International
Journal of
**Human
Sciences
Research**

PEDAGOGICAL PRACTICE USING DIGITAL TECHNOLOGIES: INTRODUCING PADLET IN THE CLASSROOM

Genivalda Batista de Lima dos Santos
Universidade do Estado de Mato
Grosso, Professional Master's
Degree in Inclusive Education
Sinop – Mato Grosso
http://lattes.cnpq.br/3587718759740447

Rosete Lopes França Maciel
Universidade do Estado de Mato
Grosso, Professional Master's
Degree in Inclusive Education
Sinop – Mato Grosso
http://lattes.cnpq.br/1005651227350861

Elisangela Dias Brugnera
Universidade do Estado de Mato Grosso,
Faculty of Exact and Technological Sciences
Sinop – Mato Grosso
http://lattes.cnpq.br/0730600349059222

Maria Angélica Dornelles Dias
Universidade do Estado de Mato Grosso,
Faculty of Education and Language
Sinop – Mato Grosso
http://lattes.cnpq.br/9773111188155719

Adriano Valter Dornelles Dias
Universidade do Estado de Mato Grosso,
Faculty of Education and Language
Sinop – Mato Grosso
http://lattes.cnpq.br/0740842824659375

Abstract: This work is the result of a Pedagogical Practice using Digital Technologies proposed in the Discipline of Innovation and TDIC in Education, in the Professional Master's Course in Inclusive Education – PROFEI. The experience was carried out with two Elementary School classes, one in the 5th year and the other in the 6th year in the afternoon at Escola Estadual Paulo Freire in the city of Sinop/MT, where the researchers work as leading teachers. The objective of the activity was: to present Padlet to students as a digital tool that they could use to carry out different pedagogical or personal life activities and guide them in creating and configuring a Padlet. In the methodology, we introduced the topic in an expository way with instructions for students to record basic information in their notebooks and then we used Chromebook with internet access so that they could access the Tool, explore, learn about and interact with it. Create a wall and socialize with colleagues. Participation was very productive and students showed interest in the proposed activity. Students with special needs in the classes we worked in were able to carry out the activities in their own time and with the interventions that were necessary. Through this activity we can see that Digital Tools enable new ways of accessing information and learning in the classroom.

Keywords: Digital Technologies. Padlet. Digital Tool.

INTRODUCTION

Technological advances have been constant in recent decades, driving significant changes in different sectors of society. They changed the way people live, study, work and communicate with each other. With the advent of the Internet, which became popular and transformed lives and the way people communicate, access information and do business, as today, practically everything is connected to the Internet, cell phones, TVs, even cars, including the classroom.

Considering these technological advances, this article is the result of a Pedagogical Practice using Digital Technologies proposed in the Discipline of Innovation and TDIC in Education, of the Professional Master's Course in Inclusive Education – PROFEI.

The experience was carried out with two Elementary School classes, one in the 5th year and the other in the 6th year in the afternoon at Escola Estadual Paulo Freire in the Municipality of Sinop/MT, where the researchers work as leading teachers.

The 5th year teacher has a degree in Pedagogy and the 6th year teacher has a degree in Literature and works as a Portuguese language teacher in the class. Even working in different groups, we organized ourselves to develop the activity collaboratively.

The pedagogical proposal aimed to present Padlet to students from both classes, at different times, as a digital tool that they can use to carry out pedagogical activities in different disciplines. And also use it in your personal life for different situations.

The skills selected from the National Common Curricular Base (BNCC) were (EF15AR26) and the skill (EF69LP38) from the Curricular Reference Document of the State of Mato Grosso (DRC-MT, 2018), which is based on the BNCC.

These were the two skills initially selected. In a pedagogical practice, it is possible to involve several skills from different curricular components, as these practices enable interdisciplinary work.

We understand that practices and technologies are two concepts that are increasingly interconnected in the context of education, as digital technologies, such as computers, *tablets* and *smartphones*, can be used to support and enrich pedagogical practices, making them more effective and

efficient.

