ORAL REPORTS OF TEACHERS ON THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES IN PUBLIC HIGH SCHOOLS IN COLINAS DO TOCANTINS

RELATOS ORAIS DOS PROFESSORES NA IMPLEMENTAÇÃO DE TECNOLOGIAS DIGITAIS NAS ESCOLAS PÚBLICAS DE ENSINO MÉDIO EM COLINAS DO TOCANTINS

INFORMES ORALES DE DOCENTES SOBRE LA IMPLEMENTACIÓN DE TECNOLOGÍAS DIGITALES EN LAS ESCUELAS PÚBLICAS DE SECUNDARIA EN COLINAS DO TOCANTINS

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ABSTRACT

The implementation of digital technologies in public high schools is a relevant challenge, especially in regional contexts marked by socioeconomic inequalities, such as Colinas do Tocantins, Brazil. This study aims to analyze teachers' perceptions regarding the use of these resources in everyday school practices, based on Thematic Oral History. Semi-structured interviews were conducted with three teachers from different public institutions in the city. The interviews were transcribed, validated, and analyzed through thematic categorization. The findings revealed three main issues: limited school infrastructure, restricted teacher training, and students' unequal access. These factors constrain the pedagogical effectiveness of digital tools and show that merely providing equipment or punctual training does not ensure methodological innovation. It is concluded that the meaningful integration of digital technologies depends on the articulation of adequate infrastructure, continuous teacher training, and public policies committed to social equity. The study contributes to broadening the debate on digital inclusion in basic education and provides insights to support educational policies aligned with local realities.

Keywords: Digital Technologies. High School. Public Schools. Oral History.

RESUMO

A implementação de tecnologias digitais nas escolas públicas de Ensino Médio constitui desafio relevante, especialmente em contextos regionais marcados por desigualdades socioeconômicas, como Colinas do Tocantins. Este estudo tem como objetivo analisar as percepções de professores acerca do uso desses recursos no cotidiano escolar, com base

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na História Oral Temática. Foram realizadas entrevistas semiestruturadas com três docentes de diferentes instituições públicas da cidade, cujos relatos foram transcritos, validados e analisados por meio de categorização temática. Os resultados evidenciaram três eixos centrais: infraestrutura escolar precária, formação docente restrita e desigualdade de acesso dos estudantes. Tais fatores limitam a efetividade pedagógica das tecnologias e demonstram que a simples entrega de equipamentos ou treinamentos pontuais não assegura inovação metodológica. Conclui-se que a integração significativa das tecnologias digitais depende da articulação entre infraestrutura adequada, formação docente contínua e políticas públicas comprometidas com a equidade social. O estudo contribui para ampliar a reflexão sobre inclusão digital na educação básica e para subsidiar políticas educacionais mais alinhadas às realidades locais.

Palavras-chave: Tecnologias Digitais. Ensino Médio. Escolas Públicas. História Oral.

RESUMEN
La implementación de tecnologías digitales en escuelas secundarias públicas plantea un desafío significativo, especialmente en contextos regionales marcados por desigualdades socioeconómicas, como Colinas do Tocantins. Este estudio tiene como objetivo analizar las percepciones de los docentes con respecto al uso de estos recursos en la vida escolar diaria, con base en la Historia Oral Temática. Se realizaron entrevistas semiestructuradas con tres docentes de diferentes instituciones públicas de la ciudad, cuyos relatos fueron transcritos, validados y analizados mediante categorización temática. Los resultados destacaron tres ejes centrales: infraestructura escolar deficiente, capacitación docente limitada y acceso desigual de los estudiantes. Estos factores limitan la efectividad pedagógica de las tecnologías y demuestran que simplemente proporcionar equipos o brindar capacitación específica no garantiza la innovación metodológica. La conclusión es que la integración significativa de las tecnologías digitales depende de la articulación de una infraestructura adecuada, la capacitación docente continua y las políticas públicas comprometidas con la equidad social. El estudio contribuye a ampliar el debate sobre la inclusión digital en la educación básica y a apoyar políticas educativas más alineadas con las realidades locales.

