchers and research groups (Gil, 2008).

The analysis began with a survey of the academic productions of the LêTece research group, referring to the period from 2023 to 2025, as recorded in the Final Report submitted to the collegiate bodies of the Institute of Education of the Federal University of Mato Grosso (UFMT) and on the group's website. The time frame was defined as corresponding to an interval that encompasses the group's most current research.

Initially, 21 academic productions from the group were identified within this period: 10 dissertations, 4 theses and 7 works presented at *ANPEd CO* 2024. After reading the titles, abstracts and keywords, criteria of theoretical relevance and adherence to the research objective were applied, resulting in 18 works selected for final analysis, being 9 dissertations, 3 theses and 6 works from *ANPEd CO* 2024. This refinement stage ensured the coherence of the corpus with the central objective of the study.

Next, a complete reading of the selected texts was carried out, considering both the themes and the theoretical frameworks mobilized. Dissertations defended between 2023 and 2025, two theses defended in the same period and three complete works presented in Working Group (WG) 16 – Education and Communication of *ANPEd* Center-West 2024, held in *Jataí* (GO), were analyzed. The dissertations, theses and expanded abstracts were treated as relevant academic documents for understanding the trends and contradictions present in what is called the platformization process.

Data systematization occurred through the construction of thematic units, respecting the interdisciplinary and transversal character that characterizes the group's investigations. These units were grouped according to recurrences of meaning and theoretical convergences, giving rise to three major analytical axes: Platformization of Education and reconfiguration of teaching work; Ethics, authorship and resistance in learning ecologies; and Digital culture, youth and teacher training.

The results were analyzed, seeking to highlight emerging themes and their relationships with the context of contemporary education. The general panorama of productions was complemented by a synthesis table and infographics, which contribute to the visualization of trends and to the understanding of recent research developed by the LêTece group.
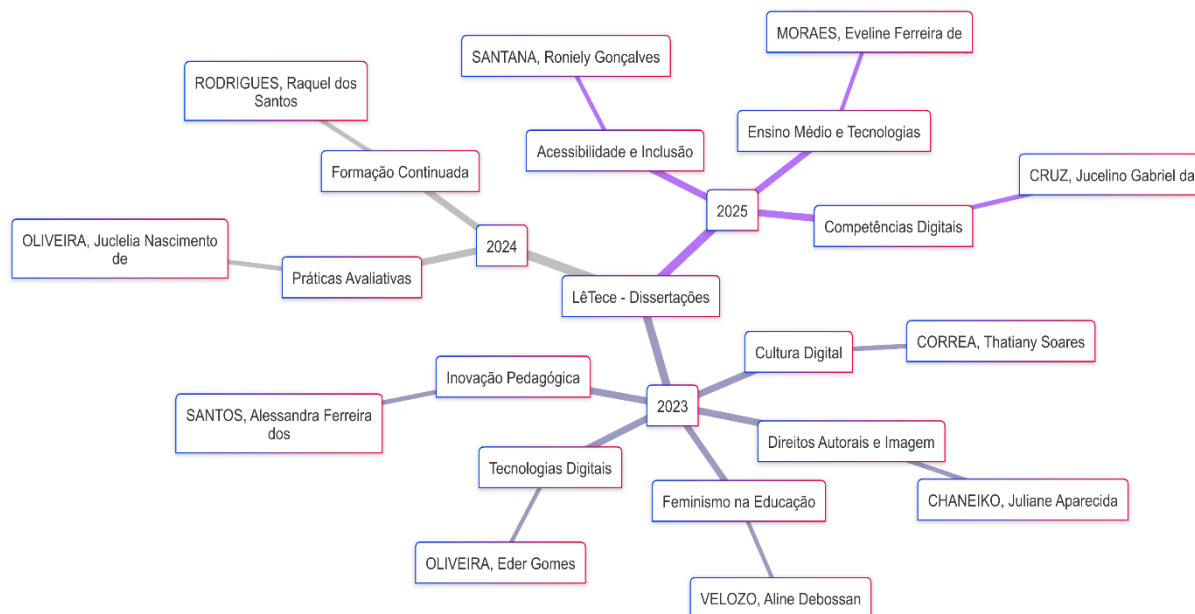
Research developed between the years 2023 and 2025 – Laboratory for Studies on Information and Communication Technologies in Education (LêTece)

In the period from 2023 to 2025, various research projects were developed within the scope of LêTece, linked to the Federal University of Mato Grosso (UFMT), Cuiabá-MT campus. These investigations, at the master's and doctoral levels, address contemporary themes related to the interface between Education and DT, reflecting the theoretical, methodological and political commitments of the research group. Below is a systematization of the dissertations and theses produced in this period.