Thus, we bring here the development of activities and reflections contextualized with the pedagogical practice that was carried out.

DEVELOPMENT

The pedagogical proposal was previously announced to the class, as the objective was for all students to be present, to be able to learn about the tool and carry out the activity in class. Generally, when we introduce content or carry out an activity using technology (more interesting from the students' point of view), those who are absent lose this opportunity to interact with technology and carry out activities in more interesting ways without being tied to purely evaluative obligations.

The presence of Chromebook in the classroom, in itself, already generates euphoria among students, as since the beginning of the 2023 school year they have already carried out external assessments that the State Department of Education (SEDUC) parameterized for the state network of teaching. So much so that it is common for students to refer to it as "coming from Chromebook".

Before describing the practice, let's note here that in the State Education Network of Mato Grosso (REE-MT), all schools and all students receive Structured Material (ME). It contains all the subjects in the curriculum to be worked on every two months. Except English for the initial years, which comes in separate material. And, always at the end of each two-month period, learning assessments take place, based on the ME content, but focusing only on Portuguese and mathematics.

In addition to students receiving the material physically, they access it virtually through the Plurall Platform (PP). It is in this virtual learning environment that they have access to entry, development and exit assessments (how they are classified).

This platform is accessed by students through *individual/institutional email*, created by SEDUC so they can access the chromebook, the platform, materials and assessments, as well as their results.

We started the class with our personal presentation. Initially we realized that there was a mix of curiosities and concerns about our presence together, because for the sixth year, the presence of teacher Rosete was new, as well as for the 5th year, the presence of teacher Genivalda was also new.

This initial stage was the same for both classes. Presentation, curiosity, expectations. Questions like "are we going to do something from Chromebook?". It is clear that even though it is already being used for other pedagogical purposes, the idea of using it for evaluation is strongly marked in them, due to the fact that the first contacts were for this purpose. And, as this practice took place after the evaluations, it became more evident.

ENHANCEMENT OF CURIOSITY

Human beings have a natural characteristic of being curious. So, to pique their curiosity, we recorded the topic and specific objectives of the class on the board. Example: Getting to know Padlet; present the Padlet tool and its usefulness; teach the basic aspects of how to use Padlet; guide the creative use of Padlet to organize different information and teaching content.

To instigate them, we asked the following questions: Do you know Padlet? Do you know what it is and what it is for? (Silence). Initially, they had no answers, as they did not know the tool and did not know how to use it. Some even made unrelated guesses, but nothing that came close to what Padlet really is.

Next, using the notebook and Datashow, we access the explanatory content of what a Padlet is. We highlight the basic features and advantages of using the tool in research activities and creating interactive murals.

Students were instructed to record the usefulness of the tool and the steps to create and configure a Padlet, in their personal notes (notebook), for later reference.

In the next step, we move on to the creation of a Padlet phase. This stage with students in these years (5th and 6th) is quite delicate, as most have many difficulties interacting with technology. Most only access technologies for games or entertainment.

These difficulties include: accessing search platforms such as: (Google) and registering your search, listening to and understanding basic commands, following step by step instructions, reading and interpreting essential information, among others. Even their email, which is mandatory to access PP, they do not use for any other purpose.

In this sense, we presented the Padlet Tool and explained the main features for configuring a Padlet and starting a search. In addition to presenting the Tool and guiding them to configure it, it also works. As a practice that they could use to carry out different pedagogical or personal life activities and guide them to create and configure a Padlet.

HANDS IN THE DOUGH

Presenting a tool that we have already tested, even if superficially it seems easy, but it is not. At the same time that students feel amazed, they become even more curious, which generates greater concern when starting the presentation.

