BETWEEN TDICS AND HYBRID TEACHING: POSSIBLE COGNITIVE TOOLS FOR HYBRID TEACHING IN HISTORY TEACHING

Tiago Sarmento Franco Araujo
Professional Master's Degree in History Teaching from ``Universidade Estadual da Bahia``, UNEB. Specialization in Afro-Brazilian History and Culture from Faculdade Integrada do Noroeste de Minas, FINOM. Degree in History from ``Universidade Estadual de Santa Cruz``, UESC
lattes.cnpq.br/6119054199605729

Abstract: This study aimed to analyze the possible tools in the Hybrid Teaching method in the history curricular component, in order to verify potential for teaching History. To this end, bibliographical research was used as a method. Based on this research, it was possible to perceive the potential of Hybrid Teaching combined with cognitive tools in the History teaching-learning process. Through the entire study carried out and the pedagogical suggestions presented, it was possible to confirm that the Hybrid Teaching methodology in history classes can develop critical thinking and the ability to involve student and teacher in a collaborative way, thus obtaining a more interactive and dynamic education.

Keywords: Teaching History; Hybrid Teaching; Digital Information and Communication Technologies.

INTRODUCTION

The technological transformations that have occurred in recent decades have modified relationships with knowledge in schools. In this context, the high school teacher was able to demonstrate that most students have access to the internet at home and take their cell phones to the classroom. This already indicates that new technologies are connected to society and that it is necessary to rethink teaching and methodology in the classroom. Such innovations bring countless possibilities for history teachers and students to streamline teaching and learning in the classroom and outside, debating on equal terms. This research focuses on presenting some cognitive tools of TDICs in hybrid teaching that can be used in teaching history.

This scientific article aims to contribute to the study regarding the use of Digital Information and Communication Technologies (TDICs) in teaching History in High School using the Hybrid Teaching method. While the world around us evolves with communication and technology and with a continuous flow of information that drives more effective and faster interaction between everyone, these same transformations and profound changes are not included in some classrooms, especially in relation to the use of cell phones. Based on this fact, I seek to propose the hybrid teaching method as an innovative pedagogical strategy in the classroom that can be used by History teachers using cognitive tools.

DEVELOPMENT

Many digital cognitive tools are possible in the hybrid method and are suitable for teaching history. In this article, we will cover four of them: Sílabe educational *online* platform, Google search tool, *Instagram* and *Youtube*.

For Martins (2009), cognitive tools, in history teaching, help in the construction of historical thinking, as this approach contributes to the subject's dialogue with their hypotheses, research, interpretative syntheses, strengthening praxis, since the flexibility of doing, reflecting and, again, doing is a constant in these computational systems. Another important contribution is the collaborative network logic that makes it possible to break down borders, disseminate information worldwide through the multiplication of sources of knowledge and work with the use of multimedia that aggregate sound, image, texts, including classical media, depending on only the student's creativity, criticality and reasoning.

According to Araújo (2017), technologies, if used appropriately, bring advantages to society, helping to fulfill demands. The use of the internet is capable of profoundly contributing to the consolidation of plans focused on leisure, markets and education. In the educational area, it can be an extraordinary tool, as long as it is used correctly by teachers,

whether in the classroom or outside, in tasks and assignments. Due to the fact that it has incorrect and manageable data, like any other research source, the web brings with it the need for greater caution on the part of potential researchers; However, this fact does not invalidate its power as a source of information, data and knowledge.

The use of technologies is essential for the learning of teachers and students, and it is not possible to ignore their use. The web presents countless alternatives for leisure, business, learning and rest. Regarding teaching, it can be an extremely useful tool, as long as the teacher knows how to use it to acquire good products and provide adequate pedagogical achievement. The web is an immense universe of information and possibilities for education. It is up to the educator how best to use it in favor of an adequate educational environment.

Virtual learning is vital, not as the unparalleled way to learn, but rather as one of the crucial complementary ways to learning. A significant portion of individuals use the virtual environment for numerous purposes, and educators must use different means to carry out learning, adapt to new realities, to new generations. The agility of social history revolves around such changes and mutations, not only in technology tools, but also in society itself.

The internet, or even the space offered by the use of the internet, understood as cyberspace (LÉVY, 1999), brings with it unprecedented alternatives for interaction, ubiquity, connectivity and social affinities. Over time, society has undergone several technological transformations related to the various means of communication, including oral history, writing and others that have already received such names. The urgent distinction is that the internet brings together countless ways of communication in just one vehicle (JENKINS, 2009), becoming a relevant tool in education (LÉVY, 1996).

In teaching and in the teaching-learning process, the school institution, more precisely, needs to cover the most varied media, not only the adoption of the computer or the internet, but the adoption of radio, TV and telephone devices. The most recent means of communication and exchange do not reject the previous ones, on the contrary, they are complementary to them and increase the chances of their use. Several schools make use of recent and old technologies; however, it is necessary to reflect on the way in which such technologies must be introduced into the teaching process, as well as on their correct and effective use.

