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CURRICULAR POLICIES IN THE TEACHING OF HISTORY IN BASIC EDUCATION BASED ON ICT

AS POLÍTICAS CURRICULARES NO ENSINO DE HISTÓRIA NA EDUCAÇÃO BÁSICA A PARTIR DAS TDIC

POLÍTICAS CURRICULARES EN LA ENSEÑANZA DE LA HISTORIA EN EDUCACIÓN BÁSICA BASADAS EN LAS TIC

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ABSTRACT

The dissemination of digital technologies has significantly transformed learning spaces and practices, expanding methodologies and tools available for teaching. In schools, these changes have affected both administrative management and pedagogical mediation. However, integrating Digital Information and Communication Technologies (DICT) into History teaching in Basic Education is not a simple task, as it depends on internal factors (infrastructure, access to devices, and technical skills) and external ones (public policies, curricula, and social demands). This paper analyzes how three official documents — the National Curriculum Parameters (1997/1998), the National Curriculum Guidelines for Basic Education (2013), and the National Common Core Curriculum (2017) — address the use of DICT in History teaching, discussing the potential and limitations of their inclusion. The study shows that, although progress has been made in recognizing digital technologies as part of the educational process, challenges remain regarding practical implementation, teacher training, and inequalities in access.

Keywords: History Teaching. Digital Technologies. Curriculum. Basic Education. Educational Policies.

RESUMO

A difusão das tecnologias digitais transformou de maneira significativa os espaços e as práticas de aprendizagem, ampliando metodologias e instrumentos disponíveis para o ensino. No ambiente escolar, tais mudanças repercutiram tanto na gestão administrativa quanto nas formas de mediação pedagógica. Contudo, a incorporação das Tecnologias Digitais de Informação e Comunicação (TDIC) ao ensino de História na Educação Básica não se mostra uma tarefa simples, pois depende de fatores internos (infraestrutura, acesso a equipamentos e domínio técnico) e externos (políticas públicas, currículos e demandas sociais). Neste trabalho, buscamos analisar como três documentos oficiais — os Parâmetros Curriculares Nacionais (1997/1998), as Diretrizes Curriculares Nacionais para a Educação Básica (2013) e a Base Nacional Comum Curricular (2017) — abordam o uso das TDIC no ensino de História, discutindo potencialidades e limites de sua inserção. O estudo evidencia

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que, embora haja avanços no reconhecimento das tecnologias digitais como parte do processo educativo, permanecem desafios relacionados à efetivação prática, à formação docente e às desigualdades de acesso.

Palavras-chave: Ensino de História. Tecnologias Digitais. Currículo. Educação Básica. Políticas Educacionais.

RESUMEN

La expansión de las tecnologías digitales ha transformado significativamente los espacios y las prácticas de aprendizaje, ampliando las metodologías y herramientas disponibles para la enseñanza. En el ámbito escolar, estos cambios han impactado tanto la gestión administrativa como la mediación pedagógica. Sin embargo, la incorporación de las Tecnologías Digitales de la Información y la Comunicación (TDIC) a la enseñanza de la historia en la educación básica no es una tarea sencilla, ya que depende tanto de factores internos (infraestructura, acceso a equipos y conocimientos técnicos) como externos (políticas públicas, currículos y demandas sociales). En este trabajo, buscamos analizar cómo tres documentos oficiales —los Parámetros Curriculares Nacionales (1997/1998), las Directrices Curriculares Nacionales para la Educación Básica (2013) y la Base Curricular Nacional Común (2017)— abordan el uso de las TDIC en la enseñanza de la historia, analizando el potencial y las limitaciones de su inclusión. El estudio destaca que, si bien se ha avanzado en el reconocimiento de las tecnologías digitales como parte del proceso educativo, persisten desafíos relacionados con la implementación práctica, la formación docente y las desigualdades en el acceso.

Palabras clave: Enseñanza de la Historia. Tecnologías Digitales. Currículo. Educación Básica. Políticas Educativas.

1 INTRODUCTION

The growing diffusion of digital technologies has expanded the spaces and forms of learning, enabling the use of new resources, devices and pedagogical methodologies. The school environment was inevitably impacted by this process, both in its administrative routines and in teaching and learning practices.

However, pedagogical mediation supported by digital resources is not a simple task. Its implementation requires careful planning, contemplating internal factors — such as infrastructure, availability of equipment and technical mastery on the part of teachers and students — and external factors, related to public policies, social demands and the pedagogical intentions that guide teaching practice. In this scenario, it is also essential to reflect on the role of official curricula and educational policies, which can both favor and limit the significant use of Digital Information and Communication Technologies (DICT) in Basic Education.

The history of the discipline of History in Brazil is marked by epistemological, methodological and curricular disputes. As Bittencourt (2018) points out, the transformations that have occurred in the teaching of the discipline have raised debates about historiographical issues, but also about its place in curricular projects in different national and international contexts. These discussions intensified after the redemocratization of the country in the 1980s and the promulgation of the 1988 Constitution, which paved the way for the Law of Guidelines and Bases of National Education (LDBEN No. 9,394/96) and for the elaboration of new curricular references.

In this context, the idea of a "pedagogy of the citizen" was consolidated as a guideline for the teaching of History, seeking to articulate school content with training for democracy. However, this perspective coexists with trends of a technical and market nature, which associate teaching with the logic of competitiveness and the instrumental use of digital technologies (Bittencourt, 2018; Crary, 2014). Thus, the discipline remains tensioned between proposals aimed at the critical formation of the subject and discourses that privilege adaptation to the demands of the digital world and the market.

In view of this scenario, it is essential to analyze how the official curriculum documents deal with the incorporation of DICT into the teaching of History. Following Costa (2019), this study focuses on three strategic references for Brazilian education: the National Curriculum Parameters (1997/1998), the National Curriculum Guidelines for Basic Education (2013) and the National Common Curriculum Base (2017). Unlike Costa's approach, which highlighted

the discourses on technology, we sought to verify to what extent these documents effectively guided the insertion of digital technologies in the teaching of History.

To this end, some questions guide our reflection: Which digital resources are mentioned in official documents? How are DICT understood as support or challenge to the teaching of History? Can they contribute to processes of critical appropriation of historical knowledge or, on the contrary, reinforce exclusionary and technicist practices?

As a theoretical contribution, we dialogue with Christian Laville (1999), who analyzed the changes in the teaching of History in Western societies in the post-World War II period, highlighting the centrality of citizenship education. This framework allows us to establish approximations with the Brazilian context, marked by disputes around curricula, identities and public policies.