Figure 1 presents a mapping, generated with *Mermaidchart*[4], of the dissertations developed within the scope of LêTece between the years 2023 and 2025. The network organization evidences the connections between the authors, their respective years of defense and the main thematic axes addressed. One observes the diversity of themes related to DC, teacher training, evaluative practices, inclusion, accessibility and pedagogical innovation, with emphasis on the centrality of DT as a transversal axis in the investigations. This mind map contributes to the visualization of investigative trends and allows for an understanding the density and focus of the group's academic productions.

---

[4] MERMAIDCHART. Platform for creating diagrams from text. Available at: https://www.mermaidchart.com/. Access in: 28 July 2025.
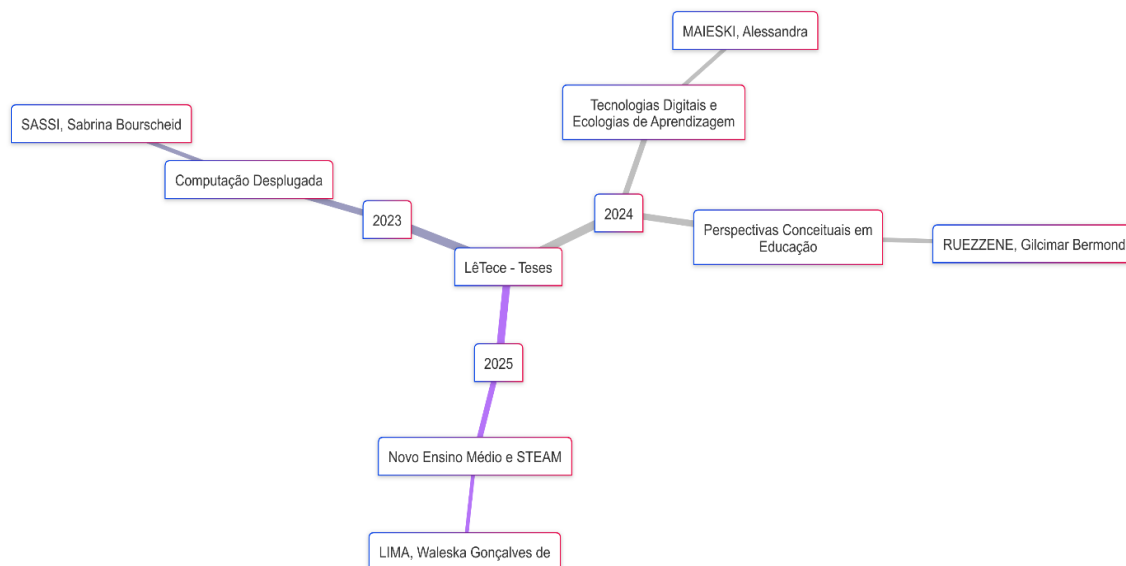
Figure 1 – Compilation of productions (dissertations) 2023-2025 – LêTece

Source: Author's own work, 2025.

Figure 2 illustrates, in a concise way, the main themes investigated in the theses developed at LêTece between 2023 and 2025. Characterized as denser works, these demonstrate a longer investigative work, developed over four years within the Graduate Program in Education. The authors, years of defense/publication and thematic axes were organized in a visual structure that evidences the connections between the research fields, allowing for the identification of emerging investigative focuses in the group.

Figure 2 – Compilation of productions (theses) 2023-2025 – LêTece

Source: Author's own work, 2025.

Based on a complete reading of the abstracts of the dissertations and theses produced in the period from 2023 to 2025, 9 dissertations and 3 theses were selected to compose the scope presented here. These studies were chosen due to their focus on the transformations caused by DT and the relationship with the platformization of Education.

Digital Technologies and Platformization of Education: the reconfiguration of teaching work

Digital Technologies in Education emerge as the most recurrent theme in the research conducted by LêTece, addressing different contexts and levels of education. It is present in six dissertations (60% of the dissertations), namely those authored by: Éder Gomes de Oliveira[5] (2023), Aline Debossan Velozo[6] (2023), Juliane Aparecida Chaneiko[7] (2023), Thatiany Soares Corrêa[8] (2023), Eveline Ferreira de Moraes[9] (2025) and Jucelino Gabriel da Cruz[10] (2025), and two theses (50% das theses), by Sabrina Bourscheid Sassi[11] (2023) and Alessandra Maieski[12] (2024), ranging from Basic Education to Higher Education.

