Cyber indentities in the final grades of Public Elementary School: relations in the teaching and learning process

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ABSTRACT

This study aims to understand and analyze the identity constructions formed in interaction with the virtuality of Elementary School students. It uses a qualitative approach and action research as a strategy and brings as participants the study the students from the technology nucleus, which are part of the multigrade trial division of public Elementary Education of a state school located on the outskirts of a city in the Midwest of State of Parana. The instruments used for data collection were; a) logbook with notes of the observations made by the researcher in order to organize tables; b) extension course via Moodle platform. The results show that the current generation builds their identities not only in real space/time but also in virtual space/time. The cyberidentities formed in digital space and time seek to meet the multiplicity of experiences provided by Digital Technologies of Information and Communication, to constitute new social and educational paradigms. It was found that the time participants spend in front of the screens of their technological devices influences their relationships and behavior from digital media, causing their identities to take multiple forms meeting their momentary needs, which means a reflected acceptance on the social networks. For the participants, school processes are far from their daily actions with regard to the use of digital technologies, however, their skills are restricted to social networks and online games. Thus, it was found that there are differences in the ways in which participants build their identities today, so there is a need to rethink some practices for the teaching and learning process, considering Technologies as a digital language resource for knowledge.

KEYWORDS: Cyber identities. Virtual identities. Digital Technologies.

1 INTRODUCTION

The globalized and digital society that governs contemporaneity reveals changes in the ways in which students of public schools construct their identities, integrating them into real space/time and virtual space/time. Fluid and fragmented identity configurations lead the Brazilian public school to question the teaching and learning processes that configure its pragmatic models.

Faced with the daily exercises of identity simulations allowed by the digital revolution, feelings of belonging and cultural identities have changed, affecting the subjects' own perception of themselves and others. It is understood that the fluidity and instabilities of identity constructions and their relations with the concepts of space and time in today's technological society, require studies on the continuous and fragmented reconfiguration of youth identities involved in this process, considering that digital technologies are present in the identity constructions that arise in current times, in which virtual bodies and profiles can assume multiple representations, especially of children and teenagers (LÉVY, 1999; GUIMARÃES, 2009; LÉVY, 2011).

Lévy (2011) highlights the virtual and computerization aspects and points out that the virtual largely goes beyond computerization, with virtualization reaching the modalities of being together, the constitution of the "we", affecting bodies, the collective frameworks of sensibilities, and the exercise of intelligence. In this sense, Urresti (2017) highlights that a new subjectivity is showing itself, in which there are ongoing changes in interpersonal relationships, in the articulations of the self, and in the sensitive forms of perception that constitute the new generations, fluid and decentered identities, evidenced nowadays, in which cyberspace acts on a reconfiguration of the process and enhance of the subject's identity virtualization, that is, of the so-called cyber identities.

An inherent characteristic of the contemporary young generation connected to the computer network is that they spend a large part of their lives online, with no distinction between online and offline. For these young people, new digital technologies – computers, cell phones, and Sidekicks, are the main mediators of human-to-human connections (PALFREY; GASSER, 2011), thus altering their communication and relational forms.

In this way, the connections that these young people have with Digital Information and Communication Technologies (DICT) since childhood affect different and complex forms of identity, in which they assume different roles in computer networks.

Regarding the digital network, it is important to emphasize that it is not just a pile of interconnected information, but a source of relationships, in which all its actors assume the leading role in the stories. Social networks such as Facebook, *Instagram*, *WhatsApp*, and *Youtube* are examples of the importance of relationships developed in cyberspace, where the physical presence of people is unnecessary and overwhelms times and spaces. Vieira (2006) shows that, through the complexity of the cybernetic configuration, the physical and the virtual would begin to coexist.

Studies by Veen and Vrakking (2009) argue that nowadays there are virtual avatars, computer-altered voices, and, potentially, even electric shocks to indicate that one has been hit by an arrow or bullet, and it would be much

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simpler to assume another identity in the virtual environment, thus avoiding the exposure in real space/time experienced by previous generations.

According to Palfrey and Gasser (2011) the creation and revision of identity is something where continuous feedback occurs, and that in virtual worlds the main act of identity formation would be the creation of an avatar. Through the construction of a digital figure of ourselves, the users would start to interact with the virtual world, both with objects and with other avatars or users.