Thus, we seek to draw a critical overview of the curricular policies that guide the teaching of History in Basic Education, especially considering the possibilities and limits of the use of DICT in this process.

2 THE NATIONAL CURRICULUM PARAMETERS (PCN)

The proposals of the National Curriculum Parameters (PCN) of 1998 (Brasil, 1998) represent a significant milestone in the history of Brazilian education. In addition to its guiding function, the document sought to establish a legal framework capable of guaranteeing the democratization of the Brazilian educational system. Extended to all levels of education and school systems, the PCN included schools located in indigenous and quilombola communities.

According to the document, "its function is to ensure the coherence of investments in the educational system, socializing discussions, research and recommendations, subsidizing the participation of Brazilian technicians and teachers, especially those who are more isolated, with less contact with the current pedagogical production" (Brasil, 1997, p. 13).

The central innovation of the PCN (Brasil, 1997) lies in the introduction of transversal themes, which should permeate the curricular disciplines, which were also replanned to meet educational demands. In elementary school, the curricular subjects — Arts, Sciences, Geography, History, Portuguese Language and Mathematics — began to adopt an interdisciplinary approach. The cross-cutting themes defined were: Ethics, Health, Environment, Sexual Orientation, Cultural Plurality, Work and Consumption.

After extensive discussion with state and municipal education departments, consultations with experts from different areas of knowledge and the participation of education professionals, the PCN were approved by the Basic Education Chamber of the National Education Council (CNE). According to the document, they should constitute a national reference for education systems, being adequate according to local educational realities.

Thus, it is understood that the implementation of the PCN resulted from intense social struggles and the changes desired by society and education professionals. Among the most relevant developments, the introduction of the study of the History of Africa (Law 10.639/03), Afro-Brazilian cultures, and the History of indigenous peoples (Law 11.645/08) (Bittencourt, 2018) stand out.

In the construction of the PCN, there is an attempt to overcome what Guimarães (2009) calls a "huge gap" between the knowledge produced in universities and that taught in basic education. For Mendes (2020), such a perception highlights the dualism between theory and practice that marked the consolidation of History as a disciplinary field in Brazil and teacher training in the area.

Another aspect highlighted by Mendes (2020) refers to the hierarchy between academic knowledge and school knowledge. For a long time, it was believed that university centers should concentrate theoretical-methodological reflections, while the teaching of History remained restricted to the application of pedagogical techniques, with little access to academic discussions.

During the discussions on the curricular reformulation and the reinsertion of History as a specific discipline of what we currently know as elementary education, a growing approximation between the teaching of History and the academy was evidenced (Mendes, 2020). During this period, the dialogue between researchers and high school teachers was intensified, coinciding with the expansion of graduate courses in History, which had a significant presence of basic education teachers. This academic production was partially absorbed by the editorial expansion in the area of the teaching of History and historiography (Brasil, 1998, p. 28).

The debates fostered prioritized didactic alternatives to the centralized model of expository classes and the exploration of new languages that would bring teacher and student closer together, recognizing the importance of student participation for the teaching-learning process.

The consolidation of Social Studies, which replaced History and Geography from Law No. 5,692/71, during the military regime, constituted, together with Moral and Civic Education, the foundations of historical study, combining historical and geographical contents centered on concentric themes (Brasil, 1997, p. 23). In this context, the aim was to deconstruct the student as a passive subject and a mere receiver of knowledge.

The curricular proposals began to incorporate debates between various historiographical tendencies, directing historians to problems related to social, cultural and everyday history. According to the document, these reflections suggested "possibilities of revising, in elementary education, the formalism of historical approaches sustained by the political and administrative events of the states or exclusively by structural economic analyses" (Brasil, 1998, p. 28).

The guidelines indicated the importance of interdisciplinarity and the organization of teaching by transversal themes, aligning general curricular elements with cultural diversity, reflecting approaches inspired by critical and post-critical theories, valuing the construction of meanings on the factual narrative.

History remained in the curriculum, constituting the historical school knowledge, which, in dialogue with the social reality, the values of the new generations and the pedagogical knowledge, has preserved traditions and promoted innovations in contents, methods, didactic materials and educational purposes. This process reinforces the role of History in the diffusion and consolidation of ethnic, cultural, religious, social and national identities, continuously recreating the relationships between teacher, student, historical knowledge and social reality, with a view to the critical and reflective formation of individuals (Brasil, 1998, p. 29).

For Mendes (2020), the alignment between critical and post-critical theories and the PCN lies in the didactic reconfiguration, in which the contents are means and the transversal themes, purposes of teaching practice. The approach aims to foster skills and abilities for the formation of critical and participatory citizens, building knowledge in an interdisciplinary way, close to the realities of students.

The cross-cutting themes included ethics, cultural plurality, health, sexual orientation, work and consumption, and in the first cycles of elementary school the thematic axes were: I) Local and everyday history and II) History of population organizations. In the final cycles, the axes were: I) History of social relations, culture and work and II) History of representations and power relations.

During the elaboration of the PCN, the mention of technologies was limited, but the term "computer" was already highlighted, associated with work. The document emphasized the development of new technological artifacts, with a focus on operability, without clearly establishing relationships with teaching and learning. According to the text, "it is not enough to aim at training students for future qualifications in terms of traditional specializations, but rather it is about having in mind the **training** of students in terms of their training for the acquisition and **development** of **new skills** [...]" (Brasil, 1997, p. 27-28, emphasis added).

Despite the pioneering spirit of the text, there is still an ambiguous discourse between rupture with technicist models and assimilation of education and work proposals. Technology is presented as a dominant element, restricting the teacher's creativity and reducing the student to a mere responder of stimuli. (Brasil, 1997, p.31)

The document also recognizes the value of the textbook, but emphasizes the importance of the diversity of materials: "it is important to consider that the textbook should not be the only material to be used, because the variety of sources of information is what will contribute to the student having a broad view of knowledge" (Brasil, 1997, p. 67). In addition, the PCN highlight the relevance of using technologies, such as computers and calculators, to insert students into the contemporary world (Brasil, 1997, p. 67).

Costa (2019) observes that the neotechnicist methodologies, present in the PCN, excessively value artifacts to the detriment of human actions, which can compromise educational processes. Improvisation in the appropriation of technologies by teachers and students highlights the need for creative alternatives to achieve educational objectives (Brasil, 1997, p. 68).

The document recognizes the growing presence of new technologies, such as radio and television, in schools, signaling the need for their incorporation into the educational process (Brasil, 1997, p. 26). However, the appropriation of these tools remains largely dependent on the individual initiative of teachers and students, as evidenced during the COVID-19 pandemic.

