Chapter 14
Digital Literacies in Teaching and Learning of Teachers

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ABSTRACT
This study was developed from the Programa Rede São Paulo de Formação Docente – Redefor, regarding the specific section of execution and management under the responsibility of the University of São Paulo (Redefor - USP). From the netnography approach, it seeks to understand how the self-perceptions of the enrolled participants are developed and established in the virtual educational context and its consequences in personal, family and school everyday environments. The aim is to observe their digital literacies, understood as components of an integrated, cohesive and holistic set of skills and expertise - in continuous process of acquisition and development - that allow the individual not only navigate and communicate in the Internet, but it also obtain, produce and distribute information, knowledge, meanings, narratives and representations of themselves and the world they live.

INTRODUCTION
In contemporary times, the conflict and the school crisis in their traditional ways, face the growing incorporation of information and communication technologies in everyday life, modes of existence and the subjectivity of individuals is striking and constitutes a globally recognized phenomenon, questioned and discussed in search that will find new paths for the teaching-learning processes (Sibilia, 2012a, 2012b, Martin-Barbero, 2014).

The approach of digital literacies, in this study, has proved successful, consistent and productive to the study of uses and appropriations of ICT in construction of new knowledge, meanings, narratives and representations of self and the world, by the investigated public, pointing thus inextricably phenomena related to the construction of reflective citizens, critical, conscious, active, participating and more suitable for interactive action on and with the contemporary world.

From the perspective we adopt throughout this research, digital literacies are regarded as a significant and holistically articulated set of digital skills and competencies that, far beyond simply allowing the use of digital technologies and Internet browsing, enables communication, interaction between subjects, the development

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of critical, independent and autonomous reasoning, from the appropriation of information and communication technologies (ICT) (Junqueira, 2013, 2014).

For many contemporary researchers, the speed in the introduction of ICT in the school environment has been slow and below the expected potential, although their impacts are, to some extent, undeniable. Among the factors that contribute most to both and appearing among the most frequently cited in the academic literature on the subject is technological unpreparedness of teachers.

To elect as the focus of our investigation teachers of a distance learning course (DL), we aim to double the frame look at our object: on the one hand, the changing role of knowledge development and development of digital literacies of these agents in towards their own online learning and new socially insertive possibilities, they conferred, its status as a subject and citizen of the world and, second, the transformation of teaching practices of these agents in the classroom, arising from these same technological gains in the digital environment.

Thus, a panoramic view on the overall results of the research, many findings pointed to the relevance and productivity of the adoption of theoretical and analytical methodology of digital literacies model developed and proposed by Eshet-Alkalai (2004), in which they recognize and qualify different categories: i) literacy of hypermedia thought; ii) literacy reproduction; iii) information literacy; iv) fotovisual literacy v) social-emotional literacy.

All these literacies coexist and intermingle in the analysis of the case of the course participants Redefor-USP and show different possibilities of interaction, use and appropriation of digital tools and environments. Such phenomena have allowed us to track not only performance, but also, and especially, limits, needs, potential still untapped, among other things, which signaled the relevance and needs to adopt policies addressing training and development of digital skills of teachers, front of potential indicators of their growth both personal, as teacher, community, social and participatory citizen.

**BACKGROUND**

The accelerated growth conditions of supply and access to personal computers from the second half of the 1980s and the use of the Internet, especially the end of the last decade, major changes were introduced in the communication and information environment of contemporary Brazilian society. With the progressive development and incorporation of global access to different types of information network - occurred from the United States in the late 1990s - the Internet was soon to be opened also to the business environment. In Brazil, it came to pass in 1994. The main technological achievements that defined this period and that definitely boosted its development on a global scale were the creations of the world wide web (WWW), the hypertext transfer protocol (Hyper Text Transfer Protocol - HTTP) and Hypertext Markup Language (Hyper Text Markup Language - HTML).

In this context, emerged at the University of São Paulo, in 1989, the New Research Center of Technologies Applied to Education School of the Future (NAP EF / USP), bringing together a group of researchers aware of the challenges and prospects then posed by new technologies information and communication (ICT). The first steps of this journey came to aggregate - by the mid-2000s -new foci of action and research related to new communication settings allowed by the web (Junqueira & Passarelli, 2011).

The development of cyberculture in Brazil and the consolidation of experience with digital collective led to the need to search the scientific understanding of the media universe of the “network society” (Castells, 1999) and its connections with new ways of teaching and learning. Under