

A new look at the cell phone in the classroom

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Abstract: With the passing of the years, behavioural changes took place in society, caused by the great place in society, caused by the great technological advances reflected in the educational field. Impact felt by educators of the Municipal School Major João Novaes in Floresta – Pernambuco- Brazil. As a result of this work directed to the students of the 3rd and 4th phase of the problematic of the youth and adult classes. With the problematic of the cell phone in the classroom. Represented by the theme: Cellular Partner the Classroom. Having questions like: - How to make the student's cell phone partner in the classroom? – Does the use of the cell phone in the classroom hinder the teaching- learning process, or does it generate opportunities for the construction of new knowledge? The research was developed relating theory/practice, as recommended by Paulo Freire. Instruments used, questionnaire/interview were validated by Brazilian educational doctors. The research was developed in a qualitative way, proceeding in a case study by exploratory segment. Complete with a practical-pedagogical work, making use of interdisciplinary.

Key words: Cellphone, Student, Technology, Learning, Classroom.

Um novo olhar para o celular na sala de aula

Resumo: Com o passar dos anos, ocorreram mudanças comportamentais imprescindíveis na sociedade, ocasionadas por os grandes avanços tecnológicos, refletindo no campo educacional Impacto sentido por os educadores da Escola Municipal Major João Novaes em Floresta- Pernambuco-Brasil Ocasinando este trabalho direcionado aos alunos da 3ª e 4ª fase das turmas de educação de jovens e adultos. Com a problemática do uso inadequado do celular em sala de aula. Representado por o tema: Celular Parceiro da Sala de Aula do alunos.Tendo como questionamentos: - Como tornar o celular parceiro do aluno em sala de aula?- O uso do celular em sala de aula atrapalha o processo ensino-aprendizagem, ou gera oportunidades para a construção de novos conhecimentos? A pesquisa foi desenvolvida relacionando teoria/prática, conforme recomenda Paulo Freire. Instrumentos utilizados questionário/entrevista foram validados por doutores educacionais brasileiros. A pesquisa foi desenvolvida de forma qualitativa procedendo em um estudo de caso por segmento exploratório. Finalizada com um trabalho prático-pedagógico, fazendo uso da interdisciplinaridade.

Palavras-chave: Celular, Aluno, Tecnologia, Aprendizagem, Sala de Aula.

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Una nueva mirada al teléfono celular en el aula

Resumen: Con el paso de los años, se produjeron cambios de comportamiento en la sociedad, causados or el gran lugar en la sociedad, causados por los grandes avances tecnológicos reflejados en el campo educativo. Impacto sentido por los educadores de la Escuela Municipal Mayor João Novaes en Floresta - Pernambuco- Brasil. Como resultado de este trabajo dirigido a los alumnos de la 3ª y 4ª fase de la problemática de las clases de jóvenes y adultos. Con la problemática del celular en el aula. Representado por el tema: Cellular Partner the Classroom. Si tiene preguntas como: - ¿Cómo hacer que el teléfono celular del estudiante se asocie en el aula? - ¿El uso del teléfono celular en el aula obstaculiza el proceso de enseñanza-aprendizaje, o genera oportunidades para la construcción de nuevos conocimientos? La investigación se desarrolló relacionando teoría / práctica, según lo recomendado por Paulo Freire. Los instrumentos utilizados, el cuestionario / entrevista fueron validados por doctores en educación brasileños. La investigación se desarrolló de forma cualitativa, procediendo en un estudio de caso por segmento exploratorio. Completo con un trabajo práctico-pedagógico, haciendo uso de interdisciplinar.

Palabras clave: Celular, Estudiante, Tecnología, Aprendizaje, Aula.

Introduction

The current generation was born in an innovative period, where technological advances are visible. It is very difficult nowadays for a teenager to not have a cell phone. "Brazil leads in number of children between 9 and 16 years old who access social networks " the firm ONUBR (2014). The cell phone is an instrument that favors quick access to information. Surveys carried out state: "60% of children in Latin America get their first cell phone at age 12" ONUBR (2014). In the middle of the 21st century, some schools prohibit the use of the device in the school grounds, it seemed like a nonsense, but reality.

"Municipal Law Nº 17.837 / 2012 prohibits the use of cell phones and electronic equipment in classrooms of municipal and state schools, located in Recife, except for educational use", Article (2016).

According to modernity and technological advances, to prohibit students from using it is to prevent them from acquiring and building new knowledge that will serve for their own educational and social development. According to Feitosa, (2011, p.62), learning occurs in a situation of conflict between old and new knowledge. Signed by santos (2014, p.289), the teacher's role is to understand how these media will be added to their school work, bringing benefits to the student's learning process and thus contributing to them learning to understand the world you live in.