Finally, the PCN constituted an important milestone for the teaching of History, defining skills to be valued, encouraging teacher participation and promoting debates on methodologies and the use of multiple tools, even if the ICT approach was still limited. Bittencourt (2011) reinforces the possibility of building a theoretical framework based on the PCN in the context of curricular reforms, highlighting the role of the teacher in transforming analog and digital tools into critical and reflective knowledge.

3 NATIONAL CURRICULUM GUIDELINES FOR BASIC EDUCATION (DCNEB)

Published in 2013, the document established a common national base, bringing guidelines for the organization, articulation, development and evaluation of the pedagogical proposals of the Brazilian education networks. Among its premises, the need for curriculum updating was highlighted, motivated by structural changes in the educational system, such as the expansion of Elementary Education from eight to nine years old and the mandatory free education for children and young people between four and 17 years old.

The preparation of the document was based on processes of studies, debates and public hearings, with the participation of state and municipal leaders, teachers, education professionals and representatives of private educational institutions. In this construction, the concern with educational inclusion is evident, highlighting the obligation of quality elementary education and access to education for children, young people and adults who did not have previous opportunities, respecting factors such as age, level of learning, social, cultural, emotional, physical and ethnic conditions (Brasil, 2013).

The educational stages are organized in Early Childhood, Elementary and High School Education, contemplating specific modalities such as Rural Education, Indigenous Education, Quilombola, Special Education, Youth and Adult Education in situations of deprivation of liberty and Technical Professional Education of Secondary Level. In addition, the document establishes guidelines for cross-cutting areas such as Youth and Adult Education, Environmental Education, Human Rights Education and Education of Ethnic-Racial Relations, including the Teaching of Afro-Brazilian and African History and Culture.

The central objectives of the document aim to fill gaps identified in the 1998 National Curriculum Parameters (PCN), redirecting educational proposals and reinforcing legal frameworks, such as the commitment to the Constitution and the promotion of critical reflection in the political-pedagogical projects of schools, as well as the orientation to the training of education professionals (Brasil, 2013).

In terms of perceptible changes in relation to the PCN, the document shows advances in the recognition of the student as an active subject of the educational process, as well as in the incorporation of Information and Communication Technologies (ICT) in the teaching and learning processes. In the section entitled "Curricular organization: concept, limits, possibilities", it is emphasized that, although the school is considered a space in which the political-pedagogical project must meet social demands, the methodological application is still close to traditional practices. However, students are treated as subjects who need "other

processes and procedures, in which learning, teaching, researching, investigating, evaluating occur in an inseparable way" (Brasil, 2013, p. 25).

The document constructs the figure of students as beings who

> "[...] **they learn to receive information quickly, they like the parallel process**, to perform several tasks at the same time, they prefer to make their graphs before reading the text, while teachers believe that they keep up with the digital age only because they type and print texts, have e-mail, not realizing that **students were born in the digital age**" (Brasil, 2013, p. 25, emphasis added).

Such characterization highlights the recognition of the digital age as a factor that impacts learning, although the document critically indicates that simple contact with technologies does not guarantee understanding or full mastery of these tools. Thus, progress is made in the exploration of digital resources, including the use of computers, printers and e-mail, as well as computer skills and internet access. However, the premise that the presence born in the digital age automatically generates technological competence is contested, being considered dystopian, since the appropriation of technologies requires mediation and practice (Moran, 2004; Okada and Santos, 2004; Lévy, 2010).

The appropriation of technologies facilitates access to knowledge, enables the production and dissemination of knowledge, but requires gradual pedagogical mediation, considering the social and cultural context of the students (Rocha, 2015). In the teaching of History, technological insertion must be linked to tasks with historical significance, ensuring that the use of ICT is not limited to the instrumental, but contributes to the development of historical learning, defined as "an essential element of a cultural practice, which is a predefined condition and a determination in the entire teaching and learning process" (Rüsen, 2021, p. 15).

ICT is presented as assistive technologies, which support the production of languages and pedagogical activities, and its use in various school spaces, such as libraries, radio, television and cyberspace is recommended (Brasil, 2013, p. 25-26). The document emphasizes that technologies must be adapted to pedagogical needs, ensuring interactivity and proximity between theory and practice, as well as the construction of meaningful experiences for students.

The document also recognizes that scientific and technological knowledge is a fundamental condition for students to understand innovation processes and take a critical position in the face of social and technological demands:

> “[...] Scientific knowledge, in current times, requires the school to exercise understanding, valuing science and technology from childhood and throughout life, in search of expanding the domain of scientific knowledge: one of the conditions for the exercise of citizenship. Scientific knowledge and new technologies are increasingly a condition for people to know how to position themselves in the face of processes and innovations that affect them" (Brasil, 2013, p. 26).

Within the scope of the political-pedagogical project and school regiment, two fundamental measures are recommended: (i) consider curiosity and research as the central core of learning, including virtual references in digital contexts; and (ii) provide for the continuing education of managers and teachers, ensuring continuous updating of the knowledge to be mediated and the adoption of appropriate methodologies, including ICT (Brasil, 2013, p. 49).

In this way, the contemporary teacher needs to develop skills beyond traditional teaching, interpreting and applying languages and technological instruments, acting cooperatively, using scientific and technological knowledge, skills that are often not contemplated in initial training (Brasil, 2013, p. 59).

The document also expands the use of ICT for distance learning, mentioning digital platforms, recorded classes and Distance Education (DE), respecting legal and structural limitations:

> “[...] The LDB made the Distance Education modality official as valid for all levels and modalities of education (art. 80), except for Elementary Education (§ 4 of art. 32), which must be face-to-face, with distance learning being used as a complement to learning or in emergency situations" (Brasil, 2013, p. 250).

Teaching materials for distance education should favor self-directed pedagogical mediation, with dialogical texts, short paragraphs, connections with multiple didactic means (*hyperlinks*), self-assessment exercises, motivating visual support and face-to-face structured support centers.

> In any media, the didactic material for Distance Education **must have** characteristics that favor the process of pedagogical mediation in a **self-directed way by the student**, privileging, for example, dialogic texts, relatively short paragraphs, connections with different didactic means to deepen the subject (*hyperlinks*), questions or learning exercises for constant self-evaluation, support of **illustrations**, **animations** and **didactic games**, in addition to a **visual identity** that favors and motivates learning.