These investigations highlight the use of technologies in various contexts, such as multifunctional resource rooms, digital culture, female protagonism and teacher digital competencies. Oliveira (2023) specifically analyzed the use of DT in Multifunctional Resource Rooms during the Covid-19 pandemic, evidencing difficulties related to technological infrastructure and teacher training. The author emphasizes that the teachers interviewed did not have appropriate training to use DT in the teaching process in Special Education. He stresses that it is "essential to establish a dialogue between inclusive practices in the midst of an era of highly interconnected societies" (Oliveira, 2023, p. 101).

Velozo (2023) explored the role of DC in strengthening female protagonism and activism in the school context, also alerting to persistent challenges. The author pointed out that, historically, school models served primarily the interests of dominant classes, causing the degradation of the teaching function and the consequent devaluation of female labor, reflected in the stereotyped figure of the "little teacher" and in the discourse of women's natural vocation for teaching (Velozo, 2023, p. 109).

---

[5] Under the guidance of PhD. Katia Morosov Alonso.
[6] Under the guidance of PhD. Ana Lara Casagrande.
[7] Under the guidance of PhD. Cristiano Maciel.
[8] Under the guidance of PhD. Danilo Garcia da Silva.
[9] Under the guidance of PhD. Ana Lara Casagrande.
[10] Under the guidance of PhD. Cristiane Koehler.
[11] Under the guidance of PhD. Cristiano Maciel.
[12] Under the guidance of PhD. Katia Morosov Alonso.

Corrêa (2023) highlighted significant advances in the use of DT in pedagogical practices in Elementary School II but emphasized the continuous need for teacher training. The author confirms that pedagogical practices involving DT occurred predominantly in a "circumscribed" manner, in sporadic actions for the development of certain activities and content (Corrêa, 2023, p. 76). Furthermore, the author highlights that the pandemic situation caused by the Covid-19 virus aggravated such limitations, "imposing on the school community the recognition of limitations regarding the use of these resources in accordance with their respective domains and availabilities" (Corrêa, 2023, p. 78).

Cruz (2025) analyzed Teacher Digital Competencies (TDC), emphasizing the relevance of continuing education based on the Guide of Digital Competencies for Teachers – *EduTec/CIEB* Guide. Cruz (2025, p. 143) argues that TDC should not be understood merely "as evaluative metrics, but as elements integrated into a continuous and collaborative process". The author highlighted that the development of these competencies is influenced by the relationships established between teachers, DT and the conditions of the school context.

Moraes (2025, p. 162), in turn, identified a predominantly "instrumental" use of DT in assessments of the New High School in state schools in Mato Grosso, indicating superficial practices of technology mobilization aimed mainly at institutional control.

Among the theses, Maieski (2024) investigated Learning Ecologies in the context of Higher Education, analyzing the integration of DT as essential for creating dynamic and collaborative teaching-learning environments. The author states that the "Learning Ecologies of the research are constituted through different structuring elements". Furthermore, the author argues that the integration of DT plays a crucial role in creating dynamic, dialogical, interactional, collaborative and inclusive learning environments. However, she emphasizes that, although DT has great transformative potential, it does not solve educational problems by itself, with "human" participation being an indispensable factor in this process (Maieski, 2024, p. 226).

Sassi (2023) analyzed unplugged computing (which does not use DT) as an interdisciplinary pedagogical strategy, highlighting its potential in the development of computational thinking in Mathematics, Portuguese Language and Arts disciplines, in the context of Elementary School Final Years, especially in environments with technological limitations. The research indicates that teachers, pedagogical management and students consider the implementation of this approach "as something possible to be accomplished", although they face challenges, such as "difficulties in interdisciplinary planning, need for continuing education and time to dedicate to researching the topic" (Sassi, 2023, p. 182).

In this perspective, the results demonstrate a set of tensions in Education with new forms of regulation of work and dynamics for teacher training. The theses and dissertations of the research group provoke reflection on the fact that the platformization of Education, far from being restricted to the adoption of DT, reconfigures itself in a logic of management, teaching and knowledge production in public networks. Transversally, the studies point to a field marked by contradictions: on the one hand, the discourse of possibilities for building networks, innovation and updating; on the other, the intensification of mechanisms of control, accountability and precariousness of teacher autonomy.

Regarding the innovation that platformization evokes, the theme of pedagogical innovation was present in three works (30%), represented by two dissertations (Alessandra Ferreira dos Santos and Roniely Gonçalves Santana) and one thesis (Waleska Gonçalves de Lima). In Santos' (2023) study, pedagogical innovation is discussed in the context of the implementation of the New High School (NHS) in Mato Grosso, being associated with the need for continuous teacher training, critical use of DT and the construction of pedagogical practices aimed at youth protagonism. The author problematizes reductionist conceptions that limit innovation to the mere introduction of technological resources, advocating approaches that emphasize creativity, active student participation and the overcoming of traditional pedagogical practices.