In view of these conceptions and experience with a work carried out in 2015 at the school that acted as a teacher, the researcher-author, opted to depended the study in relation to the chosen theme aiming that students, educators and the management team, had a

new view in relation to the instrument and perceive the potential that the tool can favor in the educational scope, being able to make it an effective partner in the teaching-learning process. According to Moran (2014, p.52), the more mobile technology, the greater the need for the teacher to plan which activities require the support of well-prepared materials. According to BNCC (2018, p.4), technology in education allows to overcome important challenges in the teaching - learning process, since it allows an increase in opportunities for access to knowledge. We live in a globalized world, where interaction with the world takes place very quickly, through various technological instruments. And educational institutions need to keep up with the advances of the contemporary world, in order to efficiently deal with a different type of student from the last century.

It is impossible to introduce technology in an environment that does not cause a change in the behavior of those involved. Changes felt by the faculty of the school presented by the problematic: Students from the Municipal School Major João Novaes, Centro de Floresta-Pernambuco / Brazil, use the cell phone in the classroom inappropriately, or better, without pedagogical purposes.

In view of the problem situation experienced at the institution, those responsible for the pedagogical process should take advantage of the instrument to insert it in the classroom as a pedagogical tool. But, they preferred to create laws and regulations prohibiting the use of the device in the school grounds. Even with school rules, city and state laws, the problem persists.

According to Freire: *“When man understands his reality, he can raise a hypothesis about the challenge of that reality and look for solutions.”*(Freire.2013, p. 14).

Knowing the reality and facing the problem, the following questions were elaborated:

- How to make the cell phone a student partner in the classroom?

- Does the use of cell phones in the classroom hinder the teaching-learning process or create opportunities for building new knowledge?

In sequence, the objectives and justification of the implemented research were elaborated. The Main goal is a guide students and educators on the importance of using cell phones in the classroom when planned and contextualized. For this, has a necessity of Identify the advantages of using cell phones in the classroom when used in a balanced way and in line with the pedagogical proposal. Identify technological resources accessible to students at school. Identify the cell phone as a classroom partner. Check classroom activities using the cell phone.

Historical Context: Utilities and Limitations

In view of current technological developments, challenges have arisen to be faced by professionals in the educational field. The great challenge of the moment is: put the phone in the classroom with finality teaching. Second, Luckesi: *“The use of technology expands the possibilities of work and the development of content”*.

Learning to use the cell phone with ethics can favor educational development and provide schools with effective means to develop the teaching-learning process.

The mobile phone (cell phone) according to Antônio (2010), emerged: *“In 1973, in New York, only in 1983, the first commercial model arrived”*(Antônio, 2010). Technological advances are immense. Today's cell phones are very different from the last century, with different functions:

“Mobile phones are true computerized multimedia centers” (Antônio, 2010).

The cell phone can perform several functions: Telephone, watch TV, take photos, GPS to identify

location, in addition to internet access providing the connection with global news.

Given the innumerable functions of the device, it could become a great ally in the educational process, but government representatives prefer to prohibit use in the school grounds, which promote training for educators to acquire skills to teach students to use ethics in the classroom, more suitable for them.

Concrete situations of several Brazilian states that created laws, proving what was discussed: State of Paraná created Law 18/118/2014. Prohibiting the use of cell phones at school and any electronic instrument. In the face of innovations, it seems like an untrue fact, but it is a reality. In 2007, the State of São Paulo enacted “Law 12.730”, also establishing the same as the law of Paraná. But the current governor: Alckmin realized the mistake and enacted Law No. 16,576, amending that of 2007. The text is as follows: *“Article-1 Students are prohibited from using a cell phone in state schools during the class schedule, except for use for teaching purposes”*.

Another state in Brazil that also prohibits the use of cell phones for non-educational purposes is the state of Rio Grande do Sul; Law 12.884, of 3 January cited by Rocha (2015, p.19). Art. 1 - It is forbidden to use the cell phone inside the classrooms, in educational establishments in the State of Rio Grande do Sul. Sole paragraph: Cell phones must be kept while classes are being taught.

Sometimes we don't even notice and changes happen, we need to be attentive to innovations, especially the educator needs to monitor technological changes in order to achieve the profile, which today's society requires from an efficient professional.