> Interactivity is an essential characteristic, as the student will seek to **build** his learning in an **autonomous relationship**. Another resource of the utmost importance that must be very well observed at the time of authorization to operate distance learning courses refers to the forecast and operating conditions of **the face-to-face support centers**. These centers are operational units for the decentralized development of pedagogical and administrative activities related to courses and programs offered at a distance. (Brazil, 2013, p. 250 – 251 emphasis added)

The insertion of ICT expands the educational reach, contributing to digital inclusion and the development of critical and reflective skills in students. Costa (2019) emphasizes that "education is not formatting" (p. 33), showing that education should promote critical appropriation, and not just passive consumption of technologies. History, by incorporating digital resources, expands methodological possibilities, offering concrete and abstract experiences that strengthen critical, sensitive and contextualized learning.

Learning structures in Brazil have undergone significant updates, increasingly incorporating the possibility of distance learning through digital tools. This technological expansion has expanded the reach of subjects who could have access to education, overcoming geographical and social barriers that have historically limited the inclusion of certain groups. However, the implementation of these resources required not only adequate pedagogical materials, but also the creation of an infrastructure capable of guaranteeing minimum access conditions for all students. Not everyone had, or has, devices such as computers, notebooks or smartphones, devices that in certain periods were not even available in the Brazilian market.

From this perspective, it is opportune to return to Cerri's (2001) assumptions about learning, according to which what students learn or do not learn transcends what is formally provided for in official documents. In other words, the effectiveness of learning involves dimensions that go beyond the prescribed curriculum, including social, cultural, and technological factors that directly impact educational processes.

In the teaching of History, these potentials and problems are manifested in a particular way. Learning is not restricted to the teacher-student relationship within the classroom; It extends to broader social interactions, involving the body of knowledge, narratives, and opinions circulating in the media, social institutions, and the public sphere in general. In contexts of educational massification and low teacher-student interactivity, the links between historical permanences and ruptures, as well as symbolic constructions and reconstructions, tend to weaken, impairing the critical appropriation of historical knowledge.

The contemporary world, marked by rapid technological and social transformations, has required the school to expand its field of action beyond the physical space, occupying virtual environments and incorporating digital resources. The generation of knowledge, inserted in the information society, is characterized by continuous flows of data and unprecedented speeds of production and circulation of knowledge, a phenomenon widely cited in educational documents as a milestone of internet accessibility and new forms of teaching-learning. This dynamic has transformed the way educational processes are conducted, requiring both teachers and students to adapt to the new teaching conditions mediated by digital technologies.

Despite the advances, the theoretical and normative frameworks have gaps that remain the object of reflection by education professionals. Among these gaps are the challenges in incorporating ICT/DICT into school daily life, the tensions between technophile and technophobic teachers, as well as the conflicts resulting from the transition between analog and digital practices. In the teaching of History, this technological insertion was used as a tool to increase the theoretical-methodological approach, allowing greater exploration of historical sources, diversification of didactic resources and encouragement of the active participation of students, always in line with the curricular objectives of Basic Education.

Thus, the incorporation of digital technologies should not be understood only as an instrumental update of teaching, but as an opportunity to rethink pedagogical practices, strengthen critical thinking, and expand the possibilities of collective construction of historical knowledge. Such an approach requires planning, qualified teacher mediation and attention to inequalities of access, ensuring that technologies effectively contribute to the democratization of teaching and to the formation of historically conscious and active subjects.

According to Soares (2022), although in many regions the implementation has occurred in a precarious way, marked by the predominance of digital artifacts guided by the premises of the technopoly[3], such initiatives represented advances that expanded, to a certain extent, the range of possibilities for immersion in historical knowledge. In addition, the dialogue with recent research, the dynamization of knowledge through interconnected media and the production of more attractive and diversified resources for students remain, to this day, as goals to be consolidated and developed.

[3] It consists of the deification of technology, which means that he [the individual] seeks his authorization in technology, finds his satisfaction, and takes orders from technology. [...] Those who feel most comfortable in the technopoly are the people who are convinced that technical progress is humanity's supreme achievement and the instrument with which our deepest dilemmas can be solved. (Postman, 1994, p. 79)

4 NATIONAL COMMON CURRICULAR BASE (BNCC)

The National Common Curriculum Base – BNCC (Brasil, 2017), approved by the Ministry of Education (MEC), is a normative document that guides the Basic Education curriculum at the national level. Provided for by article 210 of the Federal Constitution (Brasil, 1988) and by article 26 of the Law of Guidelines and Bases of National Education (Brasil, 1996), its elaboration was driven by the National Education Plan (PNE, 2014) and presented in a preliminary version in 2015.

The process of building the BNCC was long and marked by intense debates, both in its formulation and in its subsequent revisions. After several changes, the definitive version referring to Early Childhood Education and Elementary Education was approved in 2017, while the version intended for High School was completed in 2018. From the beginning, his proposition was surrounded by questions about the relevance of a common base, especially in view of the continental dimensions of Brazil and its social, cultural and regional diversity.

One of the fundamental concepts taken up in the BNCC is that of competence, already present in the National Curriculum Parameters – PCN (1997) for High School. Competencies assume a structuring role by proposing the articulation between knowledge, skills, values and attitudes, shifting the focus from the simple transmission of content to the integral formation of students.

In the specific field of History teaching, a central point of discussion refers to the selection of contents that should compose the curriculum. Unlike what happened with the PCN, the BNCC seeks to value the teaching of local history and Afro-Brazilian history, seeking to reduce the predominance of an essentially Eurocentric narrative. Even so, the challenge remains to balance different historical perspectives without incurring in reductionism or critical emptying.

The discussion about curriculum, historical knowledge and power relations is crucial. As Selwyn (2014, p. 4) points out, ideology can be understood as a system of ideas, beliefs and values that guide action. In the same sense, Gabriel and Costa (2011) state that the constitution of hegemonies in the field of school historical knowledge occurs through the dispute around what should be considered true and, therefore, worthy of being taught. Thus, the choice of certain contents to the detriment of others is not neutral, but part of a political and cultural process of legitimization of knowledge.

Gabriel (2019) adds that the History curriculum tends to assume a prescriptive character, composed of previously defined contents that reinforce asymmetrical power

relations. In this way, the curriculum can act in maintaining the status quo, legitimizing practices that make cultural, ethnic, social, and gender minorities invisible, historically excluded from the processes of production and dissemination of knowledge.

In this context, it is also worth considering the role of technology in the educational process. Postman (1994, p. 79) warns of the risk of a "deification of technology", in which individuals begin to seek in it their main source of legitimacy and satisfaction, believing that technical progress is capable of solving the deepest dilemmas of humanity. This criticism becomes pertinent when we analyze how the BNCC incorporates, in a still limited way, digital information and communication technologies (DICT), often treated as neutral tools, without in-depth discussion of their social and pedagogical implications.