Santos (2023, p. 190) states that pedagogical practices should not be limited to "ready-made formulas or definitive solutions", considering that Education is a "dynamic and complex field" and that, therefore, approaches need to be aligned with contemporary demands of students and society.

Santana (2025, p. 52), when investigating the inclusion of students with disabilities in Higher Education at UFMT, understands innovation as the critical and sensitive adoption of assistive technologies in pedagogical practices, aiming to overcome traditional models and ensure greater equity in the formative process.

Lima (2025), in turn, perceives pedagogical innovation from the STEAM movement – Science, Technology, Engineering, Art and Mathematics – as a curriculum integration strategy. The author analyzes how STEAM is reframed in school practices and in public policies such as *DRC-MT/EM* and the Annual Work Plan of *Seduc/MT*, highlighting the importance of training actions and institutional conditions. It is considered that its permanence is marked by conflict between prescribed policies and the context of effective practices, "the movement needs to advance from the instrumental field, beyond experimentation" (Lima 2025, p. 279).

Educational policies appear as a theme in three works (30%), in two dissertations by Alessandra Ferreíra dos Santos (2023) and Eveline Ferreira de Moraes (2025), as well as in the thesis by Waleska Gonçalves de Lima (2025). Santos (2023) analyzes the challenges in implementing the educational policies of the New High School (NHS) and the STEAM movement in Mato Grosso. Although the NHS seeks to promote youth protagonism and curricular flexibility, the work indicates that traditional pedagogical practices still predominate in schools, highlighting a disconnect between official proposals and the realities /infrastructural possibilities and training of institutions (Santos, 2023).

Lima (2025, p. 23) investigates the "NHS from the perspective of the STEAM movement as pedagogical innovation, highlighting its implementation between 2017 and 2024 in the Mato Grosso context". Based on Stephen Ball's Continuous Policy Cycle framework, the author analyzes how the constitution of the New High School took place locally through pilot schools, working groups and training promoted by *Seduc/MT*. Nevertheless, a mismatch is evident, with STEAM present in official discourses, but with restricted reach in school practices, limited mainly by training gaps.

Moraes (2025, p. 68) highlights the prominence of external assessments in the implementation of the NHS in Mato Grosso, pointing out that instruments such as "Avalia MT, conducted by the Center for Public Policies and Education Assessment (CAEd), the incorporation of the Structured Teaching System (SEE)" and the excessive focus on Basic Education Assessment (*SAEB*) have been assuming centrality in school daily life.

In this context, the author argues that these assessment practices, linked to the State Program "EducAction 10 years", impose a logic of control and measurement of results that weakens the formative role of assessment and disregards the particularities of each school and community, emphasizing that assessments, which should expand and not restrict the teaching-learning process in a personalized and adaptive manner, have been used as "instruments of control, regulation, surveillance and bonification" (Moraes, 2025, p. 159).

In the field of assessment policies, Moraes (2025) and Oliveira (2024) identify the centrality of control and measurement as structuring practices of digital culture in schools. In this context, the expansion of digital assessment systems and the use of platforms for monitoring student performance stands out, introducing new forms of monitoring, in which data/numbers overlap with pedagogical experience. Moraes (2025, p. 162) identified a predominantly "instrumental" use of DT in NHS assessments in state schools in Mato Grosso,

indicating superficial practices of technology mobilization aimed mainly at institutional control, from the surveillance perspective.

Oliveira (2024) criticizes the impact of the Cuiabá Test on teacher assessment practices, revealing a meritocratic logic harmful to teacher autonomy. According to the author, teachers participating in the research perceive the test as an external instrument, developed by the education secretariat with the purpose of gathering information about the performance of students and teachers in the municipal network. "However, they believe that the central object of the Cuiabá Test is to evaluate the teacher" (Oliveira, 2024, p. 96).

The author highlights that when analyzing the Cuiabá Test, it is demonstrated that the institutionalization of external assessments has redefined teaching work, shifting the focus from pedagogical planning to the fulfillment of quantitative targets (Oliveira, 2024). The two investigations converge in pointing out that the promise of technological efficiency becomes a mechanism of surveillance and homogenizing emptying of critical sense.

The dissertations by Rodrigues (2024) and Cruz (2025) also reinforce this movement, by evidencing the rise of training trajectories guided by digital platforms and centered on self-assessment models by competencies. Rodrigues (2024) analyzes the Escola *Cuiabana* policy and shows that technologies, although they promote interaction and access to new materials, end up inserted in bureaucratic structures that pressure teachers to respond to metrics and reports.

Cruz (2025), in turn, reveals that continuing education programs offered through corporate platforms redefine the concept of professional development, displacing it from a collective space of reflection to an individualized and normative process. These productions expose a tendency toward a logic of standardization and control.

