DIGITAL INCLUSION AND THE USE OF CHROMEBOOKS IN EJA

INCLUSÃO DIGITAL E O USO DOS CHROMEBOOKS NA EJA

INCLUSIÓN DIGITAL Y EL USO DE CHROMEBOOKS EN EJA

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ABSTRACT: This article understood the importance of using the Chromebook as a digital tool that seeks to contribute to improving learning in schools, where digital inclusion becomes essential for the continuity of the educational process. Faced with this reality, the use of Chromebooks in the classroom allows access to important digital educational resources to be explored by students under the guidance of the teacher. Thus, the general objective is to understand digital inclusion with the use of Chromebooks in Youth and Adult Education. For this study, qualitative research was used, focusing on bibliographical research and data collection through the application of a questionnaire to the target audience of the EJA modality. The results presented will support educators to promote digital inclusion in Youth and Adult Education (EJA) through article the use of Chromebooks.

KEYWORDS: EJA. Chromebooks. Digital inclusion.

RESUMO: Este artigo compreendeu a importância do uso do Chromebook como uma ferramenta digital que busca contribuir para melhorar o aprendizado nas escolas, onde a inclusão digital torna-se essencial para a continuidade do processo educacional. Frente a essa realidade, o uso de Chromebooks em sala de aula possibilita o acesso a importante recursos educacionais digitais a serem explorados pelos alunos, mediante orientação do professor. Desta maneira, o objetivo geral é compreender a inclusão digital com o uso do Chromebooks na Educação de Jovens e Adultos. Para este estudo, foi utilizado a pesquisa qualitativa focando na pesquisa bibliográfica e na coleta de dados, mediante aplicação de questionário ao público-alvo da modalidade EJA. Os resultados apresentados subsidiarão educadores e docentes a promover a inclusão digital na Educação de Jovens e Adultos (EJA) por meio do uso do Chromebook.

PALAVRAS-CHAVE: EJA. Chromebooks. Inclusão digital.

RESUMEN: En este artículo se entendió la importancia de utilizar Chromebook como una herramienta digital que busca contribuir a mejorar el aprendizaje en las escuelas. Donde la inclusión digital se vuelve esencial para la continuidad del proceso educativo. Ante esta realidad, el uso de Chromebooks en el aula permite que los estudiantes puedan explorar importantes recursos educativos digitales bajo la guía del profesor. Así, el objetivo general es comprender la inclusión digital con el uso de Chromebooks en la Educación de Jóvenes y Adultos. Para este estudio se utilizó una investigación cualitativa, centrándose en la investigación bibliográfica y la recolección de datos mediante la aplicación de un cuestionario al público objetivo de la modalidad EJA. Los resultados presentados ayudarán a los educadores a promover la inclusión digital en la Educación de Jóvenes y Adultos (EJA) mediante el uso de Chromebooks.

Introduction

Youth and Adult Education is a teaching modality aimed at people who did not have the opportunity to complete their studies at a regular age. Digital inclusion in EJA involves ensuring students’ access to appropriate digital technologies and resources and promoting broader training on the use of these technologies. Many EJA students may face difficulties in relation to access to equipment, connectivity and familiarity with digital tools.

According to Costa, Amorim and Santos (2022, p. 202, our translation):

The challenge is to have digital equipment in public educational institutions, in good condition, with maintenance, quality internet access and assistance to educators, in terms of training, so that students identify themselves as subjects of knowledge production, student authored and able to build knowledge.

Therefore, it is important that digital inclusion is a constant concern for educational institutions that offer EJA, especially in a context in which technology has become essential for the continuity of the educational process.

According to Macedo and Grassi (2007, p. 3, our translation):

The computer has become an excellent ally for the teacher, not only with regard to developing the student's critical autonomy and self-esteem. The student stops being a mere receiver of information and becomes responsible for acquiring his knowledge when he starts to use the computer to search, select and interrelate significant information and, also when he starts to compose his own ideas based on the reality of your search.

This may include offering lending equipment, providing internet access points and offering training for students and teachers in the use of digital technologies.

To this end, this research highlights the following question as a problem: does digital inclusion and the use of Chromebooks contribute to student learning at EJA?

