


Digital information and communication technologies at school: Silencing and evidence in post-pandemic

Tecnologias digitais de informação e comunicação na escola: silenciamento e evidências no pós-pandemia

Tecnologías digitales de la información y comunicación en la escuela: silenciamiento y evidencias en el pospandémica

*Érica Raiane de Santana Galvão¹
Adriana Cavalcanti dos Santos²
Jânio Nunes dos Santos³*

 <https://doi.org/10.28998/2175-6600.2024v16n38pe18014>

Abstract: This article aims to understand which pedagogical strategies are being adopted by literacy teachers in facing the difficulties related to access and use of Digital Information and Communication Technologies (DICT) in the post-pandemic context in Alagoas. Methodologically, this is a quantitative-qualitative research (Sampieri; Collado; Lúcio, 2013), developed by the AlfaRede collective, which articulated data from a survey with the material collected in the discursive event of the focus group (Gatti, 2005). Content analysis was used, according to the assumptions of Bardin (2011). The corpus of analysis, delimited in this text, consists of the representative statements of a focus group held in Alagoas. The results indicate that, despite the silencing of the education networks, the challenges faced regarding the lack of access to an internet network at school, the precarious availability of technological resources, in the post-pandemic context, the literacy teachers demonstrated, in a way, knowledge related to the usability of digital resources and enunciated attempts to propose activities with the use of technologies. The investigation also evidences attempts to produce materials, which implies the mobilization of knowledge related to the digital literacy of literacy teachers.

Keywords: School. Digital Technology. Teaching practice.

¹Federal University of Alagoas (*Universidade Federal de Alagoas*). Lattes: <http://lattes.cnpq.br/9209581505212782>. Orcid: <https://orcid.org/0000-0003-4507-0283>. Email: ericaraiane7@gmail.com

²Federal University of Alagoas (*Universidade Federal de Alagoas*). Lattes: <http://lattes.cnpq.br/6659666517367641>. Orcid: <https://orcid.org/0000-0002-4556-282X>. Email: adricavalcanty@hotmail.com

³Federal University of Alagoas (*Universidade Federal de Alagoas*). Lattes: <http://lattes.cnpq.br/8376735649742184>. Orcid: <https://orcid.org/0000-0003-2385-1986>. Email: jnio.nunes@gmail.com

Resumo: Este artigo objetiva compreender quais estratégias pedagógicas estão sendo adotadas pelas professoras alfabetizadoras no enfrentamento das dificuldades relacionadas ao acesso e uso das Tecnologias Digitais de Informação e Comunicação (TDIC) no contexto pós-pandemia em Alagoas. Metodologicamente, trata-se de uma pesquisa quanti-qualitativa (Sampieri; Collado; Lucio, 2013), desenvolvida pelo coletivo AlfaRede, que articulou dados de um *survey* com o material coletado no evento discursivo de grupo focal (Gatti, 2005). Utilizou-se a análise de conteúdo, conforme os pressupostos de Bardin (2011). O *corpus* de análise, delimitado nesse texto, consiste nos enunciados representativos de um grupo focal realizado em Alagoas. Os resultados indicam que, apesar do silenciamento das redes de ensino, dos desafios enfrentados referentes ao não acesso na escola a uma rede de internet, da disponibilidade precária de recursos tecnológicos, no contexto pós-pandemia, as professoras alfabetizadoras demonstraram, de certo modo, conhecimento relacionado à usabilidade de recursos digitais e enunciaram tentativas de proporem atividades com o uso das tecnologias. A investigação evidencia também tentativas de produção de materiais, que implica na mobilização de conhecimentos relacionados ao letramento digital das professoras alfabetizadoras.

Palavras-chave: Escola. Tecnologia Digital. Prática docente.

Resumen: Este artículo tiene como objetivo comprender cuáles son las estrategias pedagógicas que están adoptando los alfabetizadores para enfrentar las dificultades relacionadas con el acceso y uso de las Tecnologías Digitales de Información y Comunicación (DICT) en el contexto pospandémico en Alagoas. Metodológicamente, se trata de una investigación cuantitativa-cualitativa (Sampieri; Collado; Lúcio, 2013), desarrollado por el colectivo AlfaRede, que articuló datos de una encuesta con el material recogido en el evento discursivo del grupo focal (Gatti, 2005). Se utilizó el análisis de contenido, de acuerdo con los supuestos de Bardin (2011). El *corpus* de análisis, delimitado en este texto, está constituido por las declaraciones representativas de un grupo focal realizado en Alagoas. Los resultados indican que, a pesar del silenciamiento de las redes educativas, los desafíos enfrentados en cuanto a la falta de acceso a una red de internet en la escuela, la precaria disponibilidad de recursos tecnológicos, en el contexto pospandemia, los alfabetizadores demostraron, de alguna manera, conocimientos relacionados con la usabilidad de los recursos digitales y enuncieron intentos de proponer actividades con el uso de las tecnologías. La investigación también evidencia intentos de producción de materiales, lo que implica la movilización de conocimientos relacionados con la alfabetización digital de los alfabetizadores.