Ethics, authorship and resistance in learning ecologies

The thesis and the dissertation that address, respectively, learning ecologies and digital authorship introduce a more purposeful perspective, articulating ethics, authorship and pedagogical mediation as central dimensions for rethinking the relationship between teaching and DT. Maieski's (2024) thesis proposes understanding learning ecologies as networks that integrate the human and the technological in a creative way, defending teacher mediation as the center of the educational process. The author argues that technology, when subjected to pedagogical and ethical intentionality, can enhance the construction of more democratic, open and diversity-sensitive learning communities.

This perspective is close to the reflections of Chaneiko (2023), whose dissertation on copyright and digital legacy problematizes the relationships of authorship, ownership and circulation of knowledge in DC. The author shows that, while the digital environment expands access to information, it also imposes new challenges to teaching, especially regarding data protection, intellectual authorship and the ethics of creation. In dialogue with Rodrigues (2024) and Cruz (2025), Chaneiko (2023) reinforces the importance of critical training and ethical awareness of teachers in the face of the intensification of platform use and the exploitation of school data and productions.

These studies reveal that when technology is reinscribed in pedagogical contexts guided by ethics, reflection and social commitment, it becomes a means of emancipation, not domination, pedagogical alienation and surveillance. The studies analyzed show that the cracks in technocratic rationality open precisely in experiences where teaching asserts itself as a creative and collective practice, reaffirming the commitment to critical public Education.

Digital culture, youth and teacher training - *ANPEd CO* 2024

A synthesis of the works published in the Annals of the XVII Regional Meeting of *ANPEd Centro-Oeste* (2024), in Working Group (WG) 16 – Education and Communication is presented. The importance of events promoted by *ANPEd* as a space for debate, in this case regional, is recognized. Considering that LêTece is linked to a university in the Centro-Oeste region, it was decided to include the regional event, held in Jataí/GO.

The systematization of data follows the same criteria as the previous analysis (dissertations and theses), which makes it possible to identify investigative trends.

Table 1 - Summary of *ANPEd CO* Analysis (2024)

Authors	Year	Title	Level of Education	Mobilized Concepts
1-Alessandra Maieski; Katia Morosov Alonso	2024	Learning Ecology and Learning Ecosystem: (Mis)understandings	Higher Education	Learning Ecology, Learning Ecosystem, Digital Technologies
2-Waleska Gonçalves de Lima; Ana Lara Casagrande; Cristiano Maciel	2024	Technologies and the New High School: STEAM Movement in the State Network of Mato Grosso	High School	New High School Digital Technologies, STEAM Movement
3-Elaine Cristina Vieira Reis	2024	Children's Experiences and the Use of Digital Technological Devices in the Appropriation of Knowledge in the Field of Experience: spaces, time, quantities, relations and transformations	Early Childhood Education	Digital Technologies, Field of Experience, National Common Curricular Base (NCCB)
4-Eveline Ferreira de Moraes; Ana Lara Casagrande	2024	The New High School and Assessment in the Educational Policy of the Mato Grosso State Network	High School	National Common Curricular Base (BNCC) New High School, Assessment, Educational Policy
5-Ana Lara Casagrande; Aryanne Mila Barros; Renata Teixeira Nascimento	2024	High School in Digital Culture: youth and technological resources in schools	High School	High School Digital, Culture Digital, Technologies
6-Alessandra Ferreira dos Santos; Ana Lara Casagrande	2024	Pedagogical Innovation Involving Digital Technologies and the New High School	High School	New High School Educational Policy, Digital Technologies, Pedagogical Innovation

Source: Annals of the *ANPEd Centro-Oeste Regional* Meeting (2024)

The works presented by LêTece members at the *ANPEd* CO 2024 event reveal a field of investigation that challenges the meanings of platformization. The study developed by Casagrande, Barros and Nascimento (2024), based on data from the 2023 Basic Education School Census, critically analyzes the integration of DC in schools, highlighting regional disparities in access to digital technologies, especially broadband internet.

The authors point out that, although "97.6%" of Brazilian state schools have internet connection, only "78.5%" provide this access directly to students, restricting inclusive pedagogical practices (Casagrande; Barros; Nascimento, 2024, p. 03). They also highlight that internet use has prioritized a "greater prevalence of internet resources for administrative use in relation to the teaching-learning process" (Casagrande; Barros; Nascimento, 2024, p. 04), which reinforces the urgency of educational policies from an emancipatory perspective.

In the discussion about youth, the High School audience, the authors problematize the idea of "connected youth" as a homogeneous category (Casagrande; Barros; Nascimento, 2024, p. 03), showing that young people's experiences in the school context are plural and marked by economic, regional and cultural factors that condition the relationship with the digital. In this sense, the dissemination of platforms ceases to appear as pedagogical modernization and operates as a device for re-articulating   inequalities.