Reflecting, specifically, on the teaching of the subject of history, it is highlighted that technologies help in citizenship formation and in the way in which individuals explain and direct the experiments that take place, allowing science and argumentative analysis of the subject.

The educator has the role of encouraging his students to seek and build their own knowledge, taking them from a situation of simple reproducers to a condition of builders and critics of reality. The student's independence is vital to the education process, making the class participatory, active and constructive. The use of search tools on the web helps in research, although at the same time it can make it difficult because the student is faced with an immense number of subsidies or documents offered, the offer of which requires a validity examination. Caution is necessary when revealing any data that raises doubts regarding the legitimacy of the information, as it is necessary to prevent errors and the spread of disconnected data (ARAÚJO, 2017).

Regarding the teaching of the history subject, its objective is to assist the student in their own perception of the constitution

of past and present time, as well as the transformations that accompanied it, visualized according to the purposes of the work to be developed by the tool. from Internet. The historical narratives on websites translate into memories about times gone by, dealing with a certain topic and time. The student, when using search and research tools on the web, will notice an enormous volume of data associated with history. The interpretation of such data is part of their competence, making historical learning more meaningful and positive. It is understood that historical learning is human consciousness relative to society. The student is responsible for dealing with historical knowledge in a conscious way that allows them to interpret and problematize this knowledge to finally use it (RÜSEN, 2011).

Such data and theories related to history are present on the *internet*, in blogs and websites, contextualized through texts, audios and videos. Therefore, it is imperative that the teacher assists the student in researching and understanding the historical content available in the virtual space.

At first, anyone who searches on *Google* will realize how easy it is to acquire a huge variety of data. There are thousands of pages that appear after typing a search term. These pages that appear on the computer screen in response to a command are not, yet, the completion of a search. It is worth remembering that the tools that allow research do not supplant it, that is, research is not the mechanism itself, rather it depends on the person who carries out the research, on their election, interpretation and judgment (ARAÚJO, 2017).

Another tool with great potential is the Sílabe Platform. This platform is an extension of the classroom, that is, the teacher registers all students in the class so that they have online access anywhere outside the classroom. Students have access to slides and videos of the content proposed by the teacher, which can enhance learning in the virtual space.

The educator can quickly create classes with numerous materials, connecting external content such as YouTube videos, presentations, Google forms and inserting content into the class using titles, texts and images. Furthermore, the teacher can evaluate and monitor the student's development individually, creating various types of activities and issuing an opinion on each student's performance. This tool can be accessed from any device with internet access, as it is a *web* platform.

The third tool is *Instagram*. According to Recuero (2009), social networks on the Internet are made up of representations of social actors, their connections and are part of the daily lives of most students. The representations are based on profiles with each person's entire history, in a personalized way and with a large photo gallery. Connections are the bonds of friends and groups that each user has individually, giving social networks a potential for information and global reach.

Instagram is quite popular among Brazilians who have access to the internet. Since 2015, the presence of Brazilians on the platform has been greater than the global average – in that year, 55% of internet users were present on the social photography network, more than the global average of 32%. In 2016, this number rose to 75%, higher than the 42% global average for the same year. According to studies by A *Social baker*, a digital marketing analysis and performance company,

> Instagram is becoming the number one social media platform when it comes to brand engagement. When we look at engagement on an absolute level, Instagram has a greater reach by brands than Facebook, despite having a significantly smaller audience size. As a result, we see companies migrating their investments to Instagram (SOCIALBAKERS, 2019, p. 2).

As explained above, *Instagram's* proposal was made because it is an ostensibly visual social network that is growing the most and is currently the most engaged, in addition to providing more tools for photography.

The fourth tool is Youtube. According to Burgess (2009), YouTube was founded by Chad Hurley, Steve Chen and Jawed Karim, former employees of the online commerce site PayPal, and officially launched, without much fanfare, in June 2005. The original innovation was technological (but not exclusive): it was one of several competing services that tried to eliminate technical barriers to greater sharing of videos on the internet. This site provided a very simple and integrated interface, within which the user could upload, publish and watch streaming videos without the need for high levels of technical knowledge, within the technological restrictions of standard browser programs and the relatively modest bandwidth.

From this, we can highlight the demand for videos on YouTube by students, who find in this service a varied repository of possibilities to meet their learning needs, as well as the production of their own videos. The most watched videos reflect approval of their effectiveness, in addition to signaling an evaluation for future users. These materials can be allies in the teaching-learning process, especially if they are developed using the full potential of the audiovisual language of video media.

It is important to consider that, with the increase in mobile devices with internet access and the growing use of YouTube as an accessible repository of educational videos (Mattar, 2012), the discovery of criteria for the use of texts in videos on YouTube has gained great notoriety for teachers and educational researchers dedicated to producing learning objects. Another important aspect to be considered is the cognitive profile of the user of educational videos who, a priori, is mobilized, independently, in the search for learning that occurs autonomously (Matta, 2006).