Palabras clave: Tecnologías Digitales. Escuela Secundaria. Escuelas Públicas. Historia Oral.

1 INTRODUCTION

The implementation of digital technologies in public high schools has been a recurring challenge in Brazil. Technological advancement has brought new pedagogical possibilities, but it also imposes structural difficulties, teacher training and student access to digital resources.

In this context, understanding the use of digital technologies from the oral reports of teachers becomes essential to evaluate the effectiveness of educational policies and point out alternatives appropriate to the local reality.

Digital technologies offer a variety of resources that can be used as pedagogical tools in the classroom. Its incorporation into the school environment is increasingly essential to enhance the teaching-learning process. According to Kenski (2021), there is no doubt that new communication and information technologies have brought considerable and positive changes to education.

In this way, the use of technologies in education can contribute significantly to student learning, promoting greater interaction with the environment and people around them.

In addition, they make the classroom a more dynamic, attractive and interactive space, favoring the engagement of all those involved in the educational process. In this context, the guiding question of this study is: what are the perceptions and expectations of teachers in the use of digital technologies as a methodological resource in high school in public schools in Colinas do Tocantins? From this question, it is intended to investigate how the presence of digital technologies influences the daily life of teachers, what are the barriers faced and what strategies can be adopted to optimize their use in the local educational context.

High school teachers who work in public schools in Colinas do Tocantins, who are part of the researched sample, have diverse perceptions about the use of digital technologies in teaching. While some recognize its potential to make classes more dynamic and interactive, others face difficulties due to the lack of infrastructure, adequate training, and inequality in access. Expectations revolve around improving infrastructure, increasing student engagement and quality in the teaching-learning process.

To solve these challenges, it is essential to invest in teacher training for the efficient use of technologies, ensure adequate infrastructure (quality internet and equipment), in addition to promoting a digital culture in schools, encouraging the pedagogical use of these tools in an inclusive and accessible way.

This study aims to analyze the implementation of digital technologies in public high schools in Colinas do Tocantins, based on the oral reports of teachers. Specific objectives; conduct interviews with three teachers from different public schools, collecting their points of view on the implementation of digital technologies in the school context in which they are inserted; reflect on public policies and educational actions aimed at the integration of digital technologies in teaching; to investigate the main challenges faced by teachers in the use of digital technologies as a pedagogical resource, including aspects of training, infrastructure and student access.

The research is justified by the need to analyze the impact of technologies on school dynamics, considering the socioeconomic specificities of the region of Colinas do Tocantins. As Lévy (2018) points out, the information society demands a new look at the role of the school in the education of students, emphasizing collaborative and critical learning mediated by digital technologies.

From the analysis of the oral reports of educators, this work contributes to the reflection on the effectiveness of public policies for digital inclusion, providing subsidies for the construction of more effective strategies aligned with the real needs of schools. In this way, the research seeks not only to understand the current scenario, but also to foster discussions that can influence future actions to improve the quality of education in the public network, promoting reflections that can subsidize more effective educational policies aligned with the needs of teachers and students.

The study is limited to teachers who work in high school in the public network of Colinas do Tocantins. The research is based on oral reports of teachers, seeking to understand their experiences, challenges and expectations in the use of digital technologies in the classroom. Only the perceptions of teachers who have previous experience with these tools or who show interest in their implementation were considered.

However, the survey did not address the perspective of students, school managers or broader public policies related to the adoption of digital technologies in education. In addition, the study did not set out to technically evaluate the digital tools used or to quantitatively measure the impact of the use of these technologies on students' school performance. The methodology used was the qualitative approach, through interviews and oral reports of the participating teachers. The research also did not propose technological solutions or training for teachers, but rather to understand their perceptions and expectations regarding the implementation of these tools in the local educational context. With this delimitation, it was

sought to ensure a precise cut for the investigation, allowing an in-depth analysis of the teachers' perceptions without extrapolating the initially proposed objectives.