In this sense, when it's time to get our hands dirty, anxiety has already taken over everyone. Those who are not afraid of making mistakes have ventured before, but then no longer remember how to return to their starting point. Those who have greater difficulties, even if they are curious, hold back and wait for individual guidance from the teachers. Some ask colleagues for help. There are also those who, even when faced with new things, remain apathetic, unable to assess what is stopping them from taking risks, whether fear or lack of interest in the new.

REFLECTING ON PRACTICE

Technological advances have given human beings new experiences, both in their personal, social and professional lives. In education, these changes are felt in all pedagogical and bureaucratic aspects that involve education. From the way of recording, to the educational practice in the classroom, as the need to use technological resources is felt in this environment so that students know and use technologies in their teaching-learning process.

We can no longer be stuck with outdated pedagogical practices. For example, teaching practices based on the transmission of knowledge and the use of resources such as blackboards and books, as we are in a technological era and the appropriation of these technologies for pedagogical use is fundamental. According to Pesce and Sebastião (2009, p.4) "the computer that has the educational and communication 'function' can provide students with instruments for research, calculation, text message production, etc".

Although the statements made by the authors are significant in the context of education. Practice has shown us that the exploration of technology for learning, developing the student's research, reading, calculation or production skills, is still little in the current context.

We know that in addition to the computer, today we have other mobile devices that can be used in the classroom as a pedagogical learning tool. in education, which according to Pesce and Sebastião (2009) the use of it in writing situations, must be to prepare students or people for the new configuration of the universe of work, where the presence of

educational, training or other social activities, that not only formal educational institutions are present.

In this sense, we need to prepare to use the technologies and digital tools that are present in students' daily lives in general. However, as teachers trained in traditional models, we still have many difficulties in using digital tools in the classroom, especially with elementary school students.

But based on the reflections in the TIDC Innovation in Education discipline of the Professional Master's Course in Education "PROFEI", we challenged ourselves to learn about and later use Padlet in the classroom as a pedagogical learning tool. And, analyzing Pierre Lévy's conceptions about Cyberculture (2003, p. 81), we find a definition used by the author to define a tool that brings together different functionalities and research resources in the same space, which he named "*Pillage*". In other words, the author meant that this space stacks resources that allow the reader to access different information in the same place.

In this sense, we find this "*Looting*" feature in Padlet, since the tool brings together different possibilities of use in the same space. This characteristic was favorable for the presentation and carrying out of pedagogical practices using Padlet.

Considering that Pladlet has colors and an intuitive *layout* in its configuration, some more curious students have already discovered some more eye-catching features before we complete the configuration steps.

We know that the class is heterogeneous and that many students assimilate information more easily and will take risks and discover functions and resources, perhaps even those that we have not yet explored to demonstrate.

In this sense, learning will happen, both for the teacher and the student. When we realized, we already had students testing the tool on their cell phones (which they already know) and using other resources to add to Padlet or to complement.

One situation we observed was that it took them a while to realize that when using the Web to search, the page is saved and there is no need to open a new "Tab" on Google. Many still went to the (+) on the Google toolbar instead of clicking on the wall they had just saved with a website on the topic they were searching for.

According to Giroto, poker and Omote (2012, p.18) nowadays we can see the presence of technologies in different sectors of society. For the authors, the teacher cannot prevent changes resulting from the use of technologies from interfering in the school environment. However, they state that the cultural and technical implications inevitably affect teachers, as they face the fear of the unknown (in this case, technological tools) and resist developing skills to properly use such tools.

We recognize that we still have difficulties and fear of venturing into the use of technological tools in the classroom. We can say that their absence or non-existence accommodated us, since we could rely on this "crutch" in the sense that the school did not have technological resources, nor internet access that would enable the use of digital tools.

However, currently it is no longer possible to repeat this speech and wait for time to pass. Yes, we had a void, which was the scrapping of IT Laboratories in schools, established by Ordinance number: 522/MEC, of April 9, 1997, which created the National Educational Technology Program (ProInfo), whose objective was to promote pedagogical use of Computer and Communications Technologies (ICTs) in the public Elementary and High School network, however, before completing two decades the project had already been emptied of its original meaning

and teachers were not even able to work with this technology at school in a way that efficient.