Lévy (2011) emphasizes that the virtualization of bodies would be a new stage in the adventure of self-creation that sustains humanity, and it would be like leaving one's own body, acquiring new speeds and conquering new spaces. In this way, the avatar figure would be an ideal self that would start to relate to other avatars with idealized images and with two-dimensional or three-dimensional shapes, thus meeting the wishes of their creators. It is understood that avatars would enable a world of diversity and control of one's own identity. However, they could intervene socially, encouraging idealizations and illusions about their own bodies and reality. This conceptual duality integrates discussions and reflections on contemporary youth identity constructions, demonstrating the benefits and disadvantages of these different social configurations.

The possibilities that people have to assume other social roles and even other personalities on the network prove to be real, however, it must be pointed out that there are dangers with exposing their lives on the network, since the digital identity of a Digital Native is at the same time rich, interesting and easy to create, but also fragile and vulnerable to manipulation and falsification (PALFREY; GASSER, 2011). These authors explain that when Digital Natives change platforms, their old digital identities do not die, but remain part of their complex perception of self, and can be viewed by anyone.

Urresti (2017) emphasizes that teenage is a period crossed by a series of concerns, problems and doubts, including about their personal identity, but these questions that were usually resolved between peers, such as colleagues and parents, are now posted on the Internet. For this author, communication between peers would be a laboratory of collective identity and mutual help, which currently extends into online communication networks that involve and accompany adolescents on a permanent basis. The representations of the self would no longer be restricted to real time/space, but would integrate the network, generating different and comprehensive forms of socialization, which Urresti (2017) called techno-sociability and that would be interfering with relational forms and representations of the own self.

From that, it is understood that young people evidence and legitimize identity fragmentations on the computer network. The representations of their bodies and personalities are shown to be intangible in cyberspace, where virtualization is integrated into real space/time and enables the construction of not just one, but several cyber identities.

The identity virtualization perceived in the current generation does not remain locked in the rooms of these young people's homes and in the relationships they have on the network, but it is perceived in the social relationships they maintain, including the ones at school. Thus, this study aims to understand and analyze the identity constructions formed in interaction with the virtuality of public Elementary School students.

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2 METHODOLOGY

This study was approved through Opinion No. 3,455,415 issued by the Ethics Committee in Research Involving Human Beings (COMEP), of the Midwest State University (UNICENTRO).

For this work, a qualitative approach was used, according to Flick (2004), this type of approach considers the researcher's communication with the field and its members as an explicit part of the formation of knowledge, instead of excluding it. For the theorist, the subjectivities of the research and the researcher must be understood as part of the process. Action research was used, aiming at a process by investigating and acting, researchers and social actors, to develop collective learning with results found during the investigation, offering new teachings to all (THIOLLENT, 1996).

The instruments used for data collection were: a) a logbook for writing notes of observations made by the researcher in order to organize tables; b) an extension course via the *Moodle* platform.

The extension course happened between the months of September and November 2019 and had ten (10) participants aged between twelve and fifteen years old, members of the Technology Center, which is part of the multigrade sectoral division of the Public Elementary School of a state school located on the outskirts of a city in the Midwest of the State of Paraná. Knowing that the participants were younger, a Free and Informed Consent Term, the Child and Teenager Term of Assent (over 6 and under 18 years old), and Authorization Term of Image Use were sent to the parents and/or guardians, all of which returned duly signed. Participants were named by the letter P (Participant), followed by a number corresponding to the data collection records: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, to preserve their identities and maintain their integrity. Participant P6 dropped out of the course, and participant P7 was transferred to another school, and it was not possible to complete all the proposed actions.

The extension course happened in two (2) face-to-face meetings and four (4) weeks of online studies, via the *Moodle* platform, considered a virtual teaching and learning environment (VLE), totaling fifty hours (50h) of course with certification to the participants. From face-to-face meetings and via the Moodle virtual learning environment, the participants carried out an investigation with the intention of the researcher extracting data on specific topics, with readings, video viewing, and research, they participated in discussion forums in which they could collective and participatory to critically contribute to the proposed reflections. It is important to highlight that the writing of the participants carried out in the discussion forums was maintained, since it is an informal language, but used during their communications on the networks. In Table 1, the stages of elaboration and execution of the extension course carried out by the *Moodle* platform (VLE) are presented.