2 METHODOLOGY

This research is characterized as qualitative and is based on Thematic Oral History (Alberti, 1998; Santiago, 2008), for valuing the experiences, perceptions and memories of teachers about the use of digital technologies in the classroom. The chosen approach allows us to understand how teachers construct meanings and face challenges in daily pedagogical practice.

Semi-structured interviews were conducted with three teachers who work in high school from different public institutions in Colinas do Tocantins: the Federal Institute of Tocantins (IFTO), the João XXIII Military College and the Francisco Pereira Felício State School. Participants were selected considering the diversity of school contexts, previous experience with digital resources and time of teaching experience.

The interviews were audio-recorded, fully transcribed and returned to the interviewees for validation, ensuring the fidelity of the reports and ethics in the use of the information. For the analysis, thematic categorization was adopted (Bardin, 2011), from which three axes of discussion emerged: school infrastructure, teacher training and inequality of access for students. These axes were confronted with the theoretical framework, allowing the triangulation between speeches, documents and scientific literature.

The research is limited by the restriction of the sample to three teachers and the absence of the perspective of managers and students. Thus, it does not intend to generalize the results, but to offer an in-depth analysis of teachers' perceptions in different school contexts in the city.

3 THEORETICAL FOUNDATION
3.1 THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES IN THE SCHOOL

The participants of the research are high school teachers from public schools in Colinas do Tocantins, selected based on their geographic location, aiming to provide a comprehensive understanding of the use of technologies in the classroom and their multiple contexts. The interviews aim to explore the experiences of these professionals regarding the use of digital technologies in their pedagogical practices in the teaching-learning process.

In this sense, the following is the presentation of the professors selected for the interviews: Professor at the Federal Institute of Education, Science and Technology of Tocantins – IFTO, which is a technical and higher education institution with diversified training offer, has its Campus in Colinas do Tocantins located in a rural area. Thus, it is important to understand how the institution, whose teacher works with an exclusive workload, with its focus on professional education, integrates digital technologies into the curriculum and the learning environment.

Teacher at the Military College of the State of Tocantins João XXIII – School that serves students from Elementary School II and High School, only during the day, located in the central part of the city, has a differentiated educational approach, with a strong emphasis on discipline and organization. The interview with this professional, who has a full workload only at this institution, aims to explore how digital technologies are incorporated into the military context, taking into account the particularities of this teaching environment.

Teacher at the Francisco Pereira Felício State School – School that also receives students from Elementary School II and High School, located in a neighborhood close to the central part of the city, serves at maximum capacity in terms of number of students, plays an important role in high school in Colinas do Tocantins, as it receives students who have not adhered to full-time or military education. Context in which the report is essential to understand the difficulties and possibilities experienced in the use of digital technologies in a state educational institution, with a peripheral location, addressing the reality of a professional who works in two educational institutions to complete the workload.

The implementation of digital technologies in public schools has been a recurring theme in education studies, mainly due to its potential to transform the teaching-learning process. The integration of digital tools in the school context not only offers new teaching possibilities, but also promotes a more dynamic, collaborative and accessible environment. However, its adoption in public schools faces structural challenges, such as the lack of adequate infrastructure, continuous teacher training and resistance to the use of new technologies (Valente, 2000).

Technologies have accompanied humanity since the earliest times. According to Kenski (2021, p. 15), "[...] technologies are as old as the human species." Since the Stone Age, humans have developed tools and techniques to adapt to their environment, ensuring their survival. Initially, innovations were linked to physical strength and the ability to manipulate elements of nature to hunt, build shelters, and produce fire. Over time, human

needs have diversified, driving the creation of new technologies that have made life easier in different aspects. Today, although tools and devices have become more sophisticated, their purpose remains the same: to improve processes, optimize tasks, and contribute to the individual and collective development of society.