Considering that currently, access is more accessible, since students (not all yet), but a large number of them, have mobile devices that have the majority or even more resources than the fixed computers that make up the computer labs. Exploring new tools in the teaching-learning process becomes essential for our pedagogical practice to be meaningful in contexts that are already digital in themselves.

Furthermore, due to the fact that in the State of Mato Grosso, most, if not all schools, already have a very significant and easily accessible "technology park", which are Chromebook. This (park) consists of a mobile cabinet equipped with chargers and 40 Chromebooks that can be turned into *tablets* and can be taken to the classroom.

In the case of the Paulo Freire school, we have three offices, totaling 120 pieces of equipment, which allows four classes on average to use the equipment simultaneously. Considering these conditions and, as it is a slightly more modern tool in relation to Proinfo/MEC model computers, using current digital tools in practice becomes more productive and meaningful, because as mentioned previously, students already correlate them with their mobile devices.

Kenski (2018) in ``Verbete`` defines Digital Culture as "the sum of knowledge, values and practices experienced by a group at a given time and, not necessarily, the same space". Analyzing this statement by the author, we can infer that we are immersed in the Digital Culture of this moment and as educators we cannot remain spectators of this "Culture" because it, "the term Digital, integrated into Culture, defines this particular moment of humanity in which the use of digital means of information and communication have

expanded" (KENSKI, 2018).

Thus, initiatives or projects on the use of technologies from the previous century are currently much more evident in all sectors of society, especially in education, as technologies are part of the process of globalization of information and, at the same time, contribute to the changes that is occurring in society. And, new technological resources emerge to make it easier for users to perform simple or complex tasks in their daily lives, at home, at work or in social interactions (SILVA and SILVA, 2021).

Analyzing the use of digital tools in the classroom in applied practice, we can infer that among the advantages of using technologies in education include accessibility, as technologies can help make teaching and learning more accessible to everyone, regardless of their background. physical or socioeconomic conditions.

We also realize that another possibility is to use technologies to personalize teaching and learning, according to the individual needs and interests of students. In the case of using Padlet, we realized that even when customizing there is a range of adaptation possibilities that facilitate interaction between students in the room than the "section wall" model, where they can work on the same wall, but each one performs the activity in their section in an interactive way between them and the teacher at the same time.

FINAL CONSIDERATIONS

Technological innovations tend to be more evident in education in general, as teachers, we can use it to promote innovation in teaching and learning, as it enables the creation of new opportunities and learning experiences.

However, we can reflect that technologies are not a substitute for traditional pedagogical practices, but that we can use them as a complement to existing practices with the

aim of making the teaching-learning process more meaningful and collaborative, as the contextualization of content through using technological resources is always more attractive compared to the traditional model.

Therefore, the use of technologies in education requires careful planning, considering learning objectives, student characteristics and available resources. Teachers need to be prepared to use technologies effectively and efficiently to promote meaningful student learning.

The Education Guidelines and Bases Law (LDB), which established that institutions must use available technological resources to promote the quality of education, however, public policies for offering these resources were not sufficient to guarantee the supply nor teacher training.

In this sense, today we are learning how to use these technologies with students in the classroom and, they who are digital natives, sometimes have it easier than us teachers who only use the tool's basic resources on a daily basis. But the use of technology in education is a trend that has been growing in recent years. And, considering the potential it has to transform education more accessible, personalized, interactive and innovative, we cannot stand still. We need to continually redefine ourselves.

The choice of the most appropriate pedagogical practices for each context must be made carefully, considering the learning objectives, the characteristics of the students and the resources available, as not everything will work for everyone. But the right choices resulted in satisfactory results.

