Chapter 17
Interface for Interaction and Knowledge Building on the Web:
A Look at the Educational Curriculum and the Social Network of the Systematic Learning Group

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ABSTRACT

This study is a research context the observation of construction of the learning process in a specific group of PhD students in the use of the Moodle virtual learning tools and FlashMeeting. During the course the researcher worked with a participant observation methodology. There were seventeen face meetings with or without means of technology and know that in many studies, technology education curriculum and had no points of intersection, they are studied in different areas; i.e., there was no literature that encompassed the integration technology in the educational curriculum. Determining the basis for the use of technological resources in education could reveal significant contributions to education and to the design of educational curriculum with studies of human intentionality. This study is necessary to revisit the course curriculum design with the look to learn from the emerging technologies.

INTRODUCTION

The twenty-first century is marked by the social phenomenon of the use of technological resources and media that allow instant access to the world. The era of digital culture is part of life for all citi-

zens. Having a cell phone or be connected to the Internet or have access to content on the network, makes us part of the digital world of contemporary citizenship.

However, it is hard to imagine today that a citizen of the historical time has not at least heard of computer, phone and internet, have them regardless of material used. Thus, this research is a research

context the construction of the learning process in a specific group of Brazilian doctoral students in educational technology, the use of virtual learning interfaces in order to understand the process by which future teachers of universities mean digital technology resources for educational use.

In education, it is understood that the teacher include the student in the digital culture and make it capable of reflecting the cyber you must prepare it in a prior learning, make him understand that only access a website will not change anything in an educational system much less if you consider educational innovation.

Therefore, brings to light the study curriculum for understanding the process of inclusion of so-called digital technologies, for however much you try to believe that the use of digital interfaces in school or university are part of educational practice, it is known that is not real, and that the current curriculum and training teachers in Brazil, has limitations in that desire, understood as an extension of school, the teachers of digital technologies in business.

How well we remember Marinho and Lobato (2008), "The great promise of the machine suddenly reveals itself as a device in which little or nothing has changed the quality of education" (p. 4) as the mobile or fixed access Internet is deposited, perhaps, that he alone could never accomplish. The use of technological resources at school or university may or may not happen, as

this will be determined by the teachers, the curriculum. Likewise, teachers will determine the curriculum and its manner of use, wealth or poverty of that use. From the very proposal of the school will depend on how to use the computer and digital technologies associated with it. If desired, the school will use these technologies to conform to a traditional model of education that focuses on the information. If the school moves forward in a new perspective to the most appropriate pedagogical training that is in demand nowadays, the computer will have an important role as an instrument in

the process of renovating school reform (Marinho, 1998) or its reinvention (OECD, 2006) (Marinho & Lobato, 2008, p.4).

As researchers, it is necessary to understand and to announce the integration of media resources to architecture in the educational curriculum. Thus, it becomes important voice to the formation of education professionals to new possibilities for teaching and learning associated with several potential to work with digital technologies in the classroom in order to address the pedagogical practice.

[...] The instrumental domain of technology, whatever it may be, is insufficient to allow the teacher to understand their modes of production in order to incorporate it into practice. You need to create training situations in context, in which educators can use technology in activities that allow them to interact to solve significant problems in his life and work represent thoughts and feelings, representations reinterpret and reconstruct them in order to recontextualize the situations in practice teaching with students (Almeida, 2007, p. 160).

It is the sense of ownership of digital tools to make the curriculum work that is moving in search of contextual possibilities delimited by Oliver, Herrington, Herrington & Sparrow (2006), in order to understand through a qualitative, exploratory and from participant observation as a subject and the subject of the action in a curricular discipline in doctoral education.

The technological interfaces are present in the personal and professional lives of participants, given that part of an academic society to research the phenomena of the educational curriculum, technological resources and media and fixed and mobile devices in education at different levels and types. Finally, are the subjects that have specific personal and professional profile in technology, media and education, and through the worldwide network, develop projects that contribute to the unveilings of the educational curriculum, and the

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