Digital technologies play a fundamental role in daily life, influencing both interpersonal relationships and educational and professional processes. According to Kenski (2021), technology can be understood as the set of tools and techniques used according to the needs of each era. Today, we live in a highly technological society, in which these resources are integrated into various day-to-day activities.

In the field of communication, for example, it is possible to keep in touch with family and friends instantly through devices such as cell phones and computers. In addition, the dissemination of information occurs quickly and affordably through televisions, computers, and other digital media, allowing people to stay up-to-date on global events. In education, the presence of technology is also remarkable. The use of equipment such as computers and projectors (Datashow) has transformed the school environment, enabling the exhibition of videos and audiovisual materials that enrich learning. These resources facilitate the understanding of the content, making the classes more dynamic and interactive, which contributes to a more efficient and attractive teaching for students.

According to Valente (2020), the use of digital technologies in schools requires more than the simple inclusion of equipment. It is essential that teachers and students develop a new way of interacting with the content and with the technological means available, which requires a reformulation of pedagogical practices. Technologies are not neutral instruments, they have a direct impact on teaching methodologies and relationships within the classroom.

Luck (2013) highlights that the implementation of technologies in the school environment must be linked to a well-structured pedagogical strategy, which considers the reality of the school and the needs of the students. The author warns of the risk that the simple introduction of technologies will not be enough if there is no continuous monitoring and effective integration with educational curricula. In addition, an important aspect is the training of teachers, which must be continuous and accompanied by practical experiences, so that they can explore technologies in a critical and creative way. The work of Almeida (2019) reinforces that teacher training is one of the pillars for the successful implementation of digital technologies in schools. For the author, without the appropriation of technological

knowledge by educators, the use of digital tools does not result in an effective improvement in teaching.

According to Moran (2020), contemporary society is in a continuous process of adapting to the new possibilities offered by technological advances. This transformation directly influences communication and teaching, promoting integration between human beings and technology, as well as between the individual, the group and society. Given this scenario, it is essential to understand the need to adapt to the use and handling of technological devices in the educational environment. The incorporation of these tools in the classroom can facilitate learning, providing new, more dynamic and interactive teaching methods. In addition, technology contributes to reducing the barriers imposed by physical distance, expanding access to knowledge and promoting an increasingly connected and innovative education.

Technology is deeply integrated into various aspects of human life, influencing eating habits, daily routines, ways of working, health services, and educational processes. As its presence expands in society, it becomes essential to discuss its definition, impacts, and theoretical and critical implications (Silva, 2020, p.2). Technological advancement drives constant innovations that transform the way we live, facilitating our daily and professional activities. In the field of education, these innovations play a key role in the modernization of teaching, providing new tools and methodologies that enhance learning and pedagogical practice.

The implementation of digital technologies in public schools is a complex process, but essential for the advancement of education in Brazil. For this process to be successful, a joint effort by governments, schools, and teachers is needed, focusing on improving infrastructure, continuous training, and overcoming resistance. In this way, it will be possible to ensure that all students have access to quality education and that technologies can be used effectively for the development of essential skills for the 21st century.

3.2 PUBLIC POLICIES AND EDUCATIONAL ACTIONS AIMED AT THE INTEGRATION OF DIGITAL TECHNOLOGIES IN EDUCATION

The integration of digital technologies in education has been a central theme of public educational policies in recent decades. The use of these technologies not only expands the possibilities of learning, but also requires a reconfiguration of pedagogical practices and the structural conditions of schools. The analysis of public policies aimed at digital integration in

education allows us to understand the State's intentions to improve educational quality and social inclusion, while challenging schools to adapt to the new demands of the contemporary world.