In dialogue with this conception, Moraes and Casagrande (2024) examine the centrality of assessment in Mato Grosso's educational policy in the context of the so-called New High School. The research addresses the state system composed of Diagnostic Assessment (*Avalia MT*) and the Structured Teaching System (SEE), emphasizing that "the emphasis given to external assessments has guided management by results" (Moraes; Casagrande, 2024, p. 03). This is an exception in the selection, as the work is part of WG5 – State and Educational Policies, but integrates LêTece and brings DC, assessment and governance closer through the dimension of platforms.

In the axis of DT practices, two works stand out for their approach to pedagogical innovation associated with DT. Santos and Casagrande (2024) report an experience in an Elective Language discipline (3rd year of High School) that mobilized Canva, available on school Chromebooks, to encourage participation, dialogue and collective knowledge construction, despite connectivity limitations; not by chance, the authors note that the "teacher made efforts to develop a differentiated activity" (Santos; Casagrande, 2024, p. 04).

Lima, Casagrande and Maciel (2024) investigate STEAM movement practices in pilot schools of the New High School in Mato Grosso, mapping the use of applications, digital comics, video lessons and maker laboratories. The authors indicate that the articulation between DT and areas of knowledge occurs "in the minority of described practices, despite the trend glimpsed due to the presence of the movement in network policy" (Lima; Casagrande; Maciel, 2024, p. 05). This reinforces the distance between guidelines and implementation, and the need to ensure material and pedagogical conditions so that innovation is not reduced to a redemptive technological determinism of traditionalism.

On the conceptual level, Maieski and Alonso (2024) discuss Learning Ecology and Learning Ecosystem, proposing a holistic and interconnected reading of educational environments. The authors make explicit that "Learning Ecology [refers] to catalyzing elements for networked and collective learning, in realities where space and time parameters are not limiting" (Maieski; Alonso, 2024, p. 04), while Learning Ecosystem is "formed by interconnected functional units, in which there is a constant flow of information and

interactions that adapt and evolve over time" (Maieski; Alonso, 2024, p. 04). The distinction, articulated with DC, illuminates possibilities for the circulation of knowledge, authorship and collaboration in non-linear learning contexts.

In the field of teacher training and equity policies, Paula and Fernandes (2024) expand the debate by proposing Black children's and youth literature as a technology of race and gender in networked training processes. The authors take cyberculture as a territory of critical formation and resistance, articulating plural feminism and intersectionality of collaborative pedagogical practices in virtual environments. The training experience, developed with Pedagogy undergraduates, evidences the political potential of Black literature as an artifact for symbolic and curricular reconfiguration, shifting the focus from technique to ethics and the reconstruction of educational imaginaries.

Networked training shows itself as a practice of insurgency against the technocratic rationality of platformization: the study converts the logic of control of digital environments into spaces of authorship, dialogue and pedagogical co-creation, affirming teaching as a territory of collective meaning-making. Another work by the authors, developed with Pedagogy students in distance learning mode, used Virtual Learning Environment with activities on Black children's and youth literature. The training articulated different audiences and promoted antiracist teaching practices (Paula; Fernandes, 2024).

As a whole, DT is understood as a field of political and epistemological dispute. On one hand, Casagrande, Barros and Nascimento (2024) unveil the contradictions of DC in High School and the limits of modernization policies that, anchored in platformization, can reproduce inequalities and redefine ways of teaching and learning. On the other, Paula and Fernandes (2024) demonstrate that resistance is built in the reappropriation of the digital by critical and decolonial perspectives, centered on teacher authorship, ethical formation and commitment to diversity.

Finally, regarding childhood (Pre-school II), Vieira (2024) emphasizes children's experiences and the appropriation of knowledge through technological devices. The emphasis on playful mediation and digital inclusion from early childhood reinforces the need for policies that integrate infrastructure, teacher training and curricula sensitive to age and territorial specificities.

Together, LêTece's productions at *ANPEd CO 2024* demonstrate that the themes that somehow touch on the question of platformization in Education allow us to affirm that it is a complex process that disputes the meaning of school, teaching and training.

Conclusions

The analysis of LêTece's productions reveals the significant presence of DT and themes related to the platformization of Education, such as innovation, with effects on teacher training and work. Among them, the intensification of control over educational processes, with the translation of educational practices into metrics, targets and indices. Although the potential of DT as a form of resistance built in the reappropriation of the digital by critical perspectives is also recognized.