Palabras clave: Escuela. Tecnología digital. Práctica docente.

1 INTRODUCTION

The pandemic directed the teachers work towards the use of Digital Information and Communication Technologies (DICT) in the context of Emergency Remote Education (*Ensino Remoto Emergencial* - ERE), so that students could attend classes from their homes (Veloso *et al.*, 2022). In this context, the teachers used a number of digital web conferencing platforms, including: Google Meet, Microsoft Teams, Zoom Meet, among others. These platforms were used as improvised virtual classrooms and, in many realities, were the only form of interaction between teachers and students.

The use of these digital artifacts partially made it possible for the relationship between teacher and student to take place during the ERE (Ribeiro, 2020a, 2020b), taking into account that dialogic and interactive moments were not always experienced, also considering the limits of a remote class in which subjects meet in virtual rooms.

These technologies are language tools that require different and new reading and writing practices for their access and use (Freitas, 2010). However, it is important to build



linguistic skills that favor the production of digital genres, which produce meaning through the use of different semiotic resources (sounds, images, movements, among others) in the construction of critical literacy (Kalantzis; Cope; Pinheiro, 2020), in which popular cultures and emerging cultures have coexisted with new media and different ways of signifying the world.

Thus, with the challenges imposed by the pandemic and the ERE, in the face of an education that, in the urgency of the atypical situation, needed to remain active, literacy teachers had to resort to DICT in their pedagogical practices, since there was a need to develop digital teaching materials, produce video lessons and make use of classrooms in virtual environments. In this context, the literacy teacher was faced with the need to use knowledge about DICTs, seeking to expand their digital literacy in their ongoing practice. Rezende (2016) points out that, when reflecting on literacy today, there is a need to consider the presence of DICTs in everyday activities, the use of which is the result of social demands. These societal demands are linked to a new mentality that is forming and determining what has been called digital literacy: A new literacy that uses a new technology.

In this context, this research was born out of the dialogues established by the Literacy Network Collective (*Coletivo Alfabetização em Rede - AlfaRede*) (2020). This collective emerged during the Covid-19 pandemic and was made up of researchers in the field who dedicated themselves to studying the National Literacy Policy (Brasil, 2019) and the ERE, with the title: "Literacy in Network: An investigation into the remote teaching of literacy in the Covid-19 Pandemic and the reception of the National Literacy Policy by teachers of Early Childhood Education and Early Years of Elementary School" (AlfaRede, 2020). The project is coordinated by Teacher Dr. Maria do Socorro Alencar Nunes Macedo, from the Federal University of São João Del-Rei (*Universidade Federal de São João Del-Rei*) and has the participation of other universities such as the Federal University of Alagoas (*Universidade Federal de Alagoas - UFAL*), which participates through the researchers of the Group of Studies and Research in Didactics of Reading, Literature and Writing (*Grupo de Estudos e Pesquisas em Didáticas de Leitura, da Literatura e da Escrita - Gellite/UFAL*).

The Literacy Network Collective (*Coletivo Alfabetização em Rede*) has continued its research with a focus on the return to face-to-face teaching. Among other issues, it has been investigating whether teachers have made diagnoses of student learning in relation to reading, writing, the pedagogical proposals that are being implemented, the strategies that are being proposed to face the challenges, the use of digital tools, among other issues.

In view of the above, this article aims to understand what pedagogical strategies are being adopted by literacy teachers to face the difficulties related to accessing and using



Digital Information and Communication Technologies (DICT) in the post-pandemic context in Alagoas. To this end, this article is organized into three sections: The first deals with digital technologies in the school context; the second presents the research design and method; and the third analyzes the discourses of literacy teachers on the difficulties and use of technologies after the ERE context. Finally, the concluding remarks are made.