Table 1 - Extension Course Stages: Cyberidentities in the Final Grades of a Public Elementary School

Steps	Actions developed
1	• Elaboration and forwarding of the Extension Course Project • Study of the Virtual Teaching and Learning Environment Moodle • Preparation of the didactic material for the activities.
2	• Publicity and registration.
3	• Course performance.
4	• Evaluation of results.
5	• Data collection.
6	• Data analysis

Source: The authors (2019).

In this framework, the course met a schedule for carrying out the study, as shown in Table 2.

Table 2- Execution schedule of the Extension Course: Cyber identities in the Final Grades of a Public Elementary School

Período	Mode	Action
19/09/19	In class Starting	Presentation of the executing team and participants. Registration and guidance for using the Virtual Learning Environment Moodle.
26/09/2019 to 02/10/2019	WEEK 1 On-line	ACTION 1: Study the course program and guidelines. ACTION 2: Online presentation of the executing team and participants. ACTION 3: Reading and viewing videos on cyberspace and cyberculture.
02/10/2019 to 08/10/2019	WEEK 2 On-line	ACTION 1: Reading the book introduction -Born in the digital age. FORUM: Writing activity on the reading through the forum discussion.
09/10/2017 to 15/10/2019	WEEK 3 On-line	ACTION 1: Visualization of video about Cultural Identity. FORUM: Participation in the discussion forum on Cultural Identity in the digital age.
16/10/2019 to 22/10/2019	WEEK 4 On-line	ACTION 1: Watching a video about the Digital Natives Generation ACTION 2: Reading an article on Generational Historical Demarcations FORUM: Writing a text on the vision of technologies in education and participation in the fórum discussion.
19/11/2019	WEEK 5 On-line e Presencial	ACTION 1: Evaluation of the course

Source: The authors (2019).

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The data analysis carried out with the participants added information contained in the forums of the extension course, seeking to understand the real and virtual identities of the Public Elementary School students, contemplating the subjectivities and the complex variables involved in the process in order to obtain a vision individualized.

3 RESULTS AND DISCUSSION

Through the actions proposed in the extension course, we sought to contemplate the different forms of language and expression that young students experience. For that, we considered Kenski's (2007) thought that the power of digital language, based on the computer and its peripherals, would influence the constitution of knowledge, values, and attitudes, creating a new culture.

The initial phase of this study happened in the face-to-face format, where the participants were presented with the *Moodle* platform (VLE), a virtual environment that they would use for the next actions. A text and a video with information about the *Moodle* platform were made available to enable better exploration of the platform and its resources.

In week 1, an explanatory video on the meaning of Cyberspace and Cyberculture on the *Moodle* platform was made available to the participants. This action was based on studies by Valente (2018), on the importance of seeking to create learning situations in which learners can do research, think and conceptualize what they do. In addition, viewing the video made it possible for participants to perceive the importance of technologies in the history and development of ICT (Information and Communication Technologies) in the present day.

Week 2 consisted of online actions, with the introduction of the book Born in the Digital Age by Palfrey and Gasser (2011). The authors discuss in the text the importance of the choices made regarding the intelligent use of digital technologies, which would reflect on the future in order to contribute to society. The material was made available on the Moodle platform, to establish relations between the reality experienced by the participants and the proposed theme, highlighting the historical, cultural, and social importance of the ICT.

Based on the discussions on the *Moodle* platform fórum (VLE), it was observed that the written language of the participants presents significant changes in the teaching and learning process of these students. Kenski (2007) emphasizes that children and young people are not used to reading and writing in their linear form, however, they want to zap, that is, change channels constantly as they do on television and in the use of other media.

The studies by Veen and Vrakking (2009) confirm the data obtained in this study, when they explain that the ability to zap in the media made young people get carried away by the flow of events, conversations, and sequences of images. According to these authors, this skill has become so natural that they apply it in their own communications on social networks on the Internet and even at school, evidencing in the production of texts, the written language of participant P4 stands out, where it remained the format of the writing carried out during the discussions on the Moodle platform forum (VLE), to demonstrate the informal language:

> P4: they were born in a time that did not exist and new tv there was in the modernization in which we needed where to find cell phones and tv etc.