In view of this panorama, the construction of historical thinking in the context of the BNCC requires the delimitation of zones of contact, approximation and distancing, in order to define both the contents to be worked on and the intentions that guide learning. It is in this process that the proposal of the ten general competencies of the BNCC is inserted, which seek to ensure the learning and development rights of all students.

Figure 1

Competencies according to the BNCC

Source: Prepared by the authors.

The ten general competencies proposed by the BNCC dialogue with conceptions already defended since the 1990s, especially by the formulations of Perrenoud (2015). Although its original publication dates back to 1999, it is possible to identify significant advances in them, especially with regard to the incorporation of Digital Information and Communication Technologies (DICT), a recurring nomenclature in the document (Brasil, 2017). These competencies are intended for all stages of Basic Education – Early Childhood Education, Elementary School and High School – and seek to articulate the construction of knowledge, the development of skills and the formation of attitudes and values, in a perspective of integral education.

With regard specifically to the teaching of History, the general competencies break with a reductionist view of the discipline as a simple narration of facts, events and characters. There is also an effort to overcome a strictly Eurocentric approach, stimulating the construction of a more plural and critical view.

Among the competencies highlighted in the document (Brasil, 2017, emphasis added), some are directly connected to the teaching of History:

> 1. "**Value** and use **historically constructed knowledge** about the physical, social, cultural, and digital world to understand and explain reality, continue learning, and collaborate to build a just, democratic, and inclusive society" (Brasil, 2017, p. 9).
> 2. "**Exercise intellectual curiosity** and use the approach proper to the sciences, including investigation, reflection, critical analysis, imagination and creativity, **to investigate** causes, elaborate and test hypotheses, formulate and solve problems and create solutions (including technological) **based on knowledge from different areas**" (Brasil, 2017, p. 9).6.**To value the diversity of knowledge and cultural experiences** and to appropriate knowledge and experiences that enable them to **understand the relationships of the** world of work and to make choices aligned with the exercise of citizenship and their life project, with freedom, autonomy, **critical awareness** and responsibility" (Brasil, 2017, p. 9).
> 7. "**Argue based on facts**, data and **reliable information**, **to formulate, negotiate and defend ideas**, points of view and common decisions that respect and promote human rights, socio-environmental awareness and responsible consumption at the local, regional and global levels, with **an ethical position** in relation to the care of oneself, others and the planet" (Brazil, 2017, p. 9).

In dialogue with the TDIC, the BNCC also establishes competencies that expand the possibilities of working in History, such as:

4. "**Use different languages** – verbal (oral or visual-motor, such as Libras, and written), body, visual, sound and **digital** – as well as knowledge of artistic, mathematical and scientific languages, to **express and share information, experiences, ideas and feelings in different contexts and produce meanings that lead to mutual understanding" (Brasil, 2017, p. 9).**
5. "**Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in the various social practices** (**including school ones**) to communicate, access and disseminate information, **produce knowledge**, solve problems and exercise protagonism and authorship in personal and collective life" (Brasil, 2017, p. 9).

The first two competencies allow the teaching of History to work from the exploration of multiple sources, narratives and cultural manifestations. This approach enables the student to perceive his own historical insertion, understand the time and space in which he lives, and establish relationships between his reality and the broader civilizational processes.

The following competencies, on the other hand, bring the student closer to the historical sources themselves, favoring not only critical reading, but also the production of meanings from them. On this point, the BNCC advances by introducing the notion of "historian attitude", a central concept for the methodological renewal of the teaching of History. This attitude unfolds in five cognitive operations: identification, comparison, contextualization, interpretation, and analysis (Brasil, 2017b).

5 STEPS TO THE "HISTORIAN ATTITUDE"

Figure 2

Cognitive operations for a historian attitude according to the BNCC

Source: Prepared by the authors.

This set of procedures breaks with the merely transmissive view of History and guides the student to think historically. In other words, it is not just about "memorizing facts", but about questioning evidence, building hypotheses, interpreting different versions of the past and analyzing social processes in their complexity. As Mauad (2018) points out, the historian attitude means questioning the past from the demands of the present, placing the student as an active subject in the construction of historical knowledge.

In addition, by associating this practice with DICT, space is opened for new ways of working with historical sources, such as digital files, Figure banks, videos, podcasts, and documents available on online platforms. Thus, the teaching of History can be expanded beyond the textbook, enabling a greater diversity of experiences and developing in the student a critical posture towards the information that circulates in the digital environment.

Associated with the concepts of History, it is understood that the identification process is linked to the description and recognition of the objects of study, functioning as an initial stage of approximation of the students with the contents. This movement enables students to establish relationships between what they know about their daily lives and new knowledge, expanding their perception of time and space and attributing meanings to the past based on their concrete reality. Comparison, on the other hand, corresponds to the ability to analyze

similarities and differences between sociocultural phenomena, which allows us to attribute new values, problematize established interpretations and realize that History is composed of permanences, but also of significant ruptures.

Contextualization, in turn, is related to the competence to situate historical knowledge in specific temporal, social and cultural frameworks, avoiding generalizations and favoring interpretations consistent with the period or society investigated. Interpretation represents one of the central points in the process of critical formation of the subject, as it stimulates the construction of hypotheses, problematization and the exercise of attributing meanings to the "historical object", bringing the student closer to an investigative posture. Finally, the analysis is articulated with the ability to question the knowledge presented, expanding the intellectual autonomy and critical sense of the student in contact with different narratives and sources.

For the consolidation of these stages of historical knowledge, it is essential to develop adjacent skills, such as reading, speaking, listening and writing, which function as basic instruments for the construction of meanings and representations. In addition, the use of multiple languages – artistic, mathematical, scientific and digital – enables the student to materialize learning in a more meaningful way. In this context, Digital Information and Communication Technologies (DICT) are an essential resource to stimulate the so-called "historical attitude", allowing to expand the possibilities of access to sources, diversify forms of analysis and promote practices that strengthen critical thinking.

This perspective dialogues directly with the conception of the historian attitude. As Mauad (2018, p. 40) states, assuming this posture means "inquiring into the past as one of the dimensions of the porous terrain of the present where traditions and residual behaviors reside, but from which, when problematized, critical knowledge emerges that impels us to action". In other words, it is a matter of understanding that the past is not a static datum, but rather a field of problematizations that, when revisited, favors the construction of significant learning for social and political life.

According to the BNCC, pedagogical decisions should be directed to the development of skills, expressed in the document as what students should "know" – that is, the contents and knowledge to be contemplated in the curriculum. However, the text also emphasizes that it is not enough to acquire knowledge in an abstract way, but that students must be able to mobilize it in practical situations, that is, they must "know how to do". Thus, the focus falls on the ability to articulate knowledge, skills, attitudes and values in order to face complex challenges of daily life, the exercise of citizenship and the world of work (Brasil, 2017).