According to the National Education Plan (PNE) (2014-2024), one of the fundamental guidelines is the promotion of digital education, highlighting goal 7, which seeks to "expand access to and use of information and communication technologies in schools". However, the mere introduction of these technologies in schools is not enough to guarantee their effectiveness. Levy (2000) points out that the digitization of knowledge profoundly alters educational processes, making knowledge more accessible, but at the same time more fragmented. In this context, he argues that digital technologies should be used to create a new learning environment, in which the student is more autonomous, capable of seeking information collaboratively. However, this transformation requires continuous training of teachers, as pointed out by Valente (2009), who emphasizes the need for specific teacher training for the pedagogical use of technologies, without which digital teaching can only result in the mere application of technological tools, without a real impact on learning.

The Law of Guidelines and Bases of National Education (LDB), in its article 10, item V, reaffirms that teaching must incorporate digital technologies, but this integration must be done in a contextualized and meaningful way for the learning process. Sacristán (2000), in turn, argues that educational policies need to be accompanied by a critical reflection on the use of these technologies, avoiding an uncritical adherence to technological innovations that can transform schools into "digital spaces", but without effectively transforming the pedagogical model.

Finally, it is important to note that the implementation of digital technologies in Brazilian schools faces significant challenges, such as the lack of adequate infrastructure, teacher training, and resistance to change. However, as pointed out by Teixeira (2014), public policies that favor digital inclusion have a transformative potential, not only in the pedagogical aspect, but also in access to information and citizenship. The key to the success of this integration lies in the ability to transform technologies into tools that enhance teaching, making it more inclusive and efficient.

Therefore, public policies and educational actions aimed at the integration of digital technologies must be planned and implemented in a way that respects the specificities of each school context and seeks not only the insertion of technological tools, but also a

transformation in the pedagogical processes and in the training of all those involved in the educational process.

4 RESULTS AND DISCUSSION: TEACHERS' REPORTS

The analysis of the interviews was organized into three thematic axes – *school infrastructure*, *teacher training* and *inequality of access for students*. This categorization emerged from the oral reports and was articulated with the theoretical framework, making it possible to understand the tensions and challenges of the implementation of digital technologies in public schools in Colinas do Tocantins.

The use of digital technologies as a pedagogical resource has become an important point of debate in the contemporary educational scenario. However, the effective implementation of these technologies faces a number of challenges. These obstacles directly impact the quality of teaching and the integration of digital technologies in the school environment.

4.1 SCHOOL INFRASTRUCTURE

The testimony of teacher Núbia Dias Correa Dantas (Francisco Pereira Felício State School) reveals that "(...)technology has to be part of our lesson plans much more often." However, he reports the precariousness of the technological infrastructure:

> "(...) use of televisions, notebooks and chromebooks that the state provides and even so we bump into the school's internet access because the school is a large environment. There would have to be routers in each room (...)" (Dantas, 2025).

Report shows that the equipment reaches schools, revealing the investments made in technologies, but the absence of connectivity makes its effective pedagogical use unfeasible. As Pinto (2020) points out, insufficient digital infrastructure compromises the potential of technologies and widens inequalities between public and private schools, which generally have more favorable conditions.

The interviewee points out as one of the main problems the lack of routers sufficient to cover the entire school, which compromises the effective use of these technologies in the classroom. This scenario reflects a structural deficiency that limits the full use of digital resources in education, especially in regions further away from large urban centers.

School infrastructure is a crucial factor for the implementation of digital technologies. In Brazil, many educational establishments still face difficulties related to the lack of adequate equipment, poor internet connection, and the absence of technological maintenance (Pinto, 2020).

These problems significantly limit the possibilities of pedagogical use of technologies. According to Salgado (2020), insufficient infrastructure compromises the use of digital resources and widens inequalities between public and private schools, in addition to demotivating educators who cannot see the positive results of investment in technologies.