> P4: Yes, we understand about the last century but even so, your experience is more than your cell phones and etc because the technology helps more in different points so sometimes it is harmful.

It was observed that the written language used by P4 in the discussion forums consists of abbreviations and expressions used in social networks on the Internet, as a means of informal communication between the "zappers", which required a peculiar and careful interpretation of the data to that the central idea of the answers was preserved. On the other hand, it becomes worrying, as abbreviations can damage the Portuguese language for formal writing.

Week 3 was carried out with online actions, a video on Cultural Identity was made available on *Moodle* platform, to show through drawings the concept of cultural identity presented in Hall's studies (1997; 2006). The results were presented in the discussion forums, to be pointed out by participants P3 and P8 on cultural identity:

> P3: [...] sometimes it's good to change a little and I'd rather be, make a different person through technology.

> P8: I, for example, like the internet more because I don't like myself personally, I prefer the internet because I identify with someone else, I say things that I'm not.

For participant P3, identity virtualization allows changes that make them a different person at times, understood by the participant as something good. Regarding P8, she stated that she does not like herself personally and that on the Internet she can identify with other people and say things that do not match her reality. It is understood that the participant refers to her physical characteristics, however, it is pointed out that she fits the beauty standards imposed by today's society, being considered very beautiful by her classmates.

Corroborating the answers of P3 and P8, P9 contributed to a significant analysis of the identity virtualizations perceived in current times, as reported below:

> P9: Regarding cyber identities, I always think that I don't like myself, I don't like my physical characteristics, as I see myself, so on the internet, I think I can be different, I can be who I want to, I can be a character, I can go upside down, go down, who knows? The future is unimaginable. So, I've always thought like that, you know, the internet to help me figure out, who knows, I might be different, somebody I'm not. Regarding my fantasy, you know, I did this from here, which is a creepypasta called Eyeless Jack, which is a horror story, and honestly, I would like to be that character, because this character itself does not exist, it is extremely fictional, and I would like to be it, because, like, he represents a part of me that is, shall we say, not so well known, a more, shall we say a darker side, I can tell. So, I always wanted to be something out of reality, that no one has seen before, or heard about. And my tastes themselves are very weird, no one knows most of the things I like, who I am, my name, those things, you know. It's just... Like, it's a weird thing, it's just that nobody barely knows my name.

Participant P9 reported not liking his physical characteristics and sees the Internet as a way to solve his problem. The participant highlighted that through

his inclusion in cyberspace, he can be different, something he is not in reality, thus satisfying the desires of his imagination.

Hall (1997) explains that cyber identities allow people to assume different roles according to their interests, replacing something as complicated and physically embarrassing as real interaction. However, it is necessary that the possibilities that the network brings to assume several identities are discussed in their setbacks, considering their advantages and their disadvantages.

Severiano and Telles (2010) emphasize that the virtual body is not based on its corresponding material, made of flesh and blood, but is made up of desires and fantasies that are idealized by its creator, freeing the real body from its limitations. However, for the relationship of avatars with the consumer industry, they are idealized images of pre-existing models involving youth, beauty, and well-being, that is, short-lived goods. Thus, Severiano and Telles (2010) warn of the dangers of the psychosocial implications involved in the process of virtualization of the body, which would represent compensatory forms of needs and lacks the real self. The needs for socialization and social adequacy, inherent to the age group of the participants, lead them to be included in groups that accept them in the real environment and/or in the virtual environment.

In week 4, it was proposed on the Moodle platform (VLE), the reading of part of the text by Santinello, Marin and Pinheiro (2019), which dealt with Generational Historical Demarcations and their Relations with Information and Communication Technologies. The text considers four generations identified from the Second World War: the Baby Boomers, the Peter Pans, the Zappers, and the Alphas. After reading, participants were given a video about newborns in the digital age, which informally showed a child connected to digital technologies at the time of birth. The requested action is the elaboration of a text on the vision of technologies in education and participation in the discussion forum. Several difficulties were observed regarding the written language of the participants for the elaboration of the text, with regard to the discussion forum, all participants highlighted that their relationships with technologies are daily, in which they spend more than 5 hours a day on the networks.

Week 5 consisted of tasks with online and face-to-face actions. Participants performed a final assessment of the course via the *Moodle* platform (VLE). The results presented in the assessment, showed a significant opinion, pointing out that the majority of the participants estimated the accomplishment in the online course.

