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Cyberculture and education: impacts, possibilities and challenges

Cyberculture and education: Impacts, Possibilities, and Challenges

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SUMMARY

Cyberculture is a relatively recent topic, but it has been gaining ground within
academic and social discussions, based on their impacts within the network society in
that we live in. In this work we will discuss the positive and negative impacts,
possibilities and challenges arising from cyberculture. This is a literature review, which
used as reference articles, books, dissertations, theses and works that were relevant
scientific to be used to expand the debate held here. To facilitate reading and
subsequent debate this work is divided into three different subtopics, the first being
aimed at conceptualizing cyberculture. The second will present the discussion on the major
challenges so that cyberculture can be implemented for everyone. In the last subtopic,
we will discuss the importance and benefits of bringing cyberculture into schools.
At the end of this work we can see that cyberculture is increasingly part of our
lives, and that it tends to gradually increase this participation at the same time in
that modern society is connecting with the virtual world. It can also be seen
that it is in the school and in the figure of the teacher that the greatest drivers of effective learning are based
implementation of cyberculture in the student's daily life, so that they know from an early age how
use this tool in the most functional way possible.
Keywords: Cyberculture. Education. School. Technologies.

ABSTRACT

Cyberculture is a relatively recent topic, but it has been gaining ground within academic and
social discussions, due to its impacts within the network society in which we live. In this work
we will discuss about the positive and negative impacts, the possibilities and challenges that
comes from cyberculture. This is a literature review, which used as reference articles, books,
dissertations, theses and works that had scientific relevance to be used in the expansion of the

debate held here. To facilitate the reading and further debate, this work is divided into three different subtopics, the first being aimed at the conceptualization of cyberculture. The second will present the discussion on the biggest challenges so that cyberculture can be implemented for everyone. In the last subtopic, we will discuss the importance and benefits of taking cyberculture into the school. At the end of this work we can see that cyberculture is increasingly part of our lives, and that it tends to gradually increase this participation at the same time that modern society is connecting with the virtual world. It can also be seen that it is in the school and in the figure of the teacher that the main drivers of the effective implementation of cyberculture in the daily life of the student is based, so that, from an early stage age, they know how to use this tool in the most functional way possible.

Keywords: Cyberculture. Education. School. Technologies.

ABSTRACT

Cyberculture is a relatively recent topic, but it has gained space within academic and social discussions, due to their impacts on society in the network that we live. In this work we will debate about the positive and negative impacts, as well as how they possibilities and challenges that arise from cyberculture. This is a literature review, which used as reference articles, books, dissertations, theses and works with relevance scientific, with the objective of expanding the debate proposed here. To make reading easier and After analysis, this work is divided into three different subtopics. The first one is intended of the conceptualization of cyberculture. The second will present a discussion about them main challenges so that cyberculture can be implemented in an accessible way for everyone. Finally, in the third subtopic, the importance and benefits of incorporate cyberculture into the school context. After finishing this work, if you can see that cyberculture is increasingly part of our lives, and that its presence tends to gradually grow as modern society connects with the virtual world. It is also possible to observe that it is in the school and in the figure of the teacher where it was founded- ment the main drivers of the effective implementation of cyberculture on this day student day, so that from an early age they learn how to use this tool in the right way. as functional as possible.

Keywords: Cyberculture. Education. School. Technologies.

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1. INTRODUCTION

This work will present a theme that has been increasing over the years
its debate and importance within society, an increase that is perceived at an ever-increasing pace
ever greater. Cyberculture. We will discuss all the impacts, challenges and possibilities that this
theme can provide, subsequently bringing the debate to the field of education, since
that these same impacts, challenges and possibilities become even greater when we talk about cyber-
culture within education.

The work is a literature review, which sought articles as support
published in relevant scientific journals, works published and presented in
academic events, as well as books, dissertations and theses that debate cyberculture in
all its facets. Building a theoretical framework that could show
the importance of cyberculture for contemporary society.

