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## Voices echo beyond physical space: the resized classroom

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Information and communication technologies (ICTs) are increasingly inserted and active in the contemporary world, bringing consequences for human behavior. Definitely, all social environments, in different ways, are influenced by the presence of information and communication technologies. From economy to weather forecasting; from fashion to health; from entertainment to finance: a new culture is undermining the existing ones.

The models of society and education are intrinsically related, maintaining a dialectical relationship between them, which proves the importance and need for digital technology to be also present in today's educational context.

### Building the classroom

From mimeograph to virtual reality, new shapes, images, colors and sounds enter the classroom. The

rigid references of the educational model traditionally imposed give way to digital resources that turn on lights for the possibility of relationships and temporalities that coexist asynchronously and synchronously independent of the existence of the school building.

The hyperconnected student who shares and modifies the message of his interlocutors (whether they are from close or distant tribes geographically speaking) arrives in the classroom not only with a thirst for "keys" but also for voice. Therefore, there is an urgent need for a new order between student-student-teacher-knowledge that matches the new cybercultural *modus vivendi* of relationships.

Studying, interacting at different times, away from the classroom many kilometers is not a novelty among faculty and students. However, the quality and the shortening of distances, spaces and times, made possible by new means and connections, is what we have new in interactive relationships. The frequency and format of dialogue, in this *multi-machine* called computer, represent a new 'electronic pedagogy' with discussions and modified interactions at

the same time that they are expanded, and the pedagogical relationship is established in the course of the contacts.

### Enlarging voices and listening

In lightening the first conclusions, one has the impression that by contrasting the so-called traditional classroom, where the teacher speaks (at one end) and the student listens (at the other), a new dimension emerges in the digital environment in which voices begin to flow horizontally between the actors (teacher and students).

Any proposition to be made begins with the conceptions of the world and man that we have been building historically, in view of the student in training. It is necessary to face a personal relationship that is built in the most varied collectives and environments - from school to dialogues held in virtual learning communities (VLCs).

From the perspective of expanding or exploring the neologism *hybridize* the lesson, there is, in digital interfaces (VLEs sophisticated in resources and of WhatsApp groups), the potential for enlarging voices, at the same time that it is possible to particularize and give attention to the voice or even the silence of the student, in view of their motivation.

### Teaching methods

From face-to-face to hybrid and or 100% online, there are variables to be considered in lesson planning.

**Face-to-face:** 1. Teacher transmits knowledge. He is the source of knowledge; 2. Student is passive; 3. Classroom is the

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place to transmit knowledge; 4. Curriculum content rigidly established; 5. Student's previous knowledge is disregarded; 6. Learning is upright; 7. Error or gap is seen as stigma; 8. Performance and participation in educational didactic activities are made through charges; 9. Time is that of the classroom; 10. Digital technology may or may not be present.

**Hybrid and or 100% online:** 1. Teacher shares knowledge (access to multiple sources); gives voice to the student; 2. Student is co-author of the learning process (has voice); 3. Classroom is the place of construction and sharing of knowledge; 4. Curriculum content is structured in a flexible and open way; 5. Student's prior knowledge is pre-requisite for the construction of new knowledge; 6. Learning is horizontal (interactive/collaborative/personalized - depending on the objectives and method); 7. Error is a springboard for learning; 8. Achievement and participation in educational didactic activities are made through 'invitations' and/or 'didactic provocations' that provide the overcoming of difficulties; 9. Time is synchronous or asynchronous (flexible); 10. Digital technology complements and supports learning.

### Final considerations

The potential is vast as well as the challenges in the relationships that are established in a *hybrid expanded* environment. The environment can provide a new communicational space. However, the process is not automatic, since the teacher carries in his luggage his history, training, theories, and concepts (well or poorly assimilated) and also takes a communication logic that embeds all the power and knowledge in the centrality of the teacher, although many times the teacher knows that this is not a good way to favor learning. The teacher who dares to work in the physical distance of his student needs to adapt to the specificities of the environment. On the other hand, the student becomes an active co-producer and co-author, having to mark presence through participation that brings a dialogic *plus*, sharing ideas and thoughts elaborated in the interaction with the 'other' and with knowledge.

**The classroom in renewed spaces in the light of time** underlies the recognition of technological advancement, changing the communicational logic in the educational space and impacting on the actors of the teaching and learning process, because the teacher as 'cognitive architect' must also recognize himself as a subject in a state of permanent adaptation and updating of the social context.

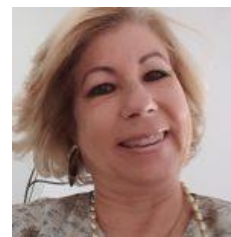
**The reinvention of the classroom** in mixed ambiance points to the necessary conditions for overcoming the teacher who reproduces and student who passively attests that he learned from the talk-dictate that did not bring him any meaning, only accumulation of emptiness.

**The resized classroom** seeks to instrumentalize the teacher with possibilities of doing education in order to captivate and awaken in students curiosity, motivation and the real desire to learn, think and share. The use of technology, from the very basic ones to the creation of virtual worlds that mix the real and the virtual in the same environment to bring immersive educational experiences, is being researched and tested.

However, there is still a long way to go before proposals for the use of virtual reality and other immersive media (such as augmented reality) are accessible to all, becoming an option for teaching methods. For the time being, it is still necessary to make teachers and students aware of basic principles that govern their new roles, the openness, and flexibility of teaching methods and awareness that technology is being incorporated and is increasingly present in their educational world.



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This article is a result of the authors' ascertainment and analysis, without compulsorily reflecting CEST's opinion.