2 DIGITAL TECHNOLOGIES IN THE SCHOOL CONTEXT

Digital technologies became popular in Brazil in the 1990s. In this context, there was a movement towards technology-mediated research and teaching, in view of the impact of the arrival of computers and software that were modifying and/or replacing practices typical of print culture, such as reading and writing on paper. In this “transition”, or intersection of the two cultures, when print was not replaced by digital, important elements of digital literacy were repositioned and dealt with issues related to print culture - but not to written culture in its fundamentals (Ribeiro, 2016). Regarding this issue, Soares (2021a), in one of his last appearances during his lifetime, in the live entitled “Literacy and literacy in the culture of paper and the culture of screens”, delivered in the chronotope of the Covid-19 pandemic by the Gellite Channel on the YouTube platform, advocated the importance of understanding the relationship between reading and writing practices in both cultures, with their specificities, but considering the dialogue between tradition and novelty.

Thinking about the culture of writing as it intertwines with the culture of screens also leads to reflections on the schools and teachers it had until 2019, and those it now has in the post-pandemic with all the crossings caused by the ERE. Alarcão (2011), when proposing to discuss reflective teachers and reflective schools in the current chronotope, invites us to a dialog to think about the insurgent demands that direct institutional and professional practice in education (and it would be no different with literacy).

For the author, school is a teacher's formative space and, by extension, it is understood that the period in which the ERE was developed is also a formative space-time from the perspective of dialog: “[...] a dialog with oneself, a dialog with others, including those who have built knowledge before us that is a reference, and a dialog with the situation itself [...]” (Alarcão, 2011, p. 49).

Returning to the concept of critical literacy addressed by Kalantzis, Cope and Pinheiro (2020), in this relationship with critical-reflective teacher training, it is important to consider it as a process in which subjects progressively build an understanding of how meanings “[...]”



are constructed in the world by people's values and actions [...]” (p. 141), and by social needs. In this way, DICTs reflect a social construction based on social demands, which played a decisive role during the ERE. From websites to social networks, chats and distance learning platforms, there is an explicit and/or implicit relationship with DICTs. The issue that produces this slow-motion dialog between schools and DICTs lies in social and human aspects, in the interaction between teachers, schools and students, in training policies and work policies (Ribeiro, 2016).

Despite critical literacy, digital literacy is considered necessary knowledge for teaching in the present day. Freitas (2010) understands digital literacy as the set of skills necessary for individuals to use information critically and strategically, in a variety of forms, from a variety of sources and presented via the internet, achieving objectives that are often shared socially and culturally.

In this sense, digital literacy, a basic skill for interacting with multilearning, is an essential condition for teachers in their educational context, given that computer screens, cell phones and tablets contain textual structures that are part of students reading dynamics (Aneleto; Oliveira, 2019), in the intertwining of print culture and digital culture. Soares (2021b) states that literacy has taken on a plural meaning, as the concept has been expanded to designate different systems of representation, not only the linguistic system, but also digital literacy. In this expansion of the concept of literacy, there is this polysemy of the term literacy, relating to screen culture. It is thus configured as emerging literacies.

It is essential that school spaces are inserted into the context of digital culture, being open to the customs of society, which deals with DICT on a daily basis in the development of human social processes (Nonato; Sales, 2019). Integrating the digital into teaching work is more than incorporating technologies into the school context, it is recognizing the repercussions that new ways of being, acting and thinking have on the school and being able to integrate them as fundamental references in the repositioning of teachers (Nóvoa; Alvim, 2021).

Due to its practical and intentional nature, education is an action based on forming people through social intervention. Because of this practical historical-social character, a new definition of knowledge needs to be approached in order to train student researchers, who will act creatively and critically in the face of a new concept of society: The knowledge and information society (Hetkowski; Menezes, 2019). Therefore, schools cannot remain at a distance from the culture of connectivity (Alves *et al.*, 2019). In this way, the inclusion of DICTs in the school context becomes fundamental.



3 DESIGN AND METHOD: THE RESEARCH PATH

AlfaRede's research fits into a quantitative-qualitative investigation (Sampieri; Collado; Lucio, 2013) as it combines the results of a survey with data produced from focus groups. The focus group, as pointed out by Gatti (2005), is suitable for research prompted by experience itself, developing from concerns raised collectively, shared, discussed and deepened in the research communities.