In order to facilitate reading, it was decided to divide the work into three distinct subtopics.
tos, which at the end of the work are integrated into a conclusion. The first topic was intended to
conceptualization of cyberculture, pointing out its characterization as an area of knowledge,
also showing the developments and perspectives that this area has. The second subtopic in
shows the challenges that implementing cyberculture has so that it can be easily accessible
for all citizens of the world, regardless of their social class. In the last subtopic,
peak we will discuss the possibilities and benefits that cyberculture has when taken to
within the school environment.

This work is justified by the need to understand more about the object of
study. So that one can try to get the most out of its use. Giving the focus
greater within the area of education, which due to the pandemic was forced to break
due to centuries-old barriers to the use of digital tools within the environment.
school entity.

The school appears as one of the most privileged places to work
cyberculture within society in an expanded way. There, deep-rooted paradigms can be broken.
in society, that only books should be allowed into school, which excluded technologies, which
students both master and enjoy. At school, it can be shown that cyberculture goes beyond
the use made by a large portion of students, which is limited to social networks and electronic games.
tronics. And we can see that the main vector for this change of vision to occur is the pro-

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professor, who must both understand the importance of cyberculture for our society, knowing

its benefits, as well as how to use it in a rational and pedagogical way.

2. LITERATURE REVIEW

Cyberculture is a new way of seeing and relating to the world around us.

This change occurred due to the developments present within today's society, which saw

won the biggest revolution ever seen in relation to the presence of technologies within our daily lives.

diano. These new technologies create new ways of interacting with the world and with people.

as, demanding new skills from everyone.

2.1 Conceptualizing cyberculture

We will begin this work by first seeking to characterize the object to be discussed.

had, since, as it is a theme more present in contemporary society, it still

causes a certain strangeness to a large portion of people. It is also necessary to focus on

we refer to this conceptualization at this moment of initial explanation, so that it is possible to

satisfactory characterization of cyberculture, necessary for the discussions that will follow throughout

of work. Cyberculture is thus characterized by Souza et al. (2010, p. 2):

> Cyberculture was born from a series of scientific and technological discoveries and
> creations, emerging as an intriguing movement, involving society with new
> technologies, creating a world called cyberspace and recreating communication,
> transforming the way of communicating in a flexible, interactive way, within reach
> of anyone interested.

We know that today's society is experiencing a frenetic process of changes, mainly

mind in the technology field, we use our cell phones for a multitude of things, such as

pay bills, access email, conduct research on a variety of topics, watch videos, talk

with people located in the most varied places in the world and other things, an unthinkable situation

30 years ago, when the cell phone only had the function of calling. This is just one of the

examples of the most varied that we can cite.

Increasingly powerful computers open up a new world of possibilities and

interaction. Increasingly lighter and with increased processing capacity, computers

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Modern technologies make it possible to integrate the entire world. As Souza et al. (2010, p. 3) tell us, "This evolution received another great technological aid, the invention of the Internet system wireless. Wi-Fi has brought more mobility to communication and content transmission, no longer limitable, made interactivity unrestricted".

Therefore, cyberculture has drastically changed our relationship with information, which in turn centuries was done almost exclusively through radio, TV, and even newspapers printed. With this limited amount of information, we had to believe everything that was said by these major media outlets, a situation we do not have today, because we can carry out research in the most varied locations, taking care only to verify the sources researched to avoid falling for fake news, the so-called Fake News very common nowadays.

From these new possibilities that emanate from cyberculture, we have new confi-gurations of the relationships existing between people who participate in society. And a term has been gaining more and more space within the new possibilities of interaction, cyber-palace. As Souza et al. (2010, p. 4) characterizes us very well:

> Cyberspace is a new human and technological environment for expression, information and economic transactions. It brings together people from various countries, cultures and languages, and all ages and professions, providing and requesting information; a global network of computers interconnected by telecommunications infrastructure that allows information in transit to be processed and transmitted digitally. The definitions of Cyberspace and the Internet end up being confused, the reason is that both are the result of technological development and have similar characteristics and these peculiarities that appear prominently on the network, where they become the same thing or almost one thing, this is reinforced again when we think that for the existence of one depends on the other.

