

CYBERCULTURE IN TEACHER EDUCATION: A SOUTHERN BRAZILIAN EXPERIENCE IN INTEGRATING DIGITAL CULTURE ACROSS AND BEYOND CURRICULUM

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Abstract

Complexity inherent to educational innovation must be aligned with structural changes on information and communication technologies (ICT) to accommodate intellectual and critical thinking development. Based on that scenario, the authors understand that not only ICT must be part of the educational sphere, but also the digital culture itself should be included in pedagogical concepts and practices. The teacher's role and the ability to respond to unpredictable situations in everyday educational situations depend on ICT integration. This study proposes a two-pronged experience report to articulate how digital culture, or cyberculture, has been introduced and implemented throughout teacher education courses at a Brazilian university, as well as how education itself might be influenced by ICT in post-pandemic scenarios in Brazil. Two-decades of experiences reported from Letters and History undergraduate courses within UNIJUI, a southern-Brazilian university, evidence the importance of involving digital technologies in teaching and learning processes not only within one discipline but also across and beyond curriculum. The current work on [Traças Digitais](#) (Digital Bookworms) and [App Go](#) allows the authors access to updated information on Brazilian teaching teachers' education context. Results suggest that teacher education requires knowledge built over time, new methodologies raised, and countless activities developed. Teacher education also requires a blend of human and technological education to comprehend the contemporary challenges. Curricular Hybridity, ICT uses, and multimodal learning are set ups for further studies and research.

Keywords: cyberculture, teacher education, Brazil education, curriculum