In this investigation, the *corpus* of which was collected in Alagoas, the discourses of teachers were analyzed based on a focus group (Gatti, 2005) which dealt, among other topics, with how the use of technological resources has been in the post-pandemic context in schools in Alagoas. Discourse is understood as “oriented towards another person, towards their understanding and actual or possible response”. This orientation towards the 'other', towards the listener, inevitably presupposes consideration of the socio-hierarchical interrelationship that exists between the interlocutors (Volóchinov, 2019, p. 280).

This focus group was mediated by researchers from the Study and Research Group on the Didactics of Reading, Literature and Writing (Gellite/UFAL), members of the National Literacy Network Collective (AlfaRede) and took place in April 2023. The material collected was organized in such a way as to obtain a detailed and reliable *corpus* of the process experienced by the group and transcriptions were made of the enunciations of the research participants (Gatti, 2005).

The project, which is currently underway at AlfaRede, is entitled “Portraits of literacy in the post-pandemic: a research network”. The focus of the project is on face-to-face literacy after the reopening of schools. Thus, the problem is to identify and understand the conditions of literacy in the return to the classroom after the ERE. The starting point is the hypothesis that returning to face-to-face teaching has posed enormous challenges for literacy teachers (AlfaRede, 2022).

The methodological approach is justified by the alignment of the research carried out at the universities that make up AlfaRede (2020) with its design. In order for this work to be carried out, the AlfaRede macro-project was submitted to the Research Ethics Committee of the Federal University of São João Del Rei (*Universidade Federal de São João Del Rei - UFSJ*) and approved by Consubstantiated Opinion No. 4,237,062.

The data was collected in two phases: I) In the first, through an online questionnaire on Google Forms - which contained twenty-seven open questions and one closed question. II) In the second phase, a focus group was held.



This text focuses on analyzing the representative voices of literacy teachers who took part in a focus group. This group included six teachers from the early years of elementary school who, at the time of the research, worked in different municipal schools in the state of Alagoas. One of the participants did not answer the question selected for analysis in this article. Thus, representative statements from five teachers will be put forward for dialog. In order to maintain anonymity and preserve the ethical issues of the research, we have chosen to identify the participants as: Literacy Teacher 1, Literacy Teacher 2, Literacy Teacher 3, Literacy Teacher 4 and Literacy Teacher 5.

The focus group problematized eight questions about the return to face-to-face teaching related to the continuity of teaching work, including: What are the expectations of using digital remote teaching tools now when returning to face-to-face teaching? Why? The focus of the question was on whether the teachers continue to use technologies after the ERE context and what this inclusion has been like.

Content analysis was used according to Bardin's (2011) assumptions. This technique makes it possible to present categories defined *a priori* and categories emerging *a posteriori* from the *corpus* collected. Content analysis consists of three phases: a) pre-analysis, b) exploration of the material, and c) treatment of the results, inference and interpretation.

From the analysis of the teachers representative voices, two categories emerged: 1. Availability of technological resources in the school, and 2. Teaching practices. It should be noted that these categories, which will be analyzed later in the text, will be analyzed together in order to make the first category more explicit.

4 TECHNOLOGICAL RESOURCES AT SCHOOL AND TEACHING PRACTICE: AN ANALYSIS

The use of technological resources at school and their inclusion in teaching practice with the aim of mediating learning and enabling the experience of social reading and writing practices in the post-pandemic literacy process have been defended. However, there is a great deal of social exclusion. Despite this, in public schools, the challenges of access to these resources and the processes of training teachers in the use of technology are not silenced.

In the school context, in the face-to-face scenario, there are still difficulties in terms of the availability of technological resources and internet access. This reality, in the majority of public schools in Alagoas, emerges from the statement made by Literacy Teacher 1, when



asked about her expectations for the use of digital remote teaching tools now that she is back in the classroom:

Today, in the school I'm in, the internet isn't very good. It's a problem we're facing because in my classroom, [the internet] doesn't [work], it goes down all the time. [...] So the resources are still arriving. There's a computer in the secretariat. There's a computer in the coordination room that we can use, but there's no computer room in the laboratory. The datashow isn't available at the moment either. But in the school I was in, in other years, there were these resources, they were well used and the internet also [worked] everywhere in the school. But in this [school], I'm finding it difficult (Literacy teacher 1).

Difficulties in accessing the internet are still pointed out as the main issue in continuing to use technological resources. This means that there are still few possibilities for digital culture to enter the school and the possibility of mediating more dynamic teaching practices in terms of the use of multimodal resources. It should be noted that the National Education Plan (*Plano Nacional de Educação - PNE*) (Brasil, 2014) sets out, in its goal 7, the use of the internet in schools and aims to universalize, by the fifth year of the PNE's validity, access to the world wide web with high-speed broadband. It also aims to triple the computer/student ratio in public basic education schools, enabling the pedagogical use of DICTs. Thus, despite the provisions of the PNE, the difficulties regarding internet access in schools remain.