It should be noted that the BNCC understands that such learning only materializes when articulated with local realities and the specific context of each institution. Therefore, schools and education networks have the autonomy to adapt the general guidelines to their concrete conditions, respecting the sociocultural characteristics of the students and the community. The document also emphasizes that this process requires the active participation of families and communities, strengthening the social role of the school as a space for democratic and collaborative formation.

With regard to DICT, the BNCC attributes to them a central role in the construction of the curriculum, recognizing them as components to be incorporated into pedagogical practices. The document mentions, for example, that it is up to the teacher to "select, produce, apply and evaluate didactic and technological resources to support the process of teaching and learning" (Brasil, 2017, p. 17). This recognition reinforces the need to understand digital culture not only as a context external to the school, but as an integral part of the students' education.

The text of the BNCC explains that digital technologies are present in all teaching modalities, from Early Childhood Education to High School, whether in the use of technological artifacts or in the exploration of digital environments. In this sense, the document notes that

> “[...] Digital culture has promoted significant social changes in contemporary societies. As a result of the advancement and multiplication of information and communication technologies and the growing access to them due to the greater availability of computers, cell phones, tablets and the like, students are dynamically inserted in this culture, not only as consumers" (Brasil, 2017, p. 61).

However, the incorporation of DICT into the curriculum also raises problems. One of them refers to the view that digital culture is led only by young people, which can lead to interpretations that secondary the role of other social groups in the process of technological appropriation. Another issue concerns technological determinism, present in some readings that treat technology as an immediate solution to educational problems, without considering the pedagogical and critical dimensions of its use.

Furthermore, the BNCC does not discuss concrete ways of using such resources for educational purposes, limiting itself, in many passages, to highlighting their presence in the daily lives of students. It is also observed that the speed and fragmentation of the digital environment can induce the superficiality of information, favoring fast, synthetic and in-depth

analyses. This aspect is particularly problematic when contrasted with the school proposal, which requires reasoned argumentation, critical reflection and the construction of dense meanings.

The document itself recognizes this challenge by stating that:

> "**Young people have increasingly engaged themselves as protagonists of digital culture**, getting directly involved in new forms of multimedia and multimodal interaction and social action in a network, which are carried out in an increasingly agile way. In turn, this culture also has a strong emotional appeal and **induces the immediacy** of responses and the ephemerality of information, privileging superficial analyses and the use of more synthetic Figures and forms of expression, different from the ways of saying and arguing characteristic of school life." (Brasil, 2017, p. 61, emphasis added).

This excerpt highlights the paradox of digital culture: at the same time that it expands access to information and enables new forms of expression and interaction, it also imposes challenges to critical deepening and the development of consistent school practices. For this reason, it is essential to think about the role of DICT in the teaching of History not only as instruments of technological mediation, but as critical resources, capable of enhancing historical learning, stimulating the protagonism of students and strengthening the construction of an active and reflective citizenship.

The texts of the BNCC are revealed, in many moments, synthetic, both in terms of the appropriation of digital elements and the methodological guidelines for the application of the contents in the context of didactic practice. In the case of the discipline of History, this limitation becomes even more evident, since, when we analyze the curriculum – whether in the descriptive part of the discipline, or in the competencies, skills and suggestions for approaches – we notice a low dialogicity in relation to the relevance of the pedagogical use of DICT and the articulation with the so-called transversal themes.

This situation imposes significant challenges on the school in fulfilling its formative function in the face of the new generations. More than transmitting content, the school institution must maintain its commitment to stimulating reflection and critical analysis, preparing students to deal with the multiplicity of information and media that make up contemporary digital culture. In this sense, it is essential that the school not only preserve its role of critical formation, but also incorporate new languages and ways of functioning of digital media. This incorporation must occur consciously, revealing both its possibilities of communication and its potential for manipulation, contributing to form subjects who make a

democratic and responsible use of technologies, capable of actively participating in digital culture.

In this context, the school can appropriate the communicative potential of the digital universe as a strategy to institute new ways of promoting learning, strengthening interaction, and enabling the collective construction of meanings between teachers and students (Brasil, 2017, p. 61).

In the field of specific competencies of Languages for Elementary Education, for example, it is observed that the BNCC establishes the valorization of the use of different forms of language. However, the document often brings this practice closer to everyday manifestations – such as venting on social networks – than to systematized uses in the school environment. The competence highlighted by the document states:

> "Use different languages – verbal (oral or visual-motor, such as Libras, and written), body, visual, sound and digital – to express and share information, experiences, ideas and feelings in different contexts and produce meanings that lead to dialogue, conflict resolution and cooperation." (Brazil, 2017, p. 65).

With regard to the field of Human Sciences, the BNCC proposes that the curriculum be structured in such a way as to ensure that students develop the ability to reflect on different cultures and societies, respecting their historical times, territories and landscapes. The proposal seeks to promote social-cognitive, affective and playful experiences that contribute to the understanding of the individual, the social world and nature (Brasil, 2017). At this point, it is evident that the intention is that the teaching of History be articulated with the development of intellectual autonomy and the strengthening of democratic values, promoting reflection on ethics, politics and human development. As the document summarizes:

> "In short, the area of Human Sciences should provide students with the ability to interpret the world, to understand social, political and cultural processes and phenomena and to act ethically, responsibly and autonomously in the face of social and natural phenomena." (Brazil, 2017, p. 356).

The specific competencies of Human Sciences for Elementary Education reinforce this perspective, highlighting, among others:

> 2. "To analyze the social, cultural and digital world and the technical-scientific-informational environment based on the knowledge of the Human Sciences,

> considering their variations of meaning in time and space, to intervene in everyday situations and position themselves in the face of problems of the contemporary world." (Brazil, 2017, p. 357).
> 7. "Use cartographic, graphic and iconographic languages and different textual genres and digital information and communication technologies in the development of spatio-temporal reasoning related to location, distance, direction, duration, simultaneity, succession, rhythm and connection." (Brazil, 2017, p. 357).

Despite these guidelines, a critical point of the document is that there is no explicit reference to the need to adapt these competencies to the student's level of socio-psychological development, which can hinder the effectiveness of teaching.