Sociologist and researcher Anthony Giddens (2012, p. 104) points out that "the dissemination nation of information technology has expanded the possibilities of contacts between people to around the planet". Such expansion connected the most distant recesses of the world, making it possible its integration with the major knowledge-producing centers.

Today geographical barriers practically do not exist and knowledge and information tion travel freely around the world at an astonishing speed. This causes a situation with two distinct aspects. Because if on the one hand connectivity can make humanity humanity integrates and develops technologically and intellectually, on the other hand, it runs the risk of miscegenation in which the differences between each people are no longer perceived (Castells, 2013).

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Given the above, it is clear that our work, social and even

even learning, tend to increasingly migrate to the internet, changing our lives

as a whole and creating situations never before thought of within human relations. From these

situations arise great challenges, which cross several areas, but the most important of

everyone is like the access and dissemination of this cyberculture throughout the world, can reach and benefit

air to everyone, without privileging the most affluent social classes, and how the dependence that this

cyberculture can influence the dynamics of everyday life for all of us. These and

other discussions are present in the situations that we will discuss in depth in the next topic.

2.2 Challenges of implementing cyberculture

As we can see, cyberculture is a reality within the connected society.

tada. And this relationship between these two poles, society and cyberculture, will deepen with

the passing of time, due to the evolution of digital tools, which are increasingly

improve, with each improvement resulting in greater utilization of their resources

in people's daily lives. Kenski (2010, p. 26) clearly contributes to illustrating this reality.

of:

> The speed of changes in the information universe creates the need for permanent
> updating of man to keep up with these changes. Communication technologies evolve
> without ceasing and very quickly. At every moment new differentiated and sophisticated
> products – cell phones, phones, software, videos, multimedia computers, the Internet,
> interactive television, virtual reality, video games –
> are created.

We can say without a shadow of a doubt, without running the risk of making a mistake,

that we are, with each passing day, increasing the speed at which technological revolutions occur.

cases are occurring. If before it took decades for a major event to occur within

part of the world of machines, especially at the beginning of their continuous use in the revolution

industrial, now these evolutions occur within months, or even days.

From this frantic evolution arise several demands for modern society. For

we need more than ever to be able to adapt to these developments

fast and constant, at the risk of becoming obsolete if we cannot maintain these

perennial technology updates.

Another important factor to be mentioned is access to these tools. Because if we have a

evolution in machines and the systems that govern them, as already mentioned, occurring in a manner

practically daily, these movements require the same process of updating the tools

used tools, thus creating the need to acquire and update the tools used.

of. But not everyone has the financial conditions to follow this process as we do

Kenski says (2010, p. 26):

> These products, however, are not accessible to everyone, due to their high
> prices and the need for specific knowledge. Democratizing access to these
> technological products – and the consequent possibility of using them to obtain
> information – is a major challenge for today's society and demands efforts and
> changes in the economic and educational spheres in a broad sense.

As we can easily see, the information age does not only live on benefits,

since democratizing access to these goods for all citizens continues to be one of the

greatest challenges for all governments. This access is necessary to fulfill a right and

a demand inherent to a connected society, where cyberculture presents itself as

a way to help us evolve as a society. Such evolution comes up against exactly the

democratization of access to these tools for all. As Vilaça (2014) rightly points out,

p.63):

> Therefore, when we think about the popularization of technologies (such as
> personal computers and internet access), we must always keep in mind that this
> is not really about universalization. There are several factors, especially economic
> and social, that still hinder or prevent access to these technologies for many. We
> cannot fall into the illusion that everyone benefits from these products or that this
> happens in a uniform way. We must not misinterpret and think that it is already
> something accessible to everyone.

As we can see from the author's speech, we have already passed the universalization phase, in

extent that in practically all territories access to the internet and its benefits are

possible, a situation that was not seen a few years ago. But beyond the universal factors,

salization, we have the social and economic aspects, which currently assume the role of de-

strike so that everyone can be given the right to enter cyberculture.

