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ABSTRACT

Considering the pandemic caused by covid-19 in 2020, which implied changes in the didactic propositions in classes of Basic Education, the problematization that there are teachers with little domain of educational software became evident. In this sense, we discuss digital literacy practices, such as the production of an e-book with the Canva tool. The main objective is to reflect about the

importance of teachers inserting Digital Information and Communication Technologies (ICT) in their pedagogical actions in remote teaching context. Specifically, it seeks to: understand the characteristics of digital literacy; present a didactic proposition that involves this form of literacy and which the teacher can appropriate in a remote class. Methodologically, the approach is qualitative and supported by bibliographic research. This proposition contemplates an e-book produced, through Canva, whose content is about linguistic variations, to be worked on in High School. The results show that, by producing e-books, the teacher can be motivated to explore the resources available through this tool. We conclude that the production of an e-book through Canva is an experience that encourages teachers to use the potential of ICTs in remote teaching contexts as literate subjects.

Keywords: Remote teaching, Canva tool, Digital literacy, Pandemic, Didactic proposition.

1 INTRODUCTION

In March 2020, the World Health Organization (WHO) decreed the pandemic situation caused by the spread of covid-19 (SARS-CoV-2). As far as the field of education is concerned, didactic actions had to be adapted to this new context: remote teaching. In a society that values information, the insertion of digital technologies has an increasingly marked presence in education, especially in the context of Basic Education.

Barbosa (2016) ponders that the insertion of Digital Information and Communication Technologies (TDIC)¹ is accentuated significantly in circumstances of teaching and learning, so this text is justified by the importance of thinking about teacher education through educational *software*, which provides to expand the possibilities in the forms of teaching. As Dudeney, Hockly and Pegrum (2016) postulate, for language teaching to remain relevant, classes need to take into account a wide range of literacies, which go far beyond printed literacy. It is noteworthy that the teacher can

¹ Understood as technological bases that allow, from equipment, programs and media, the association of various environments and individuals in a network, in order to provide communication between its members and expand the actions and possibilities already guaranteed by technological means (SOARES *et al.*, 2015).

appropriate the printed literacy in his pedagogical practice, but it is necessary to insert, along with this form of literacy, the digital.

In this sense, the theme of this article is related to digital literacy and the production of *e-books* with the *Canva* tool. The importance of studying this theme consists in the fact that, with the covid-19 pandemic, teachers presented difficulties to use digital technologies in their teaching routines. It is believed that this situation occurs, since these professionals are unaware of ways to incorporate technologies into their practices, as well as to expand the potential of DICT. Such lack of knowledge can lead to a resistance to the use of technologies in education, which constitutes the problematization that there are teachers with little mastery of a digital literacy, which proved so necessary with the pandemic circumstance triggered in 2020.

Methodologically, the approach goes through a qualitative bias and supported by bibliographic research (GIL, 2008). Based on the above, the main objective is to reflect on the importance of teachers inserting DIDs in their pedagogical actions. Specifically, it seeks to: a) understand the characteristics of digital literacy; b) present a didactic proposition that involves this form of literacy and which the teacher appropriates in a remote class. Thus, it is expected that this study will contribute to reflections on educational *software* in remote teaching situations, in addition to providing teachers with suggestions for didactic propositions that go through these tools.

2 IN FOCUS THE CHARACTERISTICS OF DIGITAL LITERACY

Digital literacy is understood not only as a methodology of technological literacy, which investigates new languages, methods and tools. This is because, in this form of literacy, there is an analysis regarding the importance of technology in everyday life and how the correct use of digital channels can provide expressive results. This method unites reading, writing and empirical knowledge in a set of analytical applications, which provide a differentiated look at multiple themes.

From this angle, digital literacy is considered a watershed that is currently little investigated. It is not enough to enable tools, such as *tablets* and *smartphones*, if there is no work to show how much these mechanisms help for the evolution and resolution of conflicts. If the teacher provides, for example, activities with virtual games in the classroom, it is necessary to emphasize how much this didactic resource supports, directly, in the enrichment of the role and analytical profile of the subject, in addition to providing a strategic look at a situation.

It is believed that this is a path that provides a behavioral transformation, in which the subject sees technology as an ally and not as an end. In the sense of Soares (1999), digital literacy can be understood as the acquisition of skills to interact, produce and share content, seeking not only to locate, understand and evaluate information in electronic media, but also to use it, effectively, in multiple

aspects, namely: reading, writing and communication. To be digital literate, in the author's conception, it is not enough just to master the use of the technology that the computer offers, but it is necessary to exercise a critical domain about this use.

By corroborating the concept of critical domain, Freitas (2010) points out that, for an individual to be digitally literate, it is necessary that he has, above all, this domain about the use of technologies that allows judging the reliability and credibility of the different sources of information in a technological culture.

Still referring to the subject, Teruya (2006) ponders that the critical subject can use the computer to record his ideas, his projects and other productions. For the scholar, the media generation incorporated new forms of perception and thought, so the classroom with four walls, desks, blackboard and chalk became unattractive to young people involved in visual, rhythmic, sound and animating spectacles. Thus, digital literacy is suggested as a reflection for the effective use of these technologies, since the use of them, in a context of interaction, can make the classes have a greater student engagement.