According to Silva (2021), the lack of adequate technological resources compromises the effectiveness of the use of digital tools, resulting in a fragmented and often inefficient experience for students and teachers. The quality of the internet, the availability of computers and the updating of systems are issues that directly impact the implementation of innovative pedagogical strategies.

In this sense, teacher Núbia Dias Correa Dantas (Francisco Pereira Felício State School) reinforces that:

> "(...) as for infrastructure, because in many schools the technological infrastructure ends up being insufficient, for example, some internet connection points, everywhere it is so good, which ends up making us always have a plan B when we decide to use it, and this makes us a little frustrated, when we prepare a class that will insert the use of technology there and then, for this reason, in the case of a bad internet, not being able to give that content (...)" (Dantas, 2025)

In this regard, Professor Aletícia Rocha da Silva (Colégio Militar João XXIII) reported that:

> "So I would have to have routers in each classroom, we don't have them, so we have this problem to use certain technologies because of this infrastructure that is still very deficient here in the interior of Tocantins. We have an internet that is restricted to access, when it says a restricted bandwidth, it is not high-speed, so we end up being disappointed with some uses." (Silva, 2025).

Kenski (2012) also emphasizes that technology in education should not be reduced to a technical resource, but articulated with material and pedagogical conditions that ensure its functioning. In this way, the lack of adequate internet transforms the advances promised by technological innovation into a frustrated expectation. This gap pushes teachers to improvise, compromising both the quality of teaching practice and the equity in students' right to learn.

Professor Luiz Alberto Libânio Lima (Federal Institute of Tocantins – IFTO), even emphasizing that there are no infrastructure problems in the educational institution that is an impediment to the use of digital technology as a teaching tool, reports that technical situations occur.

> "(...)Speaking for the institution where I work, where I work, I have no problem with infrastructure. I believe that the computers are very good, the internet network too. But like any technology, sometimes it happens that there is a bug, something or other, but like, something very insignificant for a process as a whole." (Lima, 2025).

In this sense, it is possible to affirm that the challenges imposed by reality regarding the infrastructure for the use of digital technologies, observed in public schools so that they become opportunities, in a strategic role in improving teaching and learning, require a collective commitment that involves not only educators, but also school managers and, especially, public policy makers.

Thus, the oral reports of the research participants highlight a common problem faced by teachers when trying to implement digital technologies in education: inadequate infrastructure. The report brings to light the urgency of investments in technology and infrastructure in schools, to ensure that teachers can use technological resources effectively and without obstacles.

4.2 TEACHER TRAINING

Professor Núbia Dias Correa Dantas (Francisco Pereira Felício State School) pointed out the importance of teacher training for the use of digital technology resources:

> "I see as one of the great challenges that we, as teachers, face about the use of technological resources within the classroom, first, the issue of training, which not all teachers have (...) has the necessary training to use technology effectively." (Dantas, 2025).

Silveira (2021), corroborates that all social strata need to invest in qualification to keep up with the advancement of intellectual technologies, as this is what it is about when we talk about inclusion in the information society, he also emphasizes that overcoming poverty will not come only through emergency aid, but through the creation of intelligent social collectives, which train people for the new economy and for new forms of coexistence. Thus, it argues

that it is possible to use knowledge sharing tools to claim rights, expand citizenship and transform living conditions.

Teacher Núbia Dias Correa Dantas (Francisco Pereira Felício State School) reported on the absence of teacher training in order to collaborate for the use of digital technology resources:

"(...) for the use of digital technologies in school, basically, I had no training. What I really do have is previous knowledge that we try to seek and use within the classroom. But I didn't have training as a teacher within schools. (Dantas, 2025).

In this sense, the teacher pointed out that the government makes the tools available, referring to the receipt of Chromebooks at school, but the training to use them takes place, for the most part, in a virtual environment. But it is incompatible with the routine of teachers, who even manage to set aside some time, but end up overloaded with other activities. As a result, the training process ends up being impaired.