UNESCO recommendations for the use of mobile technology in the classroom: Create and always update policies for use related to mobile learning; develop strategies to expand and improve connection options, ensuring equity; make the school community aware of the importance of mobile technologies in education, with leadership, support and dialogue; permitting equal access among students; develop pair gender equality to all user, healthy and responsible use of the technologies used; use mobile technology to improve communication (Unesco, 2013) cited by (Amorim, 2015).

Through the aforementioned recommendations, it is possible to perceive the difficulties to promote an aided teaching, with the technological resources and suggests a way to solve the obstacles.

The problem regarding the ban on the use of cell phones is not a case of national scope, it has been affecting other countries and can be proven with the following report by the Revista Nova Escola about France bans cell phone in the class:

Cell phones are now banned from entering French schools. The country vetoed the use of phones, tablets and other objects connected to the internet in late July. According to the government, this is a way to "detoxify" the school environment from the distraction caused by technology. The measure received criticism for being considered innocuous in practice. Since 2010, cell phones were banned during school hours, but could be taken to schools. Now, students will need to leave the devices at home. (Nova Escola, 2018, p. 11).

The problem exists and contradictions in relation to the mobile (cellular) instrument exist; for some, the device must be inserted into the classroom as it is beneficial for learning; for other cell disrupts and is prohibited by law. Therefore, the way forward is to carry out a scientific study to observe whether the cell phone hinders or helps in the construction of knowledge. In spite of the existence of several works, related to the subject.

For quality education to happen, it is necessary to consider the reality of the students, their previous knowledge and be aware of the type of citizen they intend to train. As the National Curriculum Parameters states, quoted by Rocha (2015, p.33):

"If the school intends is in line with the current demands of society that interfere in the lives of students and with which they are faced in their daily lives. The themes undeniable importance that they have in the training of students, have long been discussed and often incorporated into curricula..."

Mobile Social Facilitator

In this new century, the cell phone is one of the instruments seen as responsible for changes in society's behavior. Regardless of where you are, with the tool you can perform several functions: Record videos, take photos and post to social networks in time and exact location. Through applications you can make payments and receive various information, including banking, in addition to connecting with the world, providing opportunities for diverse knowledge and cultures.

For Freire *"technology is a natural part of development"*. (1968, p.98). And it is also seen by Freire: *"...as an element for the affirmation of a society."* (Freire, 1969 p.93).

Accordingly, the subject perceives the influence of technology on the behavior of a population. Not forgetting that the cell phone is a technological instrument added to people's daily lives, being one of the main responsible for these behavioral changes presented by the current population. Signed by Luckesi (2011, p.1): *"People in the course of day-to-day has a social tool."*

Methodology

This work was carried out through a qualitative case study. Seeking to understand and portray the complexity of a group of students using cell phones in the classroom inappropriately, represented by students from the 3rd and 4th phases of the youth and adult classes, based on the subjective meanings of "their actors," collected at the School Municipal Major João Novaes, located in the hinterland region, in the city of Floresta - Pernambuco / Brazil. Second, Minayo:

Qualitative research answers particular questions. She is concerned in the social sciences, with a level of reality that cannot be quantified, that is, she works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of the relationships of the processes and phenomena that cannot be reduced to the operationalization of variables (Minayo, 2001, P.22).

According to the author, in a qualitative research the answers are not objective and the purpose is not to count quantity as a result, but to be able to understand the behavior of the subjects.

For Gody (1995), qualitative research case study: the object of this type of research is a unit that undergoes a deep analysis, aiming to obtain a detailed examination, whether it is an individual's environment, or a particular situation. Its fundamental purpose is to analyze this unit intensively.

Description of the research subjects

The research subjects are students from youth and adult education classes (EJA). Represented by students from 3rd phase A and B and 4th phase A and B. 3th phase corresponds to the 6th and 7th year and 4th phase to the 8th and 9th year, of elementary school 2. The minimum age for EJA students is 15 years. Research participants are aged between 15 to 44 years old.

The majority are from rural areas and the rest are residents of neighborhoods near the school. They belong to the low-income social class and the majority

work. Exercising diverse functions: farmer, shopkeeper, porter, maid, street sweeper, bricklayer assistant, cowboy, seamstresses and others. Students are distributed in 4 classes of 25 to 35 students in each class. The dropout rate is very high; class of 25 students enrolled, attend only 5 students. Classes of 34 students; attend 12 to 15 students.

The research subjects belong to different ethnicities: blacks, Indians, browns and whites. Those of black color, most belong to the quilombola community. These are students who did not have the privilege of completing their studies in the regular age group. They generally abandoned their studies to work.