It is observed that the course carried out in the hybrid modality, mixed with face-to-face and online meetings, was something innovative for the participants. The use of the Internet, until then associated with entertainment, games, and social networks, came to be understood by the participants as a channel of knowledge and constructive discussions. The perception that the network can help them in school life enriched this research, contributing to the students' formative process.

Kenski (2007) reflects that it is not enough to acquire the machine, it is necessary to learn how to use it and carry out learning, which when put into practice, reorient the processes of discoveries, relationships, values and behaviors. In this scenario, it is clear that the use of digital technologies in the educational environment only in punctual actions and not integrated into daily

life, can be limiting in the face of the learning possibilities contained in the network.

Regarding the face-to-face actions, they had as proposals, activities in the classroom, to consider a certain theme with the help of the teachers of the participating school. These actions consisted of the development of: i) an ambient room; ii) online gaming championships; iii; production of audiovisual material, among others, is the 1st Geek Festival that was developed at the school. Teachers and students wore costumes of characters from board games, online games, anime, movies, TV series and comics. The idea for the festival came up in a pedagogical meeting, and was later organized by the school team.

The word geek is associated with the so-called nerds, it is an American slang that emerged in the 1950s to name young people who had a great interest in academic, literary and media cultural productions and who were considered scholars. Fedel and Silva (2016) point out that, through a system of universes, nerd youth end up (re)constructing their subjectivities, their identities, as well as reconstructing cultural processes, which made it possible for the school event to converge with this dissertation research. Faced with the expansion of geek culture among the young participating students, the teaching team, including one of the researchers, saw the festival as a means of approaching and understanding identity constructions and the ways of teaching and learning involved in the process.

For applying the actions, the students presented their pedagogical constructions and costumes, allowing everyone to assume different identities from the geek culture. It was perceived to meet the different languages of young students in contemporary times, especially the digital language, based on the proposal of the Geek Festival. The engagement of students contributed to school relationships, to present the possibilities for teaching with autonomy, cooperation and meaning.

Figure 1 shows the participation of participants P3, P5, P8, P9, P10, with the creation of their geek identities and avatars. The other participants chose not to participate at this time.

Figure 1 - Participants and their geek and avatars identity creations.

Source: Authors' archive (2019).

From the images shown in Figure 1, it is understood that young people in the digital age face a reduction in the ability to control their identity in the way others perceive them, making the dynamics of visibilities much more complex, in which they seek to hide or disguise unwanted physical characteristics, especially in social networks (PALFREY; GASSER, 2011).

On the other hand, creating cyber identities can bring numerous social and behavioral benefits. Lévy (2011) explains that virtualization is a war against fragility, pain and weariness, in addition to being the search for security and control, understanding that the creation of an avatar would be like leaving one's own body and that when virtualizing the body multiplies and can be analyzed as a change of identity, a reinvention, a multiplication, a vectorization, a heterogenesis of the human.

For Santaella (2013) cyberspace makes it possible to stage and play with multiple identities, playing with them to the limit of transmutation and identity metamorphosis.

The discussions on the subject addressed by Lévy (2011) and Santaella (2013) explain the complexity that involves the variables contained in the process of identity virtualization. Cyberspace is a source of possibilities and realizations and at the same time it can be understood as a subterfuge from the complications of the real world.

In addition to the issues that involve the development of young students in terms of their view of themselves, relationships with others are also important components in their identity constructions. Both in virtual space/time and in real space/time, the ways in which the contemporary generation creates and

maintains their interactions were explained by the participants of this study during the reports on the forums and *WhatsApp*. Participant P9 evidences in his report the need to relate and for this he uses online games as a means of achieving this.

> P9: I use the internet a lot to play, especially on my cell phone, because I know many games online, they need the internet to work and most of these games need socialization to get an ally, those things, to move on, get stronger.

Veen and Vrakking (2009) highlights that teenagers immerse themselves in computer games adopting the personality of the role they are playing and acting according to such characteristics. Theorists clarify that online games often become social events, where players can play with several people at the same time on the Internet and collaborate in a team made up of individuals they have never met, and will never meet physically.