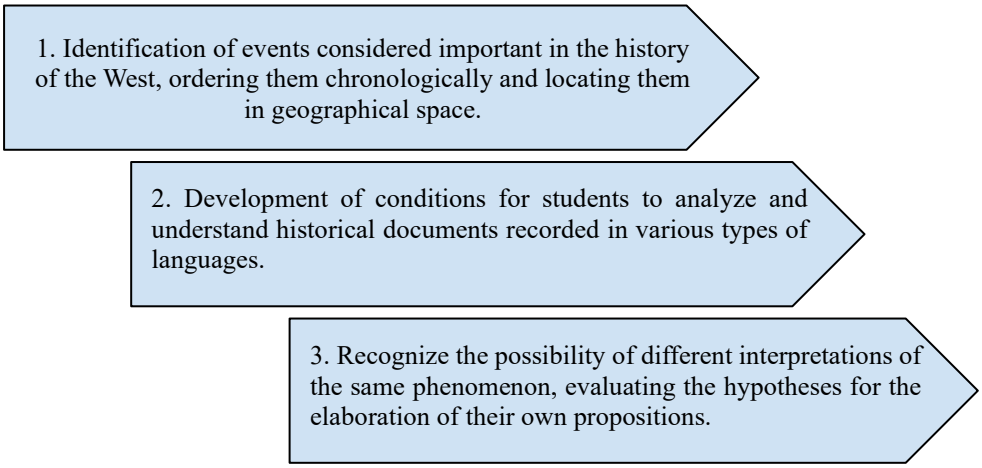
In the specific case of History, the document relates the area to the formation of a critical consciousness through dialogue and respect for cultural, social and political plurality. However, there is also the possibility of constructing a historical determinism around the contexts of production, circulation and consumption of memory, which, in a way, tends to frame historical knowledge within already pre-established molds.

In the field of "specific competences in History for Elementary Education", the BNCC (2017, p. 402) points out some aspects that are close to the use of DICT, such as:

> 3. "To elaborate questions, hypotheses, arguments and propositions in relation to documents, interpretations and specific historical contexts, using different languages and media, exercising empathy, dialogue, conflict resolution, cooperation and respect."
> 7. "[...] To produce, evaluate and use digital information and communication technologies in a critical, ethical and responsible way, understanding their meanings for different groups or social strata." (Brazil, 2017, p. 402)element.

Despite these mentions, it is perceived that the BNCC, in the final years of Elementary School, still reduces the teaching of History to three basic procedures, which have little dialogue with the potential for integration of DICT and with the perspective of promoting collaborative and critical learning. These procedures, although relevant, are not enough to account for the complexity of the demands of contemporary digital culture.

Figure 3



Source: Brazil, 2017, p. 416.

Mendes (2020, p. 124) raises a recurring question among History teachers: what to do in the face of prescriptive curricula when the school reality presents poor or even no working conditions with DICT or to promote a critical contextualization that brings the contents closer to the students' lives? This issue reveals the abyss between curricular proposals and concrete teaching conditions, especially with regard to public schools, which often face structural and pedagogical limitations.

The author evokes resistance on the so-called "school floor", a space in which the teacher is urged to reinvent pedagogical practices to ensure meaningful learning. In this scenario, Mendes highlights the need for a History teaching that goes beyond the simple transmission of information and that is capable of valuing citizenship, combating "neotechnicism" — a concept discussed by Costa (2019) when criticizing the excessive emphasis on technicist approaches — and promoting approximations between the historical past and the practical past.

Such concepts, discussed by White (2014), help to problematize the way in which historical knowledge can be mobilized in the classroom. The historical past, according to White (2014, p. 20), "is a construction of a theoretical order, which exists only in the books and articles of historians: it is constructed as an end in itself, has little or no value to understand or explain the present, and does not provide any guide to act in the present or predict the future". In contrast, the practical past refers to everyday experiences that shape memory and guide action, functioning as a resource for dealing with personal, ethical, or

political dilemmas. As summarized by Mendes (2020, p. 124) based on White: it is the "past of memory, dream, and desire, as well as the resolution of problems, strategies, and tactics for life, whether personal or collective" (White, 2014, p. 19).

By articulating these two levels — the theoretical and the practical — the teaching of History can open paths for discussions that foster not only the problematization of the past, but also the understanding of the new problems emanating from contemporary society. This articulation is fundamental, as it allows the student to recognize History as a field of dispute of meanings, and not as a linear and closed account.

In this aspect, the question raised by Mendes gains strength: "*if the school does not have the technical or structural conditions for the use of DICT, what to do?"* The answer seems to point to the need to build alternative pedagogical practices, which privilege debate, critical investigation and the production of collective meanings. More than the dependence on technological tools, the teaching of History must seek strategies that allow students to connect with their own reality, interpreting it in a critical and transformative way.

The emptying of meanings in curricula and discussions about the teaching of History is an aspect that deserves critical attention in the analysis of the BNCC. Pereira and Rodrigues (2018) warn that History classes can lose their potential to problematize dominant identities and reconstruct collective memory, becoming more descriptive than reflective practices. The authors also point out that, although the BNCC includes content referring to black and indigenous populations, its approach is superficial, since it does not delve into the historical processes of silencing, exclusion, and resistance of these groups. This critique can be expanded to also include feminist movements, quilombolas and, more recently, agendas related to LGBTQIA+ communities, whose presence in official documents is still marked by gaps, absence of transversality or by a normative bias that does not account for the plurality of experiences.

When thinking about the field of History teaching articulated with the competencies of the BNCC, it is perceived that the expectation of production, evaluation and use of DICT (Digital Information and Communication Technologies) is presented as a desirable horizon, but it is often configured as a **pedagogical utopia**. In many educational institutions, material barriers — lack of infrastructure, outdated equipment, limited connectivity — make it impossible or restrict the meaningful use of these technologies. A more optimistic discourse could suggest the use of personal smartphones, given that part of the students have access to this resource. However, such a solution comes up against practical limitations: not

everyone has compatible devices, mobile data packages are often restricted, and there are difficulties in the use of software and applications, which impacts both the execution of the activity and its subsequent evaluation.

These challenges reveal that the problem is not only reduced to access to *hardware* (computers, *notebooks*, *tablets*, cell phones/*smartphones*), but also to the conditions of connectivity and software compatibility. In the school space, even if devices are available, it is necessary to think of activities that work in online and offline contexts, in order to avoid frustration in students. In addition, it is up to the teacher to critically evaluate the origin and reliability of the digital materials accessed, in a scenario in which the internet offers both vast free content and risks of misinformation.

Another point that generates tensions is the seventh competence of the BNCC, which proposes to "produce, evaluate and use digital information and communication technologies in a critical, ethical and responsible way, understanding their meanings for different groups or social strata" (Brasil, 2017, p. 402). The problem, as Costa (2019, p. 44) points out, lies in the fact that the BNCC seems to value the technical mastery of technologies more than their potential as a mediation for historical thought. Costa asks: *"how to think about criticality in the production/evaluation/use of DICT if one does not develop argumentation (seventh general competence)?"*element. In other words, the BNCC runs the risk of transforming technology into the protagonist of the process, relegating the formative role of the teacher and the valorization of the human experience to the background.