3 E-BOOK AND CANVA AS DIDACTIC PROPOSITIONS IN A REMOTE CONTEXT

In recent years, society is encouraged, through the TDIC, to explore new possibilities of communication, for example, electronic books, also called *e-books*². With these books, access to information has become more agile and economical, providing higher quality for the training of subjects who are geographically distant from large universities and urban centers. In addition, there are some *sites* that allow the production of *e-books*, such as *Canva*³. This *website* is considered a graphic design *software* with a free and *online* version. Currently, it already exists in *the form of web App*, that is, it is possible to use it as a platform and download it as an application in the versions for *Android* and *iOS*. With this tool, it is also possible to develop different digital content, such as advertisements, *invitations*, *banners*, infographics, presentations, lesson plans, business cards, *e-books*, *post for social media*, among others.

In the conception of Silva (2019), *Canva* is a tool for creating *design* and image editing, being easy to handle. For the researcher, this *software* can be worked collaboratively, in which the material built can be shared between students and teachers, enabling a personalized edition. With regard to language skills, Chimainski (2018) clarifies that the tool allows working with different possibilities of reading and writing, as well as visual persuasion, which is one of the essential elements of the present

² According to Ribeiro and Vilaça (2013), *e-book* is an abbreviation of the English expression "electronic book", whose translation is *electronic book*.

³ Available in: https://www.canva.com/pt_br/.

day with which teachers and students need to understand and produce, since they are inserted in an interactive multimedia context.

From a qualitative approach and supported by bibliographic research, this study considers the *e-book* a digital genre that the teacher of Basic Education can insert in his pedagogical practice, especially when preparing a material with certain content to be applied to his students. Among the possibilities of using digital tools for the production of *e-books*, *Canva* is one of them.

4 RESULTS AND DISCUSSION

The didactic proposition presented considers an *e-book* produced for a high school class, with the theme "linguistic variations", more specifically about the characteristics of each variation. It is entitled "Understanding Linguistic Variations":

Figure 1 – Development of the *e-book*



Source: author.

Table 1 – Didactic directions related to the proposition

First... What is linguistic variation?	The teacher can work with the concept of "linguistic variation", using images, fonts and various colors to streamline the theory, by making it more attractive to students.
Types of variations	After working with the concept of linguistic variation, the teacher must, at that moment, expose its types (diaphasic, diatopic, diastatic and historical), as well as its conceptualizations and characteristics. One possibility is for the teacher to systematize the specificities of each variation by using images to illustrate them, always with the intention of providing the <i>e-book</i> with a more dynamic and thought-provoking aspect.
So...	After the development of the <i>e-book</i> , the teacher can draw a concise conclusion about the characteristics of each linguistic variation. Again, it is possible to opt for the use of images and colors that will allow a harmonious aspect to the conclusion of the material.

Source: author.

A look at development

In the *e-book* produced, it is verified that the teacher may go through technical difficulties, for example: how the inserted images could be formatted in terms of size and how the written text could be structured in terms of font, spacing and indentation. Even if the teacher goes through technical difficulties, it appears that the use of technology in the classroom provides differentiated and innovative approaches, which focus on a greater interaction between students and the content presented by the teacher.

In this sense, the *e-book* enables students to have a relationship with the content to be assimilated precisely for the reason that the electronic book enters into a greater interaction in the teaching and learning process. In this way, the *Canva* tool provided a *very dynamic design to the e-book* produced. In addition, with the reduction of the use of paper, the electronic book prepared allows the development of an environmental awareness in the students, as Ribeiro and Vilaça (2013) point out as one of the advantages of this digital media: ecological issues.

Thus, when putting into practice the use of technology, that is, *the e-book* within an educational space, it is perceived, with the didactic proposition elaborated, that it is necessary to have dynamism to explore the resources available through the *Canva website*. This situation allows the *e-book* to be made available more easily for students to use both within an educational space and to read in their homes, or even anywhere, considering the use of *notebooks*, cell phones, *laptops*, among other mobile devices.

In this way, it is suggested to the teacher to create a digital library with his class, in order to produce *e-books* for each subject of his class through the *Canva* tool, since the *site* itself makes it possible to store an unlimited amount of electronic books, which makes access to education inclusive.

5 BY WAY OF CONCLUSION

The pandemic has highlighted the need for teachers to reinvent themselves in an intrinsically digital culture. Therefore, given this context started in 2020, the present text is demarcated as a possibility of working with a content of the discipline of Portuguese Language to be applied in a remote class.

In addition, it is emphasized that the production of an *e-book* through *Canva* is an experience that can encourage teachers to use the potential of TDIC in the context of remote teaching, since they deal daily with the technologies present in the routines of students, who are increasingly involved with technological devices and processes.

It is expected, therefore, that new studies regarding the applicability *of educational software* in the context of remote teaching will be developed, because, as Silva and Alves (2018) highlight, technologies tend to evolve every day, to consider that DIDs take new forms and configurations. In

fact, it is emphasized that the pandemic caused by covid-19 was an emerging issue, in order to accentuate the indispensability of resorting to digital literacy practices.

By taking into account the historical perspective of a moment in which the insertion of digital technologies in education progresses significantly, it is possible to have a breadth of discussion on the agenda for other levels of education. In this core, it is emphasized that, although this text has focused on Basic Education, the applicability of *Canva* can be effected at all levels, provided that the proposal is pedagogically appropriate to the one chosen.

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