The difficulties in accessing digital culture at school run counter to the concept of critical literacy, insofar as the material resources are not minimally adequate for working with DICT in schools. It's worth considering that “[...] the world of communication and the construction of meaning has changed [...]. New types of school environment and reading and writing learning designers, which are intended to be catalysts for the next generation of learners, are emerging [...]” (Kalantzis; Cope; Pinheiro, 2020, p. 26-27).

In this direction, Alarcão (2011, p. 47), regarding the school as an agent of teacher training and as a space with the right conditions for its performance, advocates: “[...] the school must be organized in such a way as to create conditions for individual and collective reflexivity [...]”. In other words, it is necessary for the literacy teacher's performance in the critical and digital literacy process, after the ERE, to take place with the appropriate physical and material conditions.

In discursive continuity, Literacy Teacher 2 says:

At school, the government internet doesn't work well. So [...] we share the internet. Every three months, a group of teachers contributes with ten reais for the internet in the school. [...] We don't have a video room, for example, a different space. We have two televisions that we can take into the classroom. There's a datashow, but no laptop. So anyone who wants to use the datashow has to bring their laptop. I usually just use the same television. I download the videos at home. If it's images, a



presentation, a little game that I can adapt and put on the television. That's the situation at school, the space is very limited and the resources [too] (Literacy teacher 2).

As can be seen, the discourse of the Literacy Teacher 2 converges with that of Literacy Teacher 1, in that she also points to the difficulties in accessing the internet and the limited technological resources available at the school. In addition, she points to the collective effort made by the teachers to ensure that there is internet in the school, thus indicating one of the strategies adopted in an attempt to overcome the challenges posed by the educational system, reinforcing the precariousness of schools.

On this issue, there are palliative efforts that teachers make in the context of their practice to carry out activities that involve DICTs, when possible. Considering the internet in schools as a public policy for teaching quality, as provided for in Law No. 14,180, of July 1st, 2021, with the aim of supporting the universalization of high-speed internet access and encouraging the pedagogical use of digital technologies in basic education, item VI of Article 3 of this law proposes “access to the internet with quality and speed compatible with the pedagogical use needs of teachers and students”, which is not a reality according to the statements made by Literacy Teachers 1 and 2, even after 3 years of implementing the Law in dialogue with the PNE (2014-2024), which is almost 10 years old. Like Ball (2001, p. 102), “most policies are fragile, the product of agreements, something that may or may not work”.

In this context of teaching practice, it is also important to consider discursive and official issues that reveal the fragility of the implementation process. National Common Curriculum Base (*Base Nacional Comum Curricular - BNCC*) (Brasil, 2017), as a national document guiding basic education curriculum in Brazil and which crosses teaching practices, given its length and scope - the BNCC is a category that is very present in the everyday discourse of basic education teachers - advocates the inclusion of DICTs in the students training process, especially in 3 of the 10 general competencies.

Competencies 1 and 4, respectively, deal with valuing historically constructed knowledge about the world, digital knowledge being one of them, and the use of different languages, including digital language, to express oneself and produce meanings that lead to mutual understanding. In turn, general competency 5 emphasizes the issue of digital knowledge in teaching and learning in primary education, from the perspective of the whole person, pointing out that students should have an education that enables them to: “Use digital communication and information technologies in a critical, meaningful, reflective and ethical way in the various practices of everyday life (including school) when communicating,



accessing and disseminating information, producing knowledge and solving problems” (Brasil, 2017, p. 18).

Given the above, in practice, there is a recontextualization of these discourses to the extent that the internet available to the literacy teachers is not sufficiently adequate to work effectively with DICTs in the classroom. Literacy teacher 2 highlights how she mobilizes DICTs in her practice, in the process of recontextualization, as highlighted below:

I use technology a lot. I don't [use it] in the classroom, I use it more for making materials. I really like making games, so I use it a lot. In the classroom [...], I'd really like to use it, but we come up against this technological issue that the school doesn't have the structure for (Literacy teacher 2).