To elucidate this problem, the research's general objective is to understand digital inclusion with the use of Chromebooks in Youth and Adult Education. In order to resolve these issues, the specific objective will seek to: identify the legal path of digital inclusion in EJA, characterize the importance of using the Chromebook as a digital tool in student learning at EJA and identify, together with EJA students, the contribution of digital inclusion in the use of Chromebooks in learning.
Legal path of digital inclusion in EJA

In 2020, in the face of the global public health emergency, which caused several negative effects on health, economy and education, authorities decreed the closure of businesses, schools and other public and private spaces, to prevent the movement of people as a measure to contain the spread. advancement of the coronavirus.

In Brazil, governments, in general, had to quickly create strategies to cover various sectors of society. Because of COVID-19, public and private schools at all levels of education, as well as students and teachers, had to adapt with online classes in a virtual learning environment (VLE) and other educational resources digital.

Despite this, Law 14,533 of January 11, 2023 establishes the National Digital Education Policy, which seeks to enhance public policies related to access to digital resources, tools and practices, with priority for the most vulnerable populations, in addition to establishing guidelines expanding access to technology.

PNED's main objective is to promote the development of Digital Education in all stages and modalities of Brazilian basic education. This policy also defines a series of guidelines and establishes actions to ensure that technology is used appropriately and beneficially in the teaching and learning process.

Among the main objectives of PNED are:

- Promote digital inclusion and citizenship training of students, encouraging the critical and responsible use of technology and awareness of the risks and challenges of the digital era.
- Encourage the training of teachers and school managers for the pedagogical use of technology, offering resources, materials and training courses.
- Promote the development of innovative educational technologies, which can promote the quality, equity and effectiveness of teaching.
- Ensure access to quality internet and adequate technological infrastructure in schools and guarantee the security and privacy of user data (Brasil, 2023, p. 1, our translation).

The policy is made up of 4 axes, namely: the digital inclusion of the Brazilian population; digital education in schools; labor market training actions; and encouraging innovation, research and development.

In the first axis, there will be training in digital, media and informational skills that will help students to deal with technology more responsibly, in addition to raising awareness regarding the rights to the use and processing of personal data. Investment in infrastructure and integration is also planned. However, no value was specified. For the second axis, pedagogical strategies will be created to assist in the development of activities linked to technology, such as projects and courses. There is still the idea of carrying out initial training for
teachers on the subject. The third axis seeks digital training for the working-age population. In other words, you must already be part of the job market in some way. This includes identifying the technology-related skills necessary for employability in conjunction with the General Register of Employed and Unemployed Persons (Caged). The last axis is more related to scientific research within the area of technology, such as the sharing of digital resources between Scientific, Technological and Innovation Institutions (ICTs) and the promotion of partnerships between Brazil and international science and technology centers focused on digital education (Brasil, 2023, p. 1, our translation).

PNED revolves around the development of digital skills in basic education from primary school onwards. With its implementation, Brazilian citizens now have access to current demands, such as digitalization in education.

In one of its axes, the Policy is directly aimed at Digital Education for students and teachers, respecting the guidelines in force in the National Common Curricular Base (BNCC).

On the other hand, it amends the Education Guidelines and Bases Law, so that digital skills are addressed from the early years of elementary school, by including the teaching of computing, programming, robotics and other digital skills, at all levels of schooling.

Furthermore, the project foresees issues focused on social and economic vulnerabilities, proposing inclusive perspectives that consider each person's differences, their strengths and difficulties in the digital education journey. Furthermore, it reinforces the need to adapt to the General Data Protection Law (LGPD).

PNED in schools points out that the axis of the proposal focused on school Digital Education includes:

1. **Computational thinking** - ability to solve problems and challenges efficiently, based on the creative, critical and strategic exploration of computational domains. 2. **Digital World** - learning about physical digital technologies, such as computers, cell phones, tablets; and virtual, such as internet, social networks and cloud storage; 3. **Digital culture** – Conscious, critical and responsible use of digital technologies, with teaching that reinforces this culture; 4. **Assistive technology** - products, resources, methodologies, strategies, practices and services for the participation of people with disabilities (Brasil, 2023, p. 2, emphasis added, our translation).