With these changes occurring on a regular basis, access to cyberculture will

being harmed, as the poorest classes do not have the financial resources to acquire

laugh at the new releases. A simple example, which is part of our daily lives, is

relation to smartphones. These are being updated in their functions and possibilities of a

scary way. In less than 6 months the cell phone may no longer be functional, given the

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developments in other devices, making it impossible for the poorest classes to update them

noted due to the high costs. Vilaça (2014, p.63) points out a possibility for

to remedy this situation:

> Cost reduction, economic stability, greater availability of credit and digital inclusion policies are undoubtedly some of the factors that have contributed to greater access to these resources. However, it is impossible to ignore the fact that the issue is still far from being truly universal. Thus, when we talk about the popularization of technology, we must understand that many of these technologies are not restricted to the most privileged classes, but have not yet become as universally accessible as they may seem.

It is clear that only with public policies for access to and dissemination of technologies

ologies the less favored social classes is that we can think of a true in-

digital inclusion. And one of the spaces that can most contribute to this experience of cyberculture

ture can be built and accessed is the school. This space emerges both as a way of

provide students with access to cyberculture, how it can help them use this knowledge

for your personal and professional growth.

Therefore, the school emerges as one of the richest spaces for this inclusion in the city.

bercultura actually occurs, since it can provide access to these technologies to its students,

via public policies for the distribution of electronic equipment, for example. Adoption policy

sponsored by the state of Ceará and some municipal governments. Thus giving access to its students

who will have the opportunity to be included in the process and learn to manipulate in a

functional this knowledge present in cyberculture.

2.3 Possibilities and benefits of cyberculture in education

We can see so far that cyberculture is linked to modern society, influencing

creating it and being influenced by it. We also saw that it brings great challenges, being

the biggest one is to enable access to this cyberculture to all citizens, regardless

of their social class. As Gabriel (2013, p. 9) shows us, "the evolution of digital technologies

such information and communication has profoundly transformed society in all its aspects.

its dimensions, including education".

As we can see from the author's speech, education is not a space alien to evolution.

tion experienced by electronic devices. Even though this area is somewhat resistant to

incorporation of electronic media into teachers' planning, education has the potential

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alities that can completely change the vision that the society that is being formed has within

the school walls have about cyberculture. Tori (2010, p. 218) corroborates the ex-

put when stating:

> While the debate continues about the advantages and disadvantages of using technology in education, new generations of students are arriving at schools without any doubts or fears about using information and communication technologies in their daily activities. It will not be easy for them to adapt to schools that have not integrated new technologies into their routine.

As we can see from the author's speech, one of the most recommended places for this

dissemination can be initiated is the school. Since the students already come from their homes with

knowledge acquired in relation to the digital world, knowing how to handle it with ease

cell phones and tablets. Therefore, schools cannot be places where this knowledge is oppressed.

Schools should act exactly the opposite and encourage the conscious use of these tools.

showing students that the digital world can be much broader than just networks

social and electronic games.

Within the school environment, cyberculture can be used by teachers and students

in all its breadth, showing everyone its potential and benefits. It can act

as a support for learning mathematics, to be used as a tool for visiting

of ancient spaces and cultures, in the disciplines of history and geography through virtual reality.

al. It can be used as a research source for the production of presentations and seminars by

students, in short, technologies currently play a prominent role.

These skills are beginning to change even the vision that thinkers and researchers have.

researchers in the field of education, emanate in relation to the learning processes of the base

most important of studies, which is the moment of literacy and literacy of the student. As

Vilaça (2014, p.68) shows us "expressions such as Education 2.0 and Education 3.0 are some

often used to highlight the need to reexamine and rethink pedagogical practices.

house".