The didactic strategy of using games to be used in Literacy Teacher 2 classroom has its production mediated by DICTs, which is an alternative that digital culture provides, considering the limitations of their use in school. Alves *et al.* (2019) emphasize that digital games can be learning spaces that bring back playfulness, the protagonism of teachers and students, the stimulation of cognitive skills, as well as the construction of transmedia narratives, expanding students digital literacy. From this perspective, it can be seen that the adoption of DICTs in Literacy Teacher 2 practice also demonstrates her digital literacy reflected and refracted in/by the pedagogical practices carried out and experienced during the ERE.

In this interlocution, Literacy Teacher 3 also reports difficulties in accessing the internet:

[...] At the time I was working on contract, I didn't get a Chromebook, but all the staff did. At the school there was like a piece of equipment, a huge metal box and there were several Chromebooks for all the children to use, including one I used in my class, which was second grade. [...] In Alagoas, [...] they are small municipalities, but there is a huge discrepancy. Because in Pilar I see that students have access to the internet at home. When it was the pandemic, students had access to computers at school. The teacher can go and get the computer, leave each student with a computer and play a game or show them a tool, for example, like GraphoGame. At the school and in Joaquim Gomes, there is no internet access, even to put on a video, it's bureaucratic, because the internet goes down or you have to download it at home, put it on a USB stick and put it on the television. Last year, we asked the management to buy a datashow, they did and a laptop arrived, but it's the management staff who use it, we rarely use it, only if we're playing a video. [For] planning, we use the phone to do research, when the internet works (Literacy teacher 3).

Literacy teacher 3 points out the differences in internet access between the municipalities in Alagoas where she works, which makes it difficult to work with DICT in teaching practices in different contexts. Literacy teacher 3, in the municipality of Pilar, used GraphoGame. This game was launched in Brazil as an initiative of the Ministry of Education



- MEC, as part of the National Literacy Policy (*Política Nacional de Alfabetização*) and the Time to Learn Program (*Programa Tempo de Aprender*), with the aim of developing the language skills of children in the literacy process, such as spelling and reading skills. According to the teacher, in the current school where she works, access to the internet and technological resources is limited. Despite this, she makes use of DICT, using her private cell phone, to carry out research for her planning. This is another point in Literacy Teacher 3 statement that reveals a distancing from the official discourse about the democratization of the internet in schools, because, as stated in Law 14,180/2021, in Article 2, about the Connected Education Innovation Policy “aims to combine efforts between bodies and entities of the Union, the States, the Federal District and the Municipalities, schools, the business sector and civil society to ensure the necessary conditions for the insertion of technology as a pedagogical tool” for use in the daily life of public basic education schools in Brazil.

Sorj and Guedes (2005) comments that universal access to the internet is an instrument for reducing social damage in the fight against inequality. Universal access to DICTs will not happen without the spread of other social goods, such as the internet and technological resources. In view of this, it is necessary to think about implementing other public policies so that students and teachers have access to the internet in schools, in view of the one(s) that have failed to meet the objectives set for the last decade.

Literacy teacher 4, like the other teachers taking part in the focus group, highlights the difficulties she faces in everyday school life, reinforcing the previous statements:

The school also has two televisions, which we can take into the classroom. If you need the internet, it doesn't reach the classroom. There's also a video room, there's a datashow, a projector, but the internet is really a problem because it fluctuates a lot (Literacy teacher 4).

It can be seen that the participants statements converge with regard to the challenges they face when it comes to accessing the internet, demonstrating that, in most schools, this access has not yet been democratized. Grossi *et al.* (2013) state that DICTs need to be appropriated as mechanisms that allow users to improve their lives, social transformation, cultural economic development and the formation of a conscious, critical and reflective citizenship. In this way, digital inclusion also means social inclusion. Social and digital inclusion in schools is essential, and schools need to design training processes with DICTs, taking more realistic account of students skills related to digital culture (Nonato; Sales, 2019). It is also necessary to propose policies for teacher training that address issues such as: the use of technological resources in the literacy process; transits between paper culture



and screen culture (Soares, 2021a), when thinking about the teaching and initial learning of writing.

Issues of this nature, such as the lack of quality internet access in public schools, reveal the problem that recurs even in new schools with more modern structures, as Literacy Teacher 5 mentions:

Our school is new, [...] it's a big school. [...] It has some things that help us. There's air conditioning in all the classrooms, an auditorium and a library. There's the question of the internet, it's really difficult to watch movies. [To] show [a video], we need to download it at home, put it on a USB stick. As for WhatsApp, I usually post the activities I do in class, and I put them in the parents group (Literacy teacher 5).