Techniques or instruments for data collection

For the research theme sea gem to subjectivity, it was based on an exploratory approach, using different paths in search information.

- Participatory observation, aiming to become familiar with the school team, with the research subjects, observe the students' behavior and get to know the physical space of the institution. For Marconi and Lakatos (2019, p. 211) participant observation consists of the researcher's real participation in the community or group. He joins the group, merges with him. It is as close to the community as a member of the group that is studying and participates in its normal activities.

- Open questionnaire directed to the research subjects, seeking more information about the views of those involved in relation to the use of the cell phone in the classroom. According to Marconi and Lakatos (2019, p.222), open questions are those that allow the informant to respond freely, using their own language, to issue opinions. They enable deeper and more precise investigation.

- Semi-structured interview directed to teachers who teach in youth and adult classes; (research subjects) As they are constantly in contact with the research subjects, they could provide unknown information; seeking an effective diagnosis regarding the use of cell phones in the classroom, in order to meet the specific objectives of the research. In addition to promoting greater involvement of the faculty with the work developed. In addition to identifying their view of the device's influence on the teaching-learning process.

The definition of an interview for Gil(2008, p. 109): "Technique in which the researcher presents himself / herself to the investigated person and asks him / her questions in order to obtain the data that are of

interest to the investigation." in which one party seeks to collect data and the other presents itself as an information front.

- Documentary analysis using the pedagogical political project as an instrument

Verificar skills and abilities proposals being developed, using instruments technology in the educational process, relating to curriculum in the series of those involved in the research.

The teacher - researcher used different paths; aiming at effective information. In order to explain the reason for the problem, become familiar with the situation and investigate something unknown. Veiga (1995, p. 34), contributed by saying that the political pedagogical project seeks a direction, a direction. It is an intentional action with the explicit meaning, with a collectively defined commitment.

Methodological procedures for data collection and data analysis

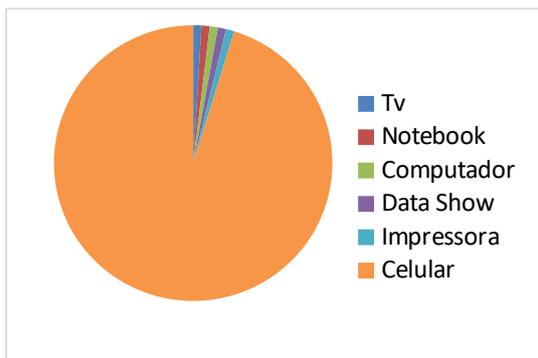
This work was developed through a qualitative research, which was carried out in a case study. Based on an exploratory and interpretative method approach.

All informant teachers in the research teach in the research subjects' classes and all have two employment ties. Difficult to plan according to the student's reality. In addition to some teachers report feeling unprepared to deal with this new student, tuned in to technology through the mobile device connected to the world.

The school is very lacking in technological resources. The student's own cell phone is the only instrument of great representation in the institution, but it is prohibited by law, although some students and educators are unaware of the legal apparatus. According to Antônio (2010):

[...] it has always been very common to lack of technological resources in schools, especially in public schools. With the cell phone, we now have many of these resources available not only by the school, but also by the students. This should be celebrated, even if we do not agree that students prefer to win cell phones from their parents than encyclopedias, because with cell phones they also gain several learning possibilities that they did not have before because the school itself did not havethese resources.

Frame 1: Tecnology Resources



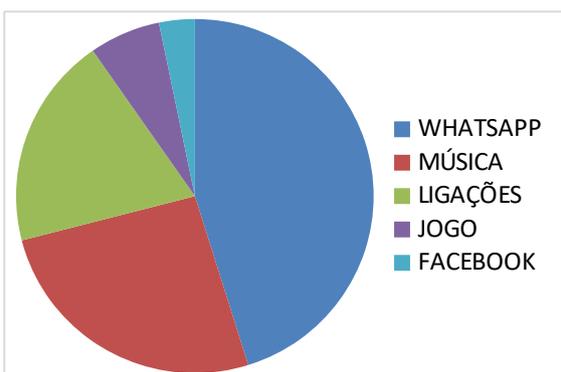
Source: The author.

The teachers informers feel unprepared to deal with the new type of student. And they affirm that the students use the cell phone as if it were something new. But they do not use the device for educational purposes. And they report that they are being replaced by cell phones in the classroom. And the majority say they never inserted an activity into the planning using the device as a didactic resource.