Therefore, according to Rüsen (2011), the teaching process in the history discipline must give meaning to the students' daily lives, since the history taught serves as a guide to be constructed by the students themselves, telling about their identity about historical experiments. It is precisely in historical consciousness that individuals can be guided in their routine lives, building knowledge about time, motivating their actions. It is up to history educators to provide students with a historical awareness that is based on criticism and association with other contexts raised and discussed in the classroom. History education will only be effective when teachers question historical arguments, enabling students to rethink historical science itself (ARAÚJO, 2017).

FINAL CONSIDERATIONS

The insertion of cognitive tools linked to social networks such as Instagram and Youtube can enable student engagement, whose identification can be verified through the involvement of their own productions, bringing out their imagination and creativity on the topic being worked on. The videos allow students to better understand the content by presenting easy language and bringing them closer to the students' daily lives. Furthermore, the tools provide an enriching and motivating environment that, in addition to being fun, is now seen as a learning enhancer, allowing students to better understand some concepts not assimilated in the classroom.

Given the importance of the topic, it is necessary to develop projects or teaching sequences that aim to definitively include digital culture in basic education; that can trigger skills and abilities to guarantee potential higher quality teaching and more

meaningful learning; that meet the different needs of students to implement a differentiated pedagogical practice.

That said, it was concluded that Hybrid Teaching can truly enhance the process of teaching history, as long as there is a broad organization of the educator and others involved in educational management in an integrated manner with the technical conditions that the school offers and the participation effectiveness of students.

Thus, in summary, this article indicates the main benefits generated by the methodology related to Hybrid Teaching in History teaching, with the purpose of presenting a new pedagogical alternative for History teaching. It is also suggested that other studies be developed to discuss and strengthen the theme presented in this article, taking into consideration, the evolution of society, as well as the main authors in the areas of History Teaching, Education and Technology and Hybrid Teaching.

REFERENCES

ARAÚJO, Marcelo Marcos de. **A utilização do mecanismo de busca do Google na pesquisa e no ensino de história: explorando possibilidades. 2017**. 135 f. Dissertação (Mestrado Profissional em Ensino de História) – Programa de Pós-Graduação em Ensino de História, Mestrado Profissional em Ensino de História, Universidade Federal do Tocantins, Campus de Araguaína, Araguaína, 2017. Disponível em: https://educapes.capes.gov.br /bitstream/capes/173224/1/A%20utiliza%C3%A7%C3%A3o%20do%20 mecanismo%20de%20busca%20do%20Google%20na%20pesquisa%20e%20no%20Ensino%20de%20Hist%C3%B3ria%20 -%20explorando%20possibilidades.pdf. Acesso em: 04 nov. 2022.

BURGESS, Jean. **YouTube e a Revolução Digital**: como o maior fenômeno da cultura participativa transformou a mídia e a sociedade. In: Jean Burgess e Joshua Green; com textos de Henry Jenkins e John Hartley. Tradução de Ricardo Giassetti. São Paulo: Aleph, 2009.

JENKINS, Henry. **Cultura da convergência.** Tradução de Susana Alexandria. 2. ed. São Paulo: Aleph, 2009.

LÉVY, Pierre. **Cibercultura**. Tradução de Carlos Irineu da Costa. São Paulo: Editora 34, 1999.

MARTINS, Luciana Conceição de Almeida. **Colaboração, tecnologia e ensino de história: o pensar histórico e a autoria de hipermídia em rede**. Dissertação de Mestrado. 2009. 137 f. Universidade do Estado da Bahia – Uneb - Programa de Pós-Graduação em Educação e Contemporaneidade – ppgeduc – Campus 1, 2009. Disponível em: http://www.cdi.uneb.br /site/ wpcontent/uploads/2016/01/luciana_conceicao_de_almeida_martins.pdf. Acesso em: 04 nov. 2022.

MATTA, Alfredo Eurico Rodrigues. **Tecnologias de aprendizagem em rede e ensino de História – utilizando comunidades de aprendizagem e hipercomposição**. Brasília: Líber Livro Editora, 2006.

MATTAR, J. **Tutoria e interação em educação a distância.** São Paulo: Cengage Learning, 2012.

RECUERO, R. **Redes Sociais na Internet**. Porto Alegre: Ed. Sulina, 2009

RÜSEN, Jörn. O ensino de História. In: SHMIDT, M. A.; BARCA, I.; MARTINS, E. R. de. **Experiência, orientação:** as três dimensões da aprendizagem histórica e narrativa histórica – fundamentos, tipos, razão. Curitiba: Editora UFPR, 2011.

SOCIALBAKERS, **Plataforma de Marketing de Mídia Social Unificada**. Instagram vs. Facebook Report: Key Trends You Need to Know. Estudo realizado pelo grupo. Disponível em: <https://www.socialbakers.com/blog/ instagram-vs-facebook-report-key-trends-you-need-to-know >. Acesso em: 04 nov. 2022.