The difficulties or lack of access to the internet, due to the school's structural weaknesses, are recurrent in the representative statements of the focus group, whether these schools have a more precarious physical structure or a new one. The unison discourse about lack of access emerges in the statements, revealing the need for effective policies to universalize the internet in public schools in order to think about the more direct relationship between the discourse of schools that form the pedagogy of literacy and multilearning, considering languages in the multiplicity of the present time, the time of print culture imbricated with screen culture. Literacy teacher 5 indicates that she uses WhatsApp to contact parents and post activities. This practice was recurrent during the Covid-19 pandemic, thus demonstrating the possibility of incorporating this practice to mediate dialog with parents and students.

5 FINAL CONSIDERATIONS

Anchored in an attempt to understand what pedagogical strategies literacy teachers are adopting to deal with the difficulties related to accessing and using Digital Information and Communication Technologies (DICTs) in the post-pandemic context in Alagoas, the research points to little progress regarding the inclusion of these technologies in schools and the persistence of difficulties related to access. The data shows the challenges that the teachers taking part in the research face in terms of access to the internet and the availability of computers, pendrives, datashows, among others.

When we return to the classroom, social exclusions continue to occur, above all due to the lack of access to digital culture at school. This scenario makes it difficult to adopt DICTs in teaching practices in terms of the possibilities of planning and mediating multimodal teaching strategies. Despite this context, the research shows that literacy



teachers are looking for didactic alternatives to overcome the obstacles to accessing and using DICTs at school.

Among the different possibilities for using DICT to produce teaching resources, one of the focus group participants shared that she had produced digital games as a way of promoting a more interactive literacy process and, in a way, expanding children's digital literacy. However, there is no evidence of the actual inclusion of social reading and writing practices in virtual environments.

In short, the results indicates that, despite the silencing of education networks in terms of ensuring that schools have the possibility of pedagogical practices that guarantee the entry of digital culture, the challenges faced in terms of the school's lack of access to an internet network, and the precarious availability of technological resources, in the post-pandemic context, literacy teachers have demonstrated a certain degree of knowledge related to the usability of digital resources and have made attempts to propose activities using technologies. The research also shows attempts to produce materials, which implies the mobilization of knowledge related to digital literacy among literacy teachers.

REFERENCES

ALARCÃO, I. **Professores reflexivos em uma escola reflexiva**. 8ª ed. - São Paulo: Cortez, 2011.

ALFABETIZAÇÃO em rede: uma investigação sobre o ensino remoto da alfabetização na pandemia Covid-19 – Relatório Técnico (Parcial). **Revista Brasileira de Alfabetização**, n. 13, p. 185-201, dez. 2020.

ALVES, L. *et al.* Tecnologias digitais nos espaços escolares: um diálogo emergente. *In:* FERRAZ, O. (org.). **Educação, (multi)letramentos e tecnologias: tecendo redes de conhecimento sobre letramentos, cultura digital, ensino e aprendizagem na cibercultura**. Salvador: EDUFBA, 2019.

ANECLETO, U. C.; OLIVEIRA, M. C. N. Tecnologias digitais, pedagogia dos multiletramentos e formação de professor: caminhos da pesquisa colaborativa. *In:* FERRAZ, O. (org.). **Educação, (multi)letramentos e tecnologias: tecendo redes de conhecimento sobre letramentos, cultura digital, ensino e aprendizagem na cibercultura**. Salvador: EDUFBA, 2019.

BALL, S. J. Diretrizes Políticas Globais e Relações Políticas Locais em Educação. **Currículo sem Fronteiras**, v. 1, n. 2, 2001, p. 99-116.

BARDIN, L. **Análise de Conteúdo**. São Paulo: Edições 70, 2011.

BRASIL. **Lei nº 13.005, de 25 de junho de 2014**. Aprova o Plano Nacional de Educação e dá outras providências. Brasília, DF, 2014.



BRASIL. **Lei nº 14.180, de 1º de julho de 2021**. Institui a Política de Inovação Educação Conectada. Brasília, DF, 2021.

BRASIL. **Base Nacional Comum Curricular** (versão final). 2017. Disponível em:chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.gov.br/mec/pt-br/escola-em-tempo-integral/BNCC_EI_EF_110518_versaofinal.pdf. Acesso em: 06 ago. 2024.

BRASIL. Ministério da Educação. Secretaria de Alfabetização. **PNA: Política Nacional de Alfabetização**. Brasília: MEC, SEALF, 2019.