Three propositions are supported : 1) platformization is not merely its technical acquisition, but has effects on the ways of organizing curriculum, assessment and training; 2) the debate is not limited to the refusal of technologies, but to the ethical and formative reinscription of their uses, via authorship, critical curation and collaboration, rejecting technological determinism; 3) the research and intervention agenda that is projected requires policies of digital sovereignty in the public sector, strengthening, including, investments in the public sector, which mitigate dependence on the private sector. In addition to the commitment, considered fundamental here, to teacher autonomy, emancipatory and counter-hegemonic training.

The set of productions reinforces that the future of Education will depend less on the volume of platform adoption and more on the capacity to foster pedagogical practices that place DT under the primacy of educational purpose, within the scope of DC. Based on what was produced in LêTece, it is argued that aligning innovation with teacher autonomy, ethics and the common good is a condition for the public school to remain as a democratic space for critical and socially referenced quality formation.

References

BARBOSA, R. P.; ALVES, N. A Reforma do Ensino Médio e a plataformização da educação: expansão da privatização e padronização dos processos pedagógicos. *Revista e-Curriculum*, São Paulo, v. 21, p. 1-26, 2023.

CASAGRANDE, A. L; BARROS, A. M.; NASCIMENTO, R. T. Ensino Médio na Cultura Digital: juventudes e recursos tecnológicos nas escolas. In: REUNIÃO REGIONAL DA ANPED CO, 17, Jataí/GO, *Anais...* 2024.

CASTELLS, M. *A sociedade em rede*. 18 ed. São Paulo: Paz e Terra, 2017.

CELLARD, A. A análise documental. In: POUPART, Jean et al. *A pesquisa qualitativa:* enfoques epistemológicos e metodológicos. Petrópolis: Vozes, 2008.

CHANEIKO, J. A. *Direitos autorais, direitos de imagem e legado digital:* reflexões sobre a produção de materiais didáticos para a Educação Básica. (Mestrado em Educação) - Universidade Federal de Mato Grosso, Cuiabá, 2023.

CORREA, T. S. *Educação na Cultura Digital:* percepções sobre as práticas pedagógicas de professores do Ensino Fundamental. 2023. Dissertação (Mestrado em Educação) - Programa de Pós-Graduação em Educação, Universidade Federal de Mato Grosso, Cuiabá, 2023.

CRUZ, J. G. da. *Competências Digitais Docentes:* análise da autoavaliação dos professores do ensino fundamental da rede estadual de educação de Mato Grosso-Brasil. 2025. Dissertação (Mestrado em Educação) - Universidade Federal de Mato Grosso, Cuiabá, 2025.

DIAS, E. G.; MISHIMA, S. M. Análise temática de dados qualitativos: uma proposta prática para efetivação. *Revista Sustinere*, Rio de Janeiro, v. 11, n. 1, p. 403–411, 2023. DOI: https://doi.org/10.12957/sustinere.2023.71828.

FERREIRA, A. E. S. C. da S. Capitalismo de vigilância e plataformização da educação: um estudo discursivo midiológico. Revista Mosaico, v.15, n.24, p.23-36, 2023.

GERE, Charlie. *Digital Culture.* 2ª ed. Londres: Reaktion Book, 2008.

GIL, A. C. *Métodos e técnicas de pesquisa social.* 6. ed. São Paulo: Atlas, 2008.

KOCH, E. M.; RIPA, R. A Educação e a barbárie dos dados: reflexões teórico-críticas sobre a plataformização do ensino no Brasil. *Anais…* CIET: Horizonte, São Carlos-SP, v. 6, n. 1, 2024. Disponível em: https://ciet.ufscar.br/submissao/index.php/ciet/article/view/33. Acesso em: 9 fev. 2025.

LIMA, W. G. de. *Novo Ensino Médio e STEAM: uma análise sobre a implementação e o desenvolvimento das políticas educacionais na rede estadual de Mato Grosso.* Tese (Doutorado em Educação) – Programa de Pós-graduação em Educação, Universidade Federal de Mato Grosso, Cuiabá, 2025.

LIMA, W. G. de; CASAGRANDE, Ana Lara; MACIEL, Cristiano. As Tecnologias e o Novo Ensino Médio: Movimento STEAM na rede estadual de Mato Grosso. In: REUNIÃO REGIONAL DA ANPED CO, 17, Jataí/GO, *Anais…* 2024.

LÜDKE, M.; ANDRÉ, M. E. D. A. *Pesquisa em educação:* abordagens qualitativas. São Paulo: EPU, 2013.

MAIESKI, A. *Tecnologias digitais e educação superior: elementos estruturantes para a constituição de ecologias de aprendizagem.* 2024. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Mato Grosso, Cuiabá, 2024.