> The term "multiliteracies" indicates that literacy has become plural, as there are many skills expected to face life and the market today, with emphasis on technological fluency. The term "new literacies" suggests that there are other motivations for literacy, generally arising from new technologies, and that it is not enough to know how to read, write and count. (Demo, 2012, p. 29).

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In order for all these benefits provided by the continuous use of ferments to be achieved,

digital can be used by students, teachers must present themselves as agents of

change. Seeking to qualify and update yourself to face the constant changes that the area of

education is experienced over time.

We know that there are many difficulties in implementing new technologies within

classes, ranging from personal factors to structural factors, but all these barriers can

can be overcome if the teacher makes an effort, and knows how to use these tools

to improve your teaching practice and make your classes more dynamic and interesting for the

student:

> New Technologies must be used as an ally in the construction of true knowledge, preparing the citizen of the future for a full social and professional life through a virtual learning environment, enabling today's student to travel in the virtual world even if they live in a cold room restricted to a few human beings, but full of computers capable of taking us anywhere or simply talking to a person on the other side of the world (Ribeiro, 2012, p.15).

It is easy to see that the author firmly defends that technologies should be incorporated

radas in classes, to polish the raw knowledge coming from the social sphere and learned from

self-taught, this generation that is in schools today is familiar with these new technologies,

and want to use them all the time, but due to lack of direction, many times

use these tools only for leisure and as a way to pass the time, without

be able to extract information relevant to your training.

Regarding these changes that have occurred in recent decades:

> Although the school has not changed culturally, these people who are there have changed. And how! For these students, for example, the teacher is no longer the only or the main source of knowledge. They learn, and always learn, in multiple and varied situations. They already arrive at school knowing many things [...]. Their learning behavior is more comprehensive and qualitatively different from the rational logic that prevails in the structures of the subjects that the school wants them to learn (Kenski, 2010, p.133).

There are numerous platforms, ways and times available for the student

learn, they no longer depend, as they did decades ago, on the teacher as the only source of

knowledge, many times, if the student researches correctly, he can even

more information than the teacher himself. Therefore, if the teacher does not seek to adapt to the

these new people who attend school, he will increasingly become marginalized from these

new knowledge, and ends up missing a great opportunity to direct these tools

tools available to students for meaningful learning.

As we can see, it is possible to show students that their cell phone has the capacity city of presenting knowledge that goes beyond social and leisure, because for many For young people, cell phones are used solely and exclusively for playing games and interacting on social networks. If children or young people learn from an early age to manipulate these tools more autonomously, tools, even the introduction of these tools in classes by the teacher will be facilitated.

3. FINAL CONSIDERATIONS

At the end of this work we can have many important findings in relation to ci- berculture and its relationship with today's society. It can be seen that this new way of relate in society, in which technologies assume a prominent role, is shown as a trend that should only expand over time. Cyberculture will increase its relevance every time we as a society move from the physical world to the cyber- resp.

The impacts on our daily lives are increasingly noticeable, changing our habits and routines. For example, you no longer need to spend hours and hours in line at a bank, because you can pay and make transfers via cell phone from your own home. Cyberculture also impacted the way we relate to others, within the virtual environment the relationships tions have practically no limitations on themes, distances or interactions.

But, incredible as it may seem, we come across a situation that limits the spread of tion and access to this cyberculture for all. Social inequalities hinder the right to access of the most needy to this digital world. Leaving them on the margins of further knowledge. Therefore, the State needs to intervene to provide equal access to all its citizens.

The importance of the school in this process was also noted. This environment can help you form, in partnership with your family, a society that knows how to interact in a way that more human way with cyberculture. Knowing how to take advantage of its almost unlimited possibilities learning possibilities, thus not being limited to use aimed only at leisure, which is very so common in most school-age youth.

Within this school, the teacher presents himself as the driving force for this to happen. possible. This professional must first understand the benefits that cyberculture can bring both to your students and to your teaching practice. By using technologies as a partner and not an enemy, teachers can make their classes more exciting and

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challenging for their students, who will feel closer to the knowledge offered,

thus becoming the main actors in their teaching and learning process.

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