FRANCO, M. A. R. S. **Pedagogia e prática docente**. São Paulo: Cortez, 2012.

FREITAS, M. T. Letramento digital e formação de professores. **Educação em Revista**, v. 26, n. 3, p. 335-352, dez. 2010.

GATTI, B. A. **Grupo focal na pesquisa em ciências sociais e humanas**. Brasília: Líber Livro Editora, 2005.

GROSSI, M. G. R. *et al.* A exclusão digital: o reflexo da desigualdade social no Brasil. **Nuances**, v. 24, n. 2, maio/ago., 2013, p. 68-85.

HETKOWSKI, T. M.; MENEZES, C. N. Práticas de multiletramentos e tecnologias digitais: múltiplas aprendizagens potencializadas pelas tecnologias digitais. *In*: FERRAZ, O. (org.). **Educação, (multi)letramentos e tecnologias: tecendo redes de conhecimento sobre letramentos, cultura digital, ensino e aprendizagem na cibercultura**. Salvador: EDUFBA, 2019.

KALANTZIS, M.; COPE, B.; PINHEIRO, P. **Letramentos**. Tradução: Petrilson Pinheiro. Campinas: Editora da Unicamp, 2020.

NONATO, E. R. S.; SALES, M. V. S. Educação e os caminhos da escrita na cultura digital. *In*: FERRAZ, O. (org.). **Educação, (multi)letramentos e tecnologias: tecendo redes de conhecimento sobre letramentos, cultura digital, ensino e aprendizagem na cibercultura**. Salvador: EDUFBA, 2019.

NÓVOA, A.; ALVIM, Y. C. Os professores depois da pandemia. **Educ. Soc.**, v. 42, 2021, p. 1-16.

REZENDE, M. V. O conceito de letramento digital e suas implicações pedagógicas. **Texto livre: linguagem e tecnologia**, v. 9, n. 1, 2016, p. 94-107.

RIBEIRO, A. E. Tecnologia digital e ensino: breve histórico e seis elementos para a ação. **Linguagem & Ensino**, Pelotas, v. 19, n. 2, p. 91-111, jul./dez. 2016.

RIBEIRO, A. E. **Letramento digital e ensino remoto**: reflexões sobre práticas. [s.l., s.n], 2020a. 1 vídeo (1h 24min 11seg). Publicado pelo canal do Gellite Ufal. Disponível em: <https://www.youtube.com/watch?v=XgaTuaZH8O0>.

RIBEIRO, A. E. **Educação e tecnologias digitais**: ciclos de precariedade diante da pandemia. [s.l., s.n], 2020b. 1 vídeo (1h 33min 25seg). Publicado pelo canal da Associação Brasileira de Linguística. Disponível em: https://www.youtube.com/watch?v=_-lFTZT7oFI.



SAMPIERI, R. H.; COLLADO, C. F.; LÚCIO, M. del P. B. **Metodologia de Pesquisa**. Trad. Daisy Vaz de Moraes. 5. ed. Porto Alegre: Penso, 2013.

SOARES, M. Novas práticas de leitura e escrita: letramento na cibercultura. **Educ. Soc.**, Campinas, vol. 23, n. 81, 2002, p. 143-160.

SOARES, M. B. **Alfabetização e letramento**: na cultura do papel e na cultura das telas. [s.l., s.n.], 2021a. 1 vídeo (2h 27min 58seg). Publicado pelo canal Gellite UFAL. Disponível em: <https://youtu.be/okVYiJPNqe8>. Acesso em: 06 ago. 2024.

SOARES, M. B. **Alfaletrar**: toda criança pode aprender a ler e a escrever. 1. ed. 2^a reimpressão. São Paulo: Contexto, 2021b.

SORJ, B.; GUEDES, L. E. Exclusão digital: problemas conceituais, evidências empíricas e políticas públicas. **Novos Estudos**, n. 72, jul., 2005, p. 101-117.

VELOSO, G. M. *et al.* Ensino Remoto Emergencial em Minas Gerais: novas configurações na relação família-escola? *In*: MACEDO, Maria do Socorro Alencar Nunes (org.). **Retratos da Alfabetização na pandemia da Covid-19**: resultados de uma pesquisa em rede. São Paulo: Parábola, 2022, recurso digital, p. 48-68.

VOLÓCHINOV, V. **A palavra na vida e a palavra na poesia**: ensaios, artigos, resenhas e poemas. São Paulo: Editora 34, 2019.