MORAES, E. F. de. *Novo Ensino Médio na Rede Estadual de Mato Grosso: avaliação do processo de ensino-aprendizagem e sua relação com as tecnologias digitais.* 2025. Dissertação (Mestrado em Educação) - Universidade Federal de Mato Grosso, Cuiabá, 2025.

MORAES, E. F. de; CASAGRANDE, A. L. O Novo Ensino Médio e avaliação na política educacional da rede mato-grossense. In: REUNIÃO REGIONAL DA ANPED CO, 17, Jataí/GO, *Anais…* 2024.

NETO, A. S.; NASCIMENTO, D. A plataformização da educação: um caminho para a emancipação ou exploração? *Revista Intersaberes*, v. 20, p. e25tl410-e25tl410, 2025.

OLIVEIRA, E. G. *Uso das tecnologias digitais nas salas de recursos multifuncionais na educação básica de Cuiabá: realidades e desafios.* 2023. Dissertação (Mestrado em Educação) - Universidade Federal de Mato Grosso, Cuiabá, 2023.

OLIVEIRA, J. N. de. *Compreensões sobre as práticas avaliativas de professores nos anos iniciais do Ensino Fundamental:* a Prova Cuiabá em foco. 2024. Dissertação (Mestrado em Educação) - Universidade Federal de Mato Grosso, Cuiabá, 2024.

PAULA, M. da C. de. FERNANDES, T. Literatura Infantojuvenil Negra como Tecnologia de Raça e Gênero em uma Formação em Rede. In: REUNIÃO REGIONAL DA ANPED CO, 17, Jataí/GO, *Anais…* 2024.

PINHO, R. M. de; ANJOS, A. M. dos. Competências digitais e letramento digital: um estudo exploratório nas dissertações e teses do LêTece. *In*: SEMINÁRIO DE EDUCAÇÃO (SEMIEDU), 32 ed., 2024, Cuiabá/MT. *Anais [...]*. Porto Alegre: Sociedade Brasileira de Computação, 2024. p. 1226-1235. Disponível em: https://doi.org/10.5753/semiedu.2024.32781. Acesso em 19 jun. 2025.

REIS, E. C. V. Vivências infantis e uso de dispositivos tecnológicos digitais na apropriação de conhecimentos no Campo de Experiência: espaços, tempos, quantidades, relações e transformações. In: REUNIÃO REGIONAL DA ANPED CO, 17, Jataí/GO, *Anais…* 2024.

RODRIGUES, R. dos S. *Processos formativos em tempos de cultura digital:* a formação continuada de professores na política educacional Escola Cuiabana. 2024. Dissertação (Mestrado em Educação) - Programa de Pós-Graduação em Educação, Universidade Federal de Mato Grosso, UFMT, Cuiabá. 2024.

RUEZZENE, G. B. *A Aula em perspectivas conceituais:* um estado do conhecimento. 2024. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Mato Grosso, Cuiabá, 2024.

SANTANA, R. G. *Núcleo de Acessibilidade e Inclusão:* contribuições para a inclusão e permanência dos estudantes com deficiência na Universidade Federal de Mato Grosso/Campus Cuiabá. 2025. Dissertação (Mestrado em Educação) - Universidade Federal de Mato Grosso, Cuiabá, 2025.

SANTOS, A. F. dos. *Novo Ensino Médio e inovação pedagógica:* desafios para a prática docente. 2023. Dissertação (Mestrado em Educação) - Programa de Pós-graduação em Educação, Universidade Federal de Mato Grosso, 2023.

SANTOS, A. F. dos; CASAGRANDE, A. L. Inovação pedagógica envolvendo tecnologias digitais e o Novo Ensino Médio. In: REUNIÃO REGIONAL DA ANPED CO, 17, Jataí/GO, *Anais…* p.1-5, 2024.

SASSI, S. B. *Explorando potencialidades da computação desplugada na rede estadual de educação de Mato Grosso.* 2023. Tese (Doutorado em Educação) - Programa de Pós-Graduação em Educação, Universidade Federal de Mato Grosso, Cuiabá, 2023.

SOUSA, S. Z.; BIANCHETTI, L. Pós-graduação e pesquisa em educação no Brasil: o protagonismo da ANPEd. *Revista Brasileira de Educação*, v. 12, n. 36, p. 389–409, set. 2007. Disponível em: https://doi.org/10.1590/S1413-24782007000300002. Acesso em 19 jun. 2025.

SOUZA, J. *A elite do atraso:* da escravidão a Bolsonaro. Rio de Janeiro: Estação Brasil, 2019.

VELOZO, A. D. *O feminismo da Educação:* da feminização do magistério ao protagonismo das mulheres nas escolas – Estudo de Caso em Cuiabá-MT. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Mato Grosso, 2023.