In this way, participant P9 can, through online games, meet, at least partially, their needs to construct relationships and feel part of a group. In addition to online games, another way that the respondents declared to use as a source of socialization is online social networks. P1 and P5 declared that they prefer to vent or tell their problems to virtual friends instead of face-to-face. As participants P1 and P5 highlight:

> P1: I prefer to speak out on what happens on the social network than in person.

> P5: it's the best way I have to let off steam with virtual friends, anyone else.

Socialization through digital networks is called by Urresti (2017) techno-sociability, because, according to the author, this relational form would be interfering with the representations of the 'self'. Palfrey and Gasser (2011) explain that for Digital Natives there is no distinction between online and offline and that for them digital technologies are the main mediators of human-to-human connections.

During the extension course, participant P5 used the *WhatsApp* messaging application to report family disagreements. They several times recounted worrying situations, exposing their relationship difficulties in the group, without measuring the social consequences of the revelations. The information shared by P5 was surprising, and the group's intention was to address issues related to the extension course. From that, the understanding was that the participant saw in the virtual environment a way to express their problems and emotions, without the need to show themselves physically, however, the situation exposed them emotionally.

Palfrey and Gasser (2011) understand that there are risks of identity traces left in online public places, putting young students in danger and in situations of future humiliation. Personal information and/or everyday components, as explained by P5 and their family, were shown to the group, without the student measuring the possible consequences of their revelations. Social networks are sources of socialization and like other issues involving the network, they are opposite sides of the same coin.

In addition to the explanation of participant P5, the following transcripts highlights the vulnerability of participants' identities in digital networks:

> P1: I even lied about my name to people I don't know, I already made an appointment with a person I don't know, but I didn't go. And I almost lied about my age, I didn't lie because... But I've already made several lies on the social network [...].

> P3: Sometimes I lie about who I really am, it's... I never lied about my age, I never lied about my name, but I wanted to [...].

> P5: I confess that I've lied about my age and my name, but I've never made appointments with people I don't know or I only know virtually.

> P8: I think technology is important. On the one hand, it's important, but on the one hand, it's not so good, because there are people who pretend to be others to get closer to other people.

Palfrey and Gasser (2011) discuss the exposure of teenagers to the Internet, as they make them vulnerable, but explain that banning technologies will not solve the problem, but that the ideal would be to provide guidance on the risk behavior that these young people maintain in the Internet network.

Accordingly, Amante et. al., (2014) shows that social networks are a space of interaction privileged by teenagers, becoming the stage for the construction of their identities, however, this stage can make them vulnerable to the action of bad-intentioned people.

Existence in the real world and in the virtual world is a component of the current generation (VEEN; VRAKKING, 2009). In this scenario, the identities of the students of the public education network researched in this study are understood as part of a differentiated social configuration. Relationships are not just local and traditional cultures, but in cyberspace, where there are risks, but also incalculable potential for healthy relationships and an extraordinary learning network.

Castells (2005) explains that society shapes technology according to the needs, values, and interests of the people who use them since communication and information technologies are particularly sensitive to the effects of the social uses of the technology itself. As the public education system will project actions and the insertion of digital culture in their daily lives, it is fundamental for students who make up this environment to use technologies to build their identities thinking about a society with equality and equity, in which opportunities, including access to digital technologies, are relevant to all.

As with many of the issues that are linked to cyberspace, there are contradictions that include possibilities and risks, however, there is no turning back, the digital environment is composed of identities that make up the Brazilian educational system. There is no more time for nostalgia because speed has taken over the world, and if there is an area of human action that does not allow us to stay at the window just watching, that area is education (SANTAELLA, 2013).

The identities of young students who enter the school gates are multiple and differentiated and it is up to the scientific community and the school environment to understand them in their strengths and weaknesses and thus trace paths that make them not only connected but critical and socially active.

Palfrey and Gasser (2011) address that the information that teenagers share on the network is easily accessed by anyone, and that their identity versions are available, causing instability and insecurity, exposing them to situations of constant risk. The authors warn of manipulation and falsification of virtual identities, which can compromise the future of these teenagers.

In this sense, Behrens (1999) emphasize that the teacher must assume a new posture, believing that the student can be their partner in the production of knowledge, seeking to form more critical, reflective, egalitarian, fair subjects who think globally. In this context, the participants expose their conclusions on the topics covered in the extension course, such as identity, generational and school issues involving ICT, relating them to their experiences.