According to Moran (2013), teacher training is a decisive factor for the proper use of digital technologies. Many teachers, despite being familiar with digital tools in their daily lives, do not have the necessary training to use them in a pedagogical and critical way. This is reflected in the resistance of some educators to the incorporation of technologies in their practices, as they feel insecure or unprepared to deal with these tools in the teaching process.

Professor Luiz Alberto Libânio Lima (Federal Institute of Tocantins – IFTO) highlighted limitations in the training offered:

"(...) We had some training focused on the use of digital tools at school. But the training was precisely in the tools, specifically Google Classroom (...)" (Lima, 2025).

The criticism present in the report shows that, although there is an offer of training, it is fragmented. This limitation ends up reducing pedagogical innovation to instrumental training, without contemplating the complexity of educational practice. the interviewee points out that, during the training offered, the focus was on the digital tools used in the school, but the training offered focused specifically on Google Classroom. This suggests that while there was an intention to work with diverse digital tools, training was limited to that particular platform, which may indicate a lack of a broader approach to other digital tools that could be useful in the educational context.

Almeida (2019) argues that training should be continuous and contextualized, aimed at strengthening teachers' autonomy, enabling them to understand and choose, in a critical way, the resources that best dialogue with the needs of students and pedagogical objectives. In a complementary way, Moran (2013) reinforces that pedagogical innovation is not limited to technique, but involves the creation of critical and creative practices.

The case reported by Professor Luiz Alberto Libânio Lima (Federal Institute of Tocantins – IFTO) confirms Valente's (2020) criticism that policies that focus on a single digital tool do not promote significant methodological changes. On the contrary, they end up stifling the pedagogical work and limiting the possibilities of exploring technologies.

Teacher training is, without a doubt, one of the biggest challenges. Silva (2021) points out that many teachers do not receive adequate training to use technologies effectively in their pedagogical practices. Although teachers are increasingly familiar with digital tools in their daily lives, the transposition of this knowledge into educational practice requires specific preparation.

Continuing education, therefore, is essential to ensure that teachers can explore the potential of technologies in a critical and creative way. According to Almeida (2019), teacher training must be continuous and contextualized, taking into account the specificities of each school reality and the various digital tools available.

In this context, teacher training needs to be conceived in a broader way, articulating the technical domain with the pedagogical, methodological and critical dimensions. This means preparing the teacher not only to operate tools, but to plan, evaluate and reinvent educational practices, exploring the diversity of digital resources available. Only then can technology be meaningfully integrated into the curriculum, strengthening students' right to learning and the quality of education.

4.3 UNEQUAL ACCESS FOR STUDENTS

Professor Aletícia Rocha da Silva (Colégio Militar João XXIII) emphasized the social inequality that crosses the adoption of digital technologies:

"(...) This very diverse audience impacts the use of technologies because I cannot assume that all my students have access to the internet, notebook or cell phone. Often the family shares a single device (...)" (Silva, 2025).

The professor's report explains a crucial aspect of the debate on digital inclusion: students' unequal access to technologies. At the same time that educational policies encourage the use of digital resources, the socioeconomic reality of many families makes it impossible for such proposals to reach all students in an equitable way. Silva's speech shows that the assumption that everyone has the internet, notebook or cell phone is wrong, as it disregards the context of vulnerability in which many live.

This report brings to light the social dimension of digital inclusion. The assumption that all students have access to the internet and individual equipment configures what Moran (2015) calls the *illusion of technological universality*, that is, the idea that it is enough to make digital tools available for everyone to have the same learning opportunities. In practice, this view ignores structural inequalities, such as the lack of family income, the division of a single device between several members of the house, and the lack of adequate connectivity. In addition, Silva (2020) warns that the absence of policies sensitive to socioeconomic differences means that technologies, instead of reducing inequalities, end up expanding them, creating new barriers in the educational process.