In elementary school, the analysis of skills reinforces this perception. In the early years, DICT appear timidly, as instruments for recording family or community memory (EF02HI08; EF02HI09), often reduced to technical supports for data preservation or compilation. In the 4th year, when dealing with the object of knowledge "The world of technology: the integration of people and social and cultural exclusions" (EF04HI08), the discussion does not focus on historical subjects, but on digital media themselves, resulting in a shallow approach and stuck to the technological apparatus, without delving into social issues, such as *cyberbullying* or other problems related to digital exclusion.

In the final years, only in the 9th grade does a skill appear, which, in theory, could articulate History and DICT: analyzing the transformations in local and global political relations generated by the development of digital technologies (EF09HI33). However, once again the approach is incipient, as it restricts the analysis to technological development itself, without exploring its concrete impacts on social, cultural and political relations of everyday life.

In view of this, it is clear that the BNCC still treats the incorporation of DICT in an instrumentalized and limited way, without exploring them as possibilities for the construction of historical meaning, dialogue with cultural diversity or problematization of social inequalities. The risk is that its implementation will become yet another emptied public policy, incapable of effectively transforming pedagogical practice. In order for DICT to play a significant role, it is necessary that teachers, in their collective training and planning, advance in the critical and creative recognition of the potential of digital technologies, articulating them with human mediation, historiographical debate, and the construction of a culture of collaboration and authorship.

In short, without this reflexive movement, the teaching of History will continue to run the risk of being reduced to the mere application of tools, without achieving its social function: to form critical subjects, capable of understanding the past, problematizing the present and projecting the future on a democratic and inclusive basis.

In this context, the incorporation of DICT is still configured as a path under construction and discussion in the school environment, requiring reflection on its forms of implementation and the adequate mediation of digital artifacts, articulated with activities in line with the curricular content. Dialogue, knowledge and recognition of the potential of DICT must be planned collectively among teachers, so that, when reaching students, pedagogical practices are immersed in a culture of collaboration, exchange of knowledge and collective construction. Otherwise, there is a risk of becoming just another public policy implemented without effective impact on the teaching process.

6 FINAL CONSIDERATIONS: BRAZILIAN EDUCATIONAL CONTEXTS AND CHALLENGES OF TEACHING HISTORY

Addressing Brazilian educational contexts has never been a simple task. Understanding the fabrics that form the structures responsible for governing our education systems over time requires a careful look at the historical, political and social conditions that shaped them. The organization and systematization of educational models require, therefore, that one consider not only the main pedagogical trends in circulation in the world, but also the particular ways in which they were appropriated and implemented in Brazil, the effective impacts on learning, the delimitation of theoretical fields and, above all, the power relations that permeate the formation of the school system.

From the so-called 1.0 to 4.0 model, we observe that, despite technological and

methodological advances, certain questions return recurrently, in a kind of circular movement, similar to walking in a labyrinth. In the daily teaching routine, this is reflected in persistent dilemmas: questions about curricular models, attempts to improve pedagogical practices based on different philosophical and ideological currents, difficulties in meeting student demands, structural precariousness, and challenges in the use of methodologies that meet the needs of different school realities.

When we observe the most recent scenarios, we notice the repetition of old problems under new guises. There are attempts to break with models considered outdated, but also the permanence of ingrained practices. The effort to reorganize the Brazilian educational system can be seen in official documents such as the LDBEN (1996), the PCN (1997), the DCNEB (2013) and, more recently, the BNCC (2017). Such normative frameworks represent attempts to bring the debate from the state level to the school community, although they are not free from tensions, disputes and ambiguities. Far from constituting neutral texts, they reveal ideological clashes, disputes for hegemony and different projects for society.

In the teaching of History, the impacts of these transformations were significant. Over the last decades, due to democratic movements and the critical performance of teachers, we have sought to include in the curriculum debates that problematize indigenous and Afro-descendant roots, without neglecting the great events of world history. This configuration shows that curricula are not the result of isolated constructions, but of processes permeated by power games, public policies and the influence of hegemonic currents that shape educational guidelines.

One of the main concerns in the teaching of History in Basic Education is to structure paths that allow the student to **build a significant link with historical knowledge**. Mendes (2020), inspired by the reflections of Eric Hobsbawm, highlights that the loss of connection of young people with the past is one of the greatest challenges for the teaching of History. For the British historian,

> "The destruction of the past – or rather, of the social mechanisms that link our personal experience to that of past generations – is one of the most characteristic and dismal phenomena of the late twentieth century. For this reason, historians, whose job it is to remember what others forget, become more important than ever at the end of the second millennium" (Hobsbawn, 1995, p. 13).

This diagnosis is connected to the concept of presentism, developed by Hartog (2013), according to which the past loses social relevance as disciplinary knowledge. In short, it is a

belief that it is not possible to learn by investigating the past, reducing it to irrelevance in everyday life. This movement is echoed in recent political decisions, such as the removal of the teaching of History from the condition of mandatory subject in all grades of High School, which further weakens the space of the Human Sciences in the integral education of students.

In this scenario, the BNCC presents contradictions. Although it brings the promise of promoting a civic and critical education, many of its orientations lead to the predominance of practices centered on memorization ("memorization") and the instrumentalization of knowledge. The introduction of DICT (Digital Information and Communication Technologies), for example, appears in some parts of the Base, but in a decontextualized way, little articulated with the demands of research, social engagement or recognition of cultural and historical diversity. As a result, the potential of technologies to contribute to the production of historical knowledge and to the appreciation of historically silenced voices (indigenous, black, women, quilombola populations and LGBTQIA+, among others) is diluted in generic approaches and emptied of meaning.

These reflections demonstrate that, although there have been advances, we still face significant barriers to the full integration of technologies in education. Difficulties related to infrastructure, connectivity, and teacher training persist, which reinforces the need to understand DICT not only as tools, but as sociocultural mediations that can enhance — or limit — the construction of historical knowledge.

In summary, the Brazilian educational challenges, especially in the teaching of History, are not restricted to the elaboration of new documents or the introduction of technologies. It is about building pedagogical practices that value the past as a living dimension, linked to the present and the future, and that recognize digital technologies as tools for critical mediation and not just as technical devices. Without this movement, we run the risk of perpetuating an education marked by the emptying of meanings, incapable of forming critical subjects, capable of understanding the historicity of their own existence and of acting in society in an ethical and transformative way.

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