FINAL CONSIDERATIONS

The fluidity and instabilities of identity constructions and their relations with the concepts of space and time in today's technological society, require studies on the continuous and fragmented reconfiguration of youth identities involved in this process, due to the various social and cultural changes resulting from the global expansion of digital technologies. In this way, they prove to be facilitators in the identity constructions that arise in contemporary times, in which virtual bodies and profiles can assume multiple representations, especially of children and teenagers.

This study aimed to understand and analyze the identity constructions formed in interaction with the virtuality of public Elementary School students. For this, participants aged between twelve and fifteen years old were included. Therefore, an extension course was used through the Moodle platform (VLE), a virtual learning environment (VLE), which was divided into actions carried out in person and online, with the intention of discussing Cultural Identities, and contextualizing the use of Digital Information and Communication Technologies in Brazilian public schools.

It was understood through this study that the current generation constructs their identities not only in real space/time but also in virtual space/time. The cyber identities that are formed in digital space and time seek to meet the multiplicity of experiences provided by Digital Information and Communication Technologies, constituting new social and educational paradigms.

It was found that the time that participants spend in front of the screens of their technological devices influences their relationships and behaviors through digital media, making their identities take on multiple forms, meeting their momentary needs, that is, an acceptance reflected in the networks and are often used as an opportunity to escape the difficulties encountered in real space/time. However, such behavior makes them vulnerable, sometimes putting them in risky situations, such as in interactions with bad-intentioned people and in personal information they happened to leave on the network.

Knowing how the identities of public school students are constructed today contributes to rethinking pedagogical and methodological approaches. Therefore, granting legitimacy to digital language, and understanding it as an identity and cultural expression is essential for educational processes to integrate digital technologies in their entirety and not just in specific and isolated actions.

Physically developed social interactions are necessary and healthy, however, contemporary relationships go beyond the four walls, entering space and virtual time, which demands a different look from the educational environment. In this sense, the school and teachers have the role of guiding and mediating the risks and vulnerabilities contained in the network, seeking to encourage discoveries of paths for research and collaborative learning.

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CIBERIDENTIDADES NOS ANOS FINAIS DO ENSINO FUNDAMENTAL PÚBLICO:RELAÇÕES NO PROCESSO DE ENSINO E APRENDIZAGEM

RESUMO

Este estudo objetiva compreender e analisar as construções identitárias formadas em interação com a virtualidade de alunos do Ensino Fundamental público. Utiliza-se de abordagem qualitativa e da pesquisa-ação como estratégia, e traz como participantes do estudo dez alunos integrantes do núcleo de tecnologias, cujo faz parte da divisão setorial multisseriada do Ensino Fundamental público de um colégio estadual situado na periferia de um município do Centro-Oeste do Estado do Paraná. Os instrumentos utilizados para a coleta de dados foram: a) diário de bordo com anotações das observações realizadas pela pesquisadora no sentido de organizar tabelas; b) curso de extensão via plataforma *Moodle*. Os resultados mostram que a geração contemporânea constrói suas identidades não apenas no espaço/tempo real, mas também no espaço/tempo virtual. As ciberidentidades que se formam no espaço e tempo digital buscam atender a multiplicidade de experiências proporcionadas pelas Tecnologias Digitais de Informação e Comunicação, a constituir novos paradigmas sociais e educacionais. Constatou-se que o tempo em que os participantes passam diante das telas de seus aparatos tecnológicos, influencia suas relações e comportamentos a partir dos meios digitais, fazendo com que suas identidades assumam formas múltiplas atendendo às suas necessidades momentâneas, isto é, uma aceitação refletida nas redes sociais. Para os participantes, os processos escolares se distanciam de suas ações cotidianas no que diz respeito ao uso das tecnologias digitais, porém, as suas habilidades se restringem às redes sociais e aos jogos *on-line*. Desse modo, verificou-se que existem diferenças nas formas como os participantes constroem suas identidades na atualidade, assim, há necessidade de repensar algumas práticas para o processo de ensino e aprendizagem, a considerar as tecnologias como recurso de linguagem digital para o conhecimento.

PALAVRAS-CHAVE: Ciberidentidades. Identidades virtuais. Tecnologias digitais.

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