In this sense, the teacher's speech denounces that the digital inclusion policy needs to go beyond the walls of the school, also involving home access and support for families. Otherwise, the risk is the reproduction of historical exclusions in an environment that is now "digitized", but not necessarily democratic. It is necessary to have a broader view, which includes home access and policies to support families, ensuring basic conditions for students to follow digital activities outside the classroom. This involves everything from public investments in universal connectivity programs to partnerships with private companies to expand free or subsidized access to data packages and devices.

If such measures are not implemented, the risk is the perpetuation of historical exclusions in a scenario that is now "digitized", but still marked by social inequality. Digitalization, in these terms, can become a false promise: the discourse is modernized, but the structural problem remains untouched. Therefore, the challenge is to transform digital inclusion into an effectively democratic policy, which considers the different social contexts and actually promotes equity in the right to learning.

Another point raised was the need to educate students for the conscious use of technologies. As Professor Luiz Alberto Libânio Lima (Federal Institute of Tocantins – IFTO) points out, students do not always have adequate skills to use digital tools productively. Distraction and misuse of devices are challenges that compromise learning: "(...) my students

are not trained, qualified to use digital tools in their entirety, (,,,) the student has to be educated to use these tools (...)

Moran (2015) highlights that it is essential to establish a digital culture in the school, in which technologies are incorporated with clear objectives and well-defined didactic strategies.

In this sense, the teachers interviewed recognize that the insertion of technologies in teaching is an irreversible trend. However, there is a critical view of its effective implementation in the context of public schools. Inequality in access to the internet is a challenge that needs to be addressed. Reflection on the socioeconomic diversity of students is essential for Brazilian education to fully use technological advances as tools for inclusion and improvement of teaching.

5 FINAL CONSIDERATIONS

The research on the implementation of digital technologies in public high schools in Colinas do Tocantins, based on the oral reports of three teachers, showed that the integration of these resources still faces significant limits. The testimonies analyzed allowed the identification of three central axes: school infrastructure, teacher training and inequality of access for students.

In the first axis, it was observed that the distribution of equipment, although relevant, is insufficient in view of the precariousness of connectivity and the absence of technological maintenance. Such a scenario confirms that public policy based only on the delivery of resources does not ensure pedagogical effectiveness, as the absence of adequate infrastructure makes it impossible to take full advantage of digital tools.

In the second axis, teacher training appeared as a recurring challenge. Although the teachers participated in training, these were fragmented and excessively technical, being restricted to specific platforms. The analysis confirms what Almeida (2019) and Moran (2013) defend: training should be continuous, critical and diversified, in order to expand pedagogical autonomy and not just equip teachers to use isolated tools.

In the third axis, the inequality of access of students emerged as a structuring barrier. Many students do not have individual equipment or home internet, which generates digital exclusions within the school itself. This data corroborates the criticism of Silva (2020), for whom digital inclusion policies must be articulated with the socioeconomic reality of families, at the risk of reinforcing existing inequalities.

Thus, the research indicates that the implementation of digital technologies in public high school in Colinas do Tocantins cannot be understood only as a technical process, but as a pedagogical and social phenomenon. The reports reveal the need for more integrated public policies, capable of articulating quality infrastructure, critical teacher training and equal access for students.

In terms of contribution, the study shows that listening to teachers, through Thematic Oral History, is a fundamental source to evaluate the effectiveness of educational policies. The teachers' reports not only describe difficulties, but also point out ways to overcome challenges, such as the expansion of face-to-face training, continuous technical support, and the construction of a digital culture in schools.

Finally, the absence of perspectives from students and school managers is recognized as a limitation of the research. For future investigations, it is suggested to expand the empirical corpus, contemplating different subjects and institutional contexts, which may enrich the understanding of the phenomenon. Despite these restrictions, the research reaffirms that digital technologies have the potential to transform the educational process, as long as they are inserted in a broader pedagogical project, committed to the quality and democratization of public education.

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