In this practice we encountered challenges, we had successes and mistakes, but we concluded that the positivity of the practice was greater than the less positive aspects and the results were recorded by everyone who participated in the practice in some way by the students. "I thought Padlet was a really cool tool. It's easy to use and can be used to do a lot of different things." (Student A). This student explored Padlet's possibilities further while waiting for the step-by-step guide. He was bolder.

Other students, especially those in 6th grade who already have their subjects separated by teachers, have already seen other possibilities, such as this student who said: -"I liked creating a Padlet for the history class task. It was a way of learning the content in a more fun way." (Student B). Another stated: -"I found Padlet to be a very collaborative tool. It was cool to work with my colleagues to create a Padlet on a topic that interests us." (Student C). One of the students asked if he could do an art project on Padlet, because according to him the teacher had asked him, but he hadn't done it. We answered yes, that he could also explore some of the drawing features available in Padlet. We show him the ropes and hope he can explore the tool in art classes.

We understand that Padlet is a versatile tool that can be used to carry out different educational or personal life activities. But presenting the right guidelines can help students make the most of Padlet's potential.

Now the challenge is to motivate these students to visit the activity at another time without the teacher's interference and apply the knowledge acquired in the classroom independently. Because we understand that pedagogical practices are essential for the success of education. They are the means by which students acquire the knowledge, skills and competencies necessary for their personal and professional development, but validation is carried out by the student when they are able to use the knowledge acquired to carry out other practices in other curricular components.

REFERENCES

BRASIL, Base Nacional Comum Curricular. Ministério da Educação. Secretaria de Educação Básica. Brasília, 2018.

BRASIL, Lei de Diretrizes e Bases da Educação de 1996. Disponível em: http://portal.mec.gov.br/seesp/arquivos/pdf/lei9394_ldbn1.pdf. Acesso em 08 de Out de 2023.

BRASIL, Programa Nacional de Tecnologia Educacional (PROINFO). MEC. Abril de 1997. Disponível em: http://portal.mec.gov.br/component/content/article/152-programas-e-acoes-1921564125/proinfo-1460344698/236-proinfo. Acesso em Out de 2023

DRC-MT. Documento de Referência Curricular para Mato Grosso: Anos Finais. Secretaria de Estado de Educação de Mato Grosso. Cuiabá: SEDUC-MT, 2018.

GIROTO, Claudia Regina Mosca. POKER, Rosimar Bortolini. SADAO, Omote. Educação Especial, formação de professores e comunicação: uso das tecnologias de informação e a construção de práticas pedagógicas inclusiva. Marília. Oficina Universitária. São Paulo. Cultura Acadêmica, 2012.

KENSKI, Vani M. Verbete: Cultura Digital. Disponível em: https://www.academia.edu/43844286/Verbete_CULTURA_DIGITAL. Acesso em: 03/08/2023.

LEMOS, A. Cibercultura – tecnologia e vida social na cultura contemporânea. Porto Alegre:Editora Sulina, 2002. Disponível em: https://facom.ufba.br/ciberpesquisa/andrelemos/cibercultura.pdf Acesso em: 03/08/2023.

LEMOS, A. Datafícação da vida. Civitas: Revista De Ciências Sociais, 21(2), 193–202. Disponível em: https://doi.org/10.15448/1984-7289.2021.2.39638. Acesso em: 03/08/2023.

LÉVY, Pierre. **Cibercultura**. Tradução de Carlos Irineu da Costa.. 2.ed. São Paulo: Editora 34, 2003. (p.157-167).

PESCE, Lucila. SEBASTIÃO, Marcia Pereira. Resenha Critica da Obra Cibercultura de Pierri Lévy. IN: Revista Digital de Tecnologias Cognitivas. Marilia, 2009.

SILVA, Marcela Carine Monteiro. SILVA, Wagner Santos. **TECNOLOGIAS ASSISTIVAS**: recursos e métodos adequados para a educação inclusiva 2021. Disponível em: https://repositorio.animaeducacao.com.br/bitstream/ANIMA/21233/1/ARTIGO. Acesso em 03 de out de 2023.

9