The related media education needs to be reviewed in the institution. According to Mello cited by Almeida et. al., (2014, p. 8): “Brazilian fundamental education will not be able to respond to the challenges of the third millennium if it continues with its back to the future. She needs to turn 180 degrees and undergo a makeover.”

The students arrived at the school grounds using their cell phones. And during whatsapp one of the most preferred functions.

Frame 2: Utility of the cell phone



Source: The author.

Some reports from research subjects and teachers regarding the interdisciplinary work carried out where the cell phone was inserted.

- Teacher 1 :

The master student professor Maria das Graças Souza, sought the Municipal School Major João Novaes to conduct a field research regarding the use of the cell phone as a didactic resource. Successful and relevant experience, considering the functionality of mobile devices that offer different uses and opportunities for motivating learning, when their functions are well used.

Initially, the master's student conducted an interview / questionnaire with students from the 3rd and 4th phases and teachers from EJA. After collecting and analyzing the results of the research, interdisciplinary activities were carried out with students, involving the same theme and using the cell phone.

This activity experience with EJA students was quite unique, as well as unprecedented. With dynamism and creativity, Teacher worked on various pedagogical skills involving the participation of all students, as well as stimulating reasoning, orality, agility, contemplating specific and general knowledge.

The proof of using a cell phone as a pedagogical resource was validated and supported by all teachers and students, requiring prior planning and direct objectives of the activities to be experienced using this resource. (MLL, 2018).

- Teacher 2 :

Today, together with professor Maria das Graças, we experienced a work developed by her at school, where she focuses on the use of technology in school, using a homemade projector and cell phone that is accessible to the student. It showed us how it is possible to explore in the classroom this source of knowledge and learning that is technology, through the cell phone that is in the hands of almost all students, it was brilliant in bringing to the students the new beneficial ways of using less and apparatus in the classroom for the sake of knowledge. Maria das Graças ended her work with an exchange of knowledge and technological knowledge, being applauded with the thanks of all those who had the privilege of knowing and watching such important work on technology in the classroom. (POGL, 2018)

- Teacher 3:

The work done with the use of the cell phone was gratifying for the teachers because in a simple way it changed the whole scenario. All students involved, without being absent how to do the other days. The work was not only for the student, but for us as well.

Researcher you're to be congratulated! The cell phone was a problem and became a solution.(CN, 2018)

- Student 1: *"The class was great. With a lot of learning and fun".*

- Student 2: *"I liked the class because it was a very different learning where the student learns a lot for the future."*

- Student 4: *"This way of teaching what I thought was best, because of the interaction.*

- Student 5: *"Very good, I really liked the way of learning, you have to have more classes like that."*

- Student 6: *"I loved the classes, it was great! Teacher come back more often! And thanks for what I learned."*

- Student 8: *"I liked it because it was a class that I held and it was fun."*

- Student 9: *"I really liked it, one day, different, I learned a lot!"*

- Student 10: *"I liked the way the teacher taught, I hope she comes more often".*

- Student 12: *"This Class Was Very Interesting And different. with Three Themes! really Enjoyed! thank You Teacher!"*

An analysis of a work could not be better represented, when carried out by the subjects involved and the participants, as the analysis of this and the research was covered.

Conclusion

When starting the field work, it was found an indispensable interest of young people for the cell phone, most of the times not complying with hierarchical norms of the institution.

During the observation, I noticed the inconsistency between the institution's charter law and the form of use in the school environment.

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The students behaved in front of the cell phone as if it were something new, new, "even if it is not so new". Several students were already arriving at school with their phones plugged in, listening to music with disturbing sounds; others were engaged in different universes: games, videos, links, photos, social networks; being whatsapp, the most preferred.

Given this scenario, in the course of the research, with foundations theoreticals was developed work will put pedagogical optical, inserting the cell in the classroom as an educational tool and can be recorded beneficial presented in the teaching learning.

We are currently inserted in a world where technology is increasingly present, requiring the educator to position this reality, where the large amount of information and the possibilities of interaction between individuals from different intellectual universes have brought countless changes in the teaching-learning process.

According to the National Curriculum Parameters: "The school has an important role to play in society, teaching students to relate selectively and critically to the universe of information they have access to in their daily lives." (PCN, 1998, P. 139).

At the turn of the millennium, it is necessary to question the position that is reserved for young people at school.

Abolishing the cell phone in the classroom, I diverged from the reality of the new generations, since most adolescents have the device and have quick access to information.

Faced with innovations, obsolete instruments no longer work to motivate them in the classroom according to this conjuncture, there is a need for a new look in relation to the user of the partner in the school institution.

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