One of the goals of the project is to encourage pedagogical innovation in teaching and learning processes, through analytical and critical skills. It is therefore necessary to promote projects and practices that support teachers and students in the field of logic, algorithms and programming, which will result in a true transformation of pedagogical practices.
It also includes training teachers in digital skills, as well as their use, with the main objective of promoting and disseminating robotics and digital literacy.

Therefore, it will be necessary for several institutions to adapt their school curricula to meet the requirements of the National Digital Education Policy, for example, the development of skills and abilities necessary for social life is crucial, also taking into account the needs of the job market.

Although the Policy will have a greater impact on public institutions, due to the greater need for infrastructure adjustment, private schools will also be affected, as they will have to keep up with progress to remain market leader, employing the most modern technology available for education and, in this way, guarantee the retention of students. According to what has happened in recent times, technology will be an ally of educational institutions. Furthermore, leaders and educators must be aware of trends in education and their encouragement.

Schools must dedicate themselves to socio-emotional development, providing an increasingly welcoming environment for students, in addition to providing learning experiences that encourage self-management and participation with colleagues and teachers. Remembering that socio-emotional development is foreseen in the BNCC, being relevant since early childhood education as one of the trends in education.

That said, autonomy is improved with a learning journey in which the teacher stops transmitting knowledge to become a mentor, encouraging them to seek answers to the challenges proposed.

The flipped classroom, in turn, helps students become more participative, critical, autonomous and with greater emotional development, which contributes to comprehensive training.

One of the ways to make learning more personalized is by presenting the same content in different ways. That said, technology is a great ally in not only making teachers' work easier, but also making everyday life easier. In this sense, technology allows us to create learning paths. If the student responds, they can proceed to the next step or receive reinforcement on the proposed content.

Gamification: Working with gamification in the classroom is not something new and it is also not the same as filling the school with video games or applications. Gamification techniques propose challenges, missions and rankings to students, working directly with playfulness and can be applied to any discipline (Brasil, 2023, p. 3, our translation).
Data analysis makes decisions based on them much more assertive, since, through this data, teachers can evaluate student performance and focus on their main difficulties to improve each one's performance. In this way, such data is used to improve teaching and learning, contributing to the personalization of teaching.

Gamification, in its own way, encourages healthy competition, encouraging students to be more participative in classes, in addition to improving their understanding of the proposed content, while having fun and collaborating with each other.

Data-based decision making: Truly knowing your student makes it easier for educators to understand and opens up paths to improving learning. To this end, it is important that the school collects information and stores it, so that those who need it can access it, when necessary (Brasil, 2023, p. 3, our translation).

It is crucial, then, that the school analyzes what has already been accomplished and what can be added for the next academic year, so that, in addition to following educational trends, it is also committed to learning and well-being of the students.

In this way, the PNED is a relevant instrument to ensure digital inclusion and form more critical, aware and prepared citizens to face the challenges of the digital era.

Therefore, it is possible to note that the legal path to digital inclusion in Youth and Adult Education (EJA) follows some relevant steps:

- Public policies: Digital inclusion in EJA has been stimulated by public policies, which define guidelines, goals and resources for the implementation of digital inclusion in schools and EJA.
- National Education Plan (PNE), (2014/2024): The PNE establishes goals for digital inclusion in education, including EJA, with the importance of encouraging access to the internet, training teachers and providing adequate technological resources for digital inclusion of students.
- National Education Guidelines and Bases Law (Brasil, 1996): establishes that digital inclusion is one of the principles and purposes of Brazilian education. The proposal is that technological and IT resources are used as pedagogical tools, allowing digital inclusion in EJA.
- Training: To implement digital inclusion in EJA, it is necessary to train teachers to use technologies in the classroom. The Ministry of Education provides continuing training programs and pedagogical resources to assist in this process.
• Adequate infrastructure: Computers, internet access, computer rooms and other technological resources in schools are essential.
• Internet access: Your guarantee is essential for digital inclusion at EJA.
• Development of activities and content: It is necessary to think about teaching strategies that take advantage of the potential of technologies, using resources such as videos, educational games and online platforms.

Thus, the legal path to digital inclusion in EJA requires the development of public policies, teacher training, investments in infrastructure and internet access, as well as the development of adapted activities and content.

**Ordinance No. 078-R**

Ordinance No. 078-R, of March 30, 2021, from the State Secretariat for Education of Espírito Santo, provides for authorization to carry out synchronous and asynchronous classes, through information and communication technologies, in pedagogical activities that are not face-to-face.

This ordinance establishes criteria for the distribution of Chromebooks to high school students enrolled in the state education network of Espírito Santo. For secondary education, an increase in the minimum workload is expected in accordance with CNE/CEB resolution nº 3, of November 21, 2018, which changes the national curricular guidelines for secondary education (DCNEM), providing that part of the workload can be carried out with distance activities, being even 20% in the day shift, up to 30% in the night shift and up to 80% in EJA, and, the teaching systems are responsible for the necessary materials to expand the time and spaces dedicated to educational work in school units; with the acquisition, by this department, of chromebooks for high school students to carry out non-face-to-face classes and to apply active methodologies in a virtual environment; - the total number of students enrolled in the network, resolves: art. 1st establish criteria for distributing chromebooks to students enrolled in EJA of the state education network, namely: i - students enrolled in evening high school; ii - students enrolled in regular secondary education, in schools that share transport with the municipal network, during the day; iii - students enrolled in the third year of regular high school who were not covered in item ii ; iv - students enrolled in youth and adult education. 2nd article. This ordinance comes into force on the date of its publication. Vitória/ES, March 30, 2021. Vitor Amorim de Angelo Secretary of State for Education (Espírito Santo, 2021a, p. 1, our translation).
Ordinance No. 164-R, of July 12, 2021 (Espírito Santo, 2021b), came to establish standards, execution procedures, monitoring of transfer and accountability of financial resources established by law No. 10,382 of June 24, 2015 and of other measures.

Ordinance 078-R points out that internet access via Chromebook is only effective through Wi-Fi internet, so, if the beneficiary student has wired home internet, or a mobile device (cell phone) with the possibility of sharing an internet network, these could replace the pen-modem.

Data Package - The data package is the part of the telephone and internet contract in which the operator lists the amount of information that the user will be able to send and receive via the network in a given period. In general, each package is renewed based on the use of the data to which the user is entitled. For satisfactory use of the services by students, the data package must not be contracted in a size smaller than 20GB.

What is a Chromebook?

The Chromebook is a type of laptop developed by Google that uses the Chrome OS operating system. Unlike traditional laptops, which run operating systems like Windows or MacOS, the Chromebook is designed to operate primarily in the cloud, with web-based applications and services.

The Chrome OS operating system is a modified version of the Google Chrome browser, optimized to provide a fast and secure Internet browsing experience. The Chromebook's main focus is on utilizing online applications, cloud storage, and real-time collaboration.

The Chromebook has some specific features:

- Fast Startup: The Chromebook turns on quickly and allows users to access the Internet in a matter of seconds.
- Cloud Storage: Chromebooks have less internal storage space and encourage the use of cloud storage to save files and documents.
- Security: Chrome OS is considered a secure operating system, with automatic updates and built-in protection against malware and viruses.
- Web-based apps: Google Docs, Sheets, and Slides, plus apps and extensions available in the Chrome Web Store.
Integration with Google services: As a Google product, Chromebook offers seamless integration with Google services such as Gmail, Google Drive, Google Classroom, and other Google apps.

Due to its simplicity, speed and affordable costs, the Chromebook is widely used in schools and educational institutions, where it provides easy access to the internet and educational applications.

The use of the Chromebook at EJA as a digital tool and its characteristics

As we saw previously, digital education policy advocates the use of technology, digital resources and tools in the classroom. Using a Chromebook, then, can be an excellent tool for EJA and in promoting digital inclusion.

Chromebooks, as previously mentioned, are affordable and easy to use, which makes them ideal for classes where students need internet access to do research, create projects and carry out practical activities. They are also useful in helping students develop basic computer skills.

However, it is important to remember that technology should never be a complete replacement for the teacher's voice in the classroom, especially in EJA. Adult learners may have different levels of skill and confidence with technology, and it may be necessary to provide effective training and support to ensure that all learners can benefit from technology.

In general, Chromebooks can be an excellent educational tool at EJA. The act of taking a digital test, for example, as well as a literacy tool, stimulating the development of students' cognitive and artistic skills, among others, are some possible uses of the device.

Therefore, using a Chromebook at EJA can be very beneficial. Among the advantages, we can list: accessibility, portability, connectivity, collaboration, educational resources, and cloud storage.

However, it is important to highlight that, although the use of a Chromebook has benefits, there is a need for adequate planning and support from educators to ensure the effective integration of this technology into the curriculum and teaching practices.
Methodology

This research is of a qualitative nature and, according to Flick (2014), it is where the importance of subjectivity, interpretation and context in the production of scientific knowledge is emphasized. Initially, a bibliographic survey and review of published works on the theory that guides this scientific work were carried out.

According to Lakatos and Marconi (2001, p. 43), “bibliographical research or secondary sources are what specifically interests this work. It is a survey of all the bibliography already published, in the form of books, magazines, separate publications and printed matter”.

In the second moment, in a qualitative way for the development of this research, a questionnaire with open and closed questions was used as a data collection instrument.

For Gil (1999), the questionnaire has an objective structure to obtain relevant information about what is sought to be researched. It is, therefore, a research tool in which you want to collect data in a systemic and organized way.

The target population of this research is made up of EJA high school students. As an inclusion criterion to participate in this research, it was mandatory to be enrolled in the second year of high school or in the third year of high school at EJA, be regular and be in possession and using the Chromebook for 1 year or more. As an exclusion criterion, all that was required was being enrolled in the 1st, 2nd or 3rd year of high school at EJA and not being a regular, not being in possession of the Chromebook for 1 year or more. 20 schools from the state network that offer EJA in the state of Espírito Santo were randomly selected.

In view of the information security prevention and control measures adopted in the processing of collected data and protected by the General Data Protection Law (LGPD), the name or location of the schools is not disclosed.

The sampling method to select the population for this research was cluster sampling which, according to Gil (2002), is a technique that explores the existence of groups in the population that adequately represent the total population in relation to the characteristic that is desired.

To this end, of the 11 Regional Superintendencies of Espírito Santo, the SRE chosen was the SRE of Carapina, as it concentrates the largest number of enrollments in EJA with 236 students enrolled, 15 classes in 8 schools, according to the 2022 School Census (Espírito Santo, 2022), with the aim of understand digital inclusion with the use of Chromebooks in Youth and Adult Education.
In total, 230 students participated in this research. The questionnaire was administered via Google Form. Regarding the answers obtained through the application of the questionnaire, table organization is used and its analysis is carried out in a descriptive way.

Data analysis

Table 1 - Importance of using Chromebook in EJA

<table>
<thead>
<tr>
<th>Do you understand the importance of using a Chromebook at EJA?</th>
<th>Total number of people interviewed</th>
<th>Yes, I understand the importance of using a Chromebook</th>
<th>No, I understand not knowing how to use it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>230</td>
<td>228 (99.13%)</td>
<td>2 (0.87%)</td>
</tr>
</tbody>
</table>

Source: survey carried out with students from the EJA state high school network

Analysis of the percentage of EJA students who understand the importance of using a Chromebook can be done as follows:

- 99.13% of students (228) responded that they understand the importance of using a Chromebook.
- 0.87% of students (2) responded that they do not understand the importance of using a Chromebook, probably because they do not know how to use it.

These data indicate that the majority of students (99.13%) understand the relevance of using a Chromebook, which is positive. It is important, however, to take into account that there is still a significant percentage (0.87%) who do not understand the importance due to a lack of knowledge on how to use this tool.

To improve students' understanding of the importance of using a Chromebook, it would be necessary to invest in training and training, offering support and resources so that they can acquire knowledge about using this technology. This way, the percentage of students who understand the importance of using a Chromebook could increase significantly.

Table 2 - Use of Chromebook

<table>
<thead>
<tr>
<th>Do you use your Chromebook to do the activities posted on the digital platform by the teacher?</th>
<th>Total number of people interviewed</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>230</td>
<td>228 (99.13%)</td>
<td>2 (0.87%)</td>
</tr>
</tbody>
</table>

Source: survey carried out with students from the EJA state high school network
This analysis reveals that the vast majority of students, 99.13% (228), use the Chromebook to post on the digital platform requested by the teacher. This suggests significant adoption of this tool among students, possibly due to its ease of use, browser capabilