

USING TWITTER IN THE CLASSROOM: A REFLECTIVE PRACTICE OF TEACHING WORK

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SUMMARY

The paper points out that Dewey (1936) influenced and influences the Education in Brazil and the teaching and learning. Educating for democracy today must take into account issues such as the inclusion of Information and Communication in the classroom. The work evolves being driven by issues such as: how to understand the proponents of the "epistemology of reflective practice" in the digital age? Searching for possible answers, is an accomplished work in a public school, high school, where classes in English language is used Twitter. This activity is intended to allow review and reflect on these issues, particularly on the pedagogical practice in the current context and especially on the use of digital technologies for purposes beyond exhausting themselves. From this experience, we intent to make a contribution to the study of the subject and, consequently, some possibilities, some paths.

Keywords: pedagogical action, Dewey, reflective teacher; Twitter.

PRESENTATION

Based on the proposed Dewey (1936) and the New School, it is targeting some elements such as: teaching students to live in the world they met; prioritize the interests of students, based on your needs and experiences. Education is understood here as the exchange of experiences will be through communication (verbal or nonverbal) between individuals, since the understanding of the world, coming from the experience acquires meaning through language. According to Dewey:

“Our main conclusion is that life is the development and develop the growth is life. Translated into educational terms equivalent, this means: 1) that the educational process has no other end but itself: it is its own end, and that 2) the educational process is a continual reorganizing, reconstructing, transforming.” (Dewey, 1936 p. 75).

Understanding education as a social need teaching practice must respect the freedom of the student with the same focus on the learning process when developing their own certainties, their own knowledge and setting the rules. To this end, the school must have an educational and democratic program, it can make adjustments or changes that favor their students. These attitudes allow

the return to education is training people who are ready for action and of being able by themselves or by research by the agency, to find the paths to their place in society. Thus, education is the natural and social process that allows mankind to maintain and transmit their beliefs, ideas and knowledge, their culture.

In this sense, we can say that education is therefore a social need. Human beings need to be educated so that they ensure the continuity of society. It allows groups of people to maintain a democratic society. Democracy in this sense is the name of the ongoing release of intelligence.

Thinking about the society we live in, we can say that to be able to maintain a democratic society it is necessary to think critically about the elements that make it. Given the fast technological advances, education needs to incorporate certain concepts such as those relating to Information Technology and Communication that both are part of students daily life. Kenski (2003), a researcher in this area, says the current changes are far beyond a simple change of information and communication technologies.

All these changes are changing the kind of relations, starting with the question of time and space to change with the simultaneity of contact in remote locations, as in the desert of Chile where the world escorted reporters through mobile connections passed all the information of what happened as the workers who were trapped in a mine. These features technological challenge teachers and students, for they are part of everyday life and also end up being part of the context of formal education.

Including the learning of Information and Communication recommended a reflection on the practice of teaching, the teacher's role, the goal of the classes, the organization of courses and educational spaces, to fit, suit, are structured in a conscious way as to offer certain advantages that digital tools applied in educational settings. Tools that can perform at its free interactive and a liberating aspect. However, we must not forget that technology, in addition to liberating aspect, able to generate significant learning, may represent one of the most powerful weapons of ideological and cultural repression in educational

pedagogies that perpetuate authoritarian and unidirectional peppered with these resources, whether in training basic or higher education.

In this paper, we present an activity in which language is used as a social practice, as outlined in Portuguese Language Curriculum (1997) Curriculum and the State of São Paulo (2008).

The report suggests some categories of analysis drawn from a questionnaire applied to subjects involved in research to highlight the discussion of the data collected.

PRACTICAL CONSIDERATIONS AND METHODS EMPLOYED

In the face of studies by Dewey (1936, 1956 and 1959) and other authors who have approached his work as Cunha (1998, 2001 and 2007) and Shön (1992) dealing with the concept of reflective teacher, Kenski (2003) on the use of communication technologies, work was undertaken by inserting some technological resources in English classes.

The subjects involved in this activity are public school students in a school located within the State of São Paulo, belonging to the first and second years of high school. The age range varies from 15 to 18 years and there were two classes per week (English language). In each classroom were about 40 students. It was a total of 80 students involved in the work. To be possible to develop the activity, it was scheduled to use the school computer lab where there are 20 computers. The students developed the activities in pairs. Most students have computers at home, which allowed us to advance a few steps of activity outside school hours. We need four classes to develop this activity (two weeks).

Students involved in the activity, answered a questionnaire about Internet use, more specifically about the use of social networks. The questionnaire consisted of the following questions: a. Do you have a computer with Internet access at home? b. Do you participate in social networks? c. What social networks do you participate? d. What do you think about the gratuity of services and privacy

(exposure)?

The questions defined some categories of analysis for the research according to the profile of users surveyed.

- a. The first question established the socio-economic status of those involved in the research.
- b. The second and third questions determined the category described as users more or less "connected / plugged"
- c. The fourth question defined the category understood as "critical and reflective"

Table 1 Categories of Analysis

CATEGORIES OF COLLECTED	DATA ANALYSIS
SOCIO-ECONOMIC	100% of users have computers, and 95% have connection at home.
CONNECTED / PLUG	100% interact, especially on social networks
CRITICAL AND REFLECTIVE	99% said they never thought about the fact that interactive networks are free, 1% said that advertising is who pays, how much exposure / privacy 70% put all pictures and data and do not bother, 30% think have to be careful by choosing pictures and information she posts.

Source: own elaboration from the questionnaire.

Focused on the social networks use, the results were: ORKUT, and WINDOWS LIVE MESSANGES 100% Formspring 70%, TWITTER 2%. The interest and motivation of the subject group with Twitter was seen so we combined with the class and they did the site registration during the lessons, step by step, while working with the content at the time of preparation of this work was all presented in English. They were encouraged to post information in English and preferably follow singers, actresses, actors, rock bands that have operations in the language studied. They expanded their network of contacts promotions movie releases entitled to the images and soundtracks for films seen before the release, which made the students very excited.

Twitter is a social networking and microblogging to a server that allows users to send and receive updates from other personal contacts (in pieces of up to one

hundred and forty characters, known as "tweets"). You type an answer to the question: What are you doing? By posting your sentence, the other participants of the site can "follow" your profile, following his notes and talking about what you do. An example is the Hollywood star Brad Pitt (actor). He writes on his site on Twitter "I've been traveling to film a movie an unexpected happened." People who come and can access information via the website chat with the actor "and what happened?" For example. The actor responds and connections will be established. In the case of language teaching to communicate and understand what the actor writes, students need to communicate (read and write) in English, putting into practice the content learned in class. During classes, the opportunity came to learn more about the site, analyzing the data to be filled in the profile, the use of their tools, as well as the privacy agreement. The figure below shows the screen where you can choose the preferred language using the site. Note that not in the Portuguese language as an option.

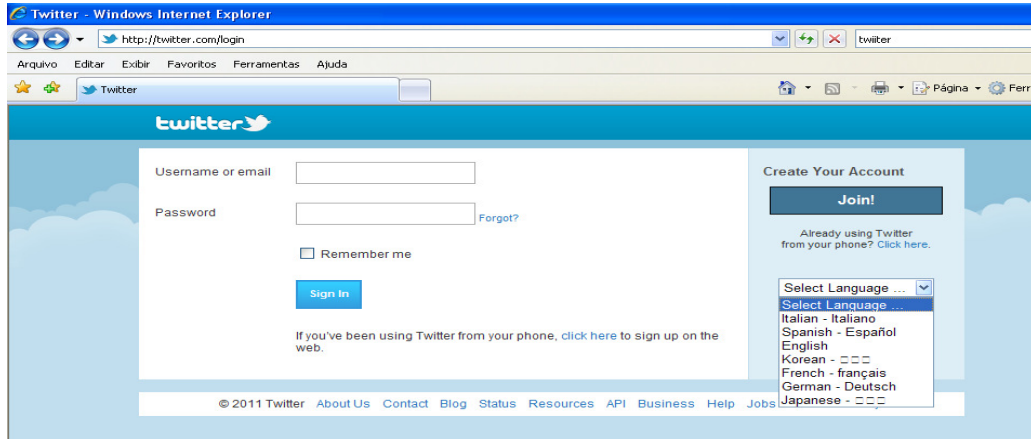


Figure 1 - Languages Available.

The right of the table you can check the languages that are arranged on the site. The Portuguese language was not an option (in 2010), as seen. Even in the picture below to find the link that leads to the Twitter site from a search engine (site survey), the information is in English. See Figure 2:

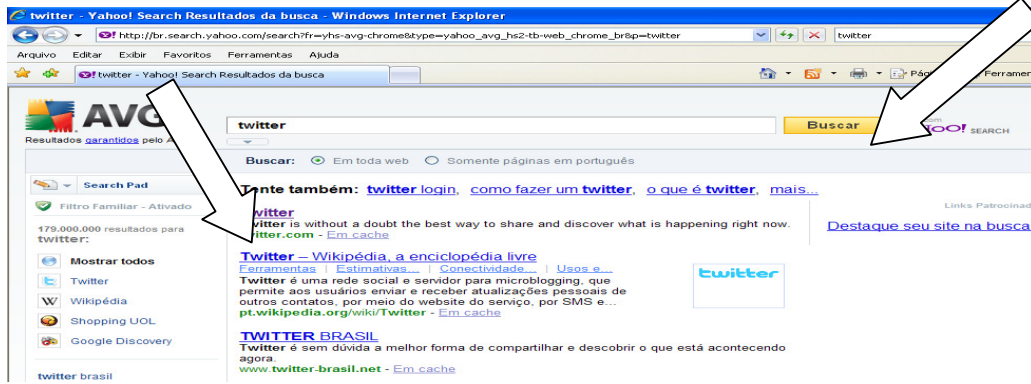


Figure 2 - Locating the site

Students were instructed to use any site search, in the case of the figure, the Yahoo site search, typing the word Twitter. Then come various related sites. It was shown that the first class in the case of the figure, in purple, the site is searchable. By clicking the link in purple with the word Twitter, the following screen appears:

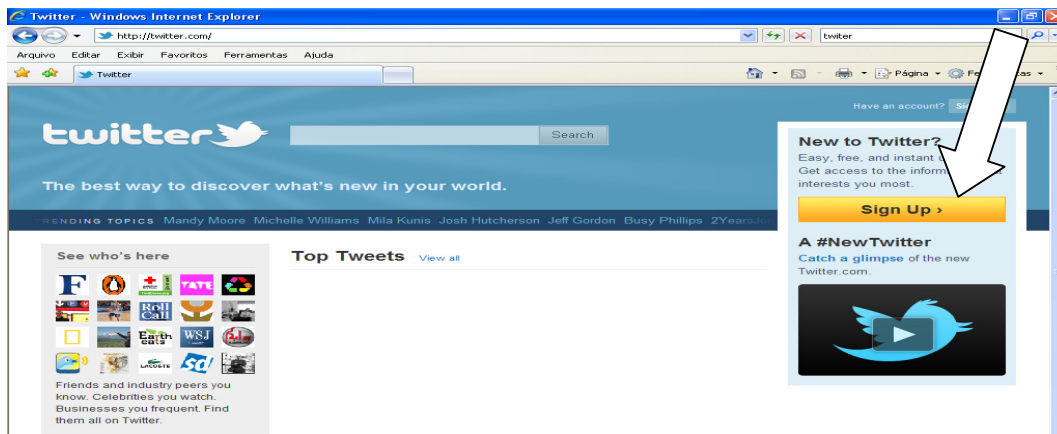
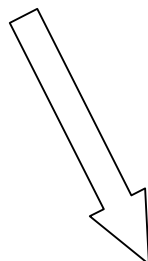


Figure 3 - The home page of the site.

On that page, there are guidelines for those already on site and for new participants who can register here to make the profile. On the right there is the code: New to Twitter? Sign up (New to Twitter? Register). By clicking sign up, the following screen appears:



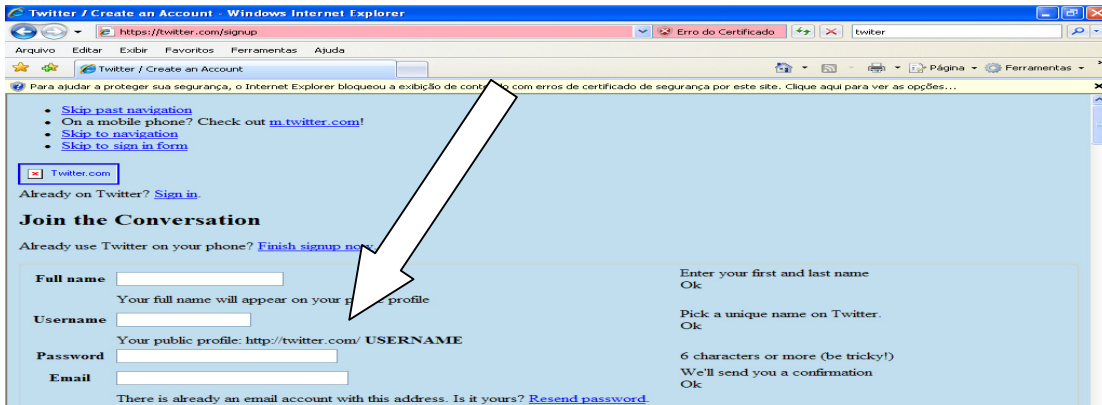


Figure 4 - Filling out the profile

On this screen the participant fills the data. The guidelines, like all the rest of the texts are all in English, take a look at them on the right side of the screen. Purposely, the data have not been met and clicked submit. The screen that appears is as follows:

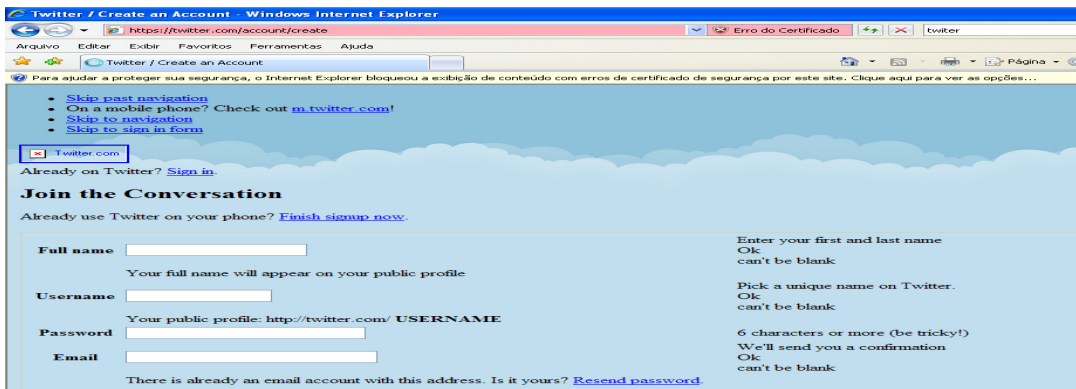


Figure 5 - Incomplete

In this figure, in the right corner, now beyond the observations contained the phrases can not be blank, ie, can not be blank. That means you can only move forward on the site, with access to new screens, to correctly complete the steps of the registration of the participant, including virtually signing the contract you agree to the Terms of Service, which include privacy and other terms Seeking theoretical orientation for this practice, including the "epistemology of reflective practice", in some remarks made on Democracy and Education (1959) in which Dewey establishes a relationship between the act of thinking and education, "the importance of encouraging the good in school habits of thinking.

"For the author, the school can develop in students an ability to think that takes the student to reflective thinking and to think critically.

"The only direct path to enduring improvement in methods of teaching and learning is to center them under the conditions that foster, promote and put on trial reflection and thought. Thinking is the method of intelligent learning, to learn what you use and reward the spirit. "(Dewey, 1959, p.167).

We understand that the questioning encourages reflective action in order to make it a source of knowledge and the development of intelligence. The classes were not intended to judge or to present absolute truths. Far from being the role of the school to become a supplier of beliefs, ideas and knowledge fixed, but an instrument of "ongoing investigation and social reconstruction." These classes were aimed at collective discussion on the topic. Schön (2000) very influential in Brazil from the 1990s, proposes the concept of reflection in action, reflection on action and reflection on reflection in action.

FINAL CONSIDERATIONS

In the course of the lessons it was evident that students are not used to reflect on the proper use of the network that were not thought up mainly of the fact that the sites exist and why the participants accept their rules in a passive manner, as may be found in the "critical reflective. "In addition, other issues were addressed as the fact that the students realize that their data were used by advertising agencies and others. Although the sites seem to offer so many attractive and unassuming, is a two-way street when it comes to interests. As much as you feel autonomous internet surfing, there is a certain "dictatorship" in this social network on the actions to be performed on each social network. The category "socio economic" served to indicate how this generation has access to technological resources, as for surfing at home, they need equipment and broadband, which in the state and in certain neighborhoods is not easy to access.

The category that says about being "connected / plugged in" demonstrating the impact of digital communications technologies in this generation and how they divide their daily routines (going to the market, relationships with family, study)

with the use of social networking. The Portuguese Language Curriculum (1997) advocates the importance of teaching foreign language or as a social practice. In the activity presented, we tried to work so that in addition to the systematic content students could act in society more critically and autonomously. In Democracy and Society, Dewey (1936) attributes to educators, according to Cunha (2001), the responsibility to change attitudes and habits of thought are not suitable for building a democratic society.

In order to achieve this goal, as described in the activity carried out with high school students, an education is necessary to place the student in direct contact with the reality that they lives, their experiences, involving them in actions aimed at improving the world, always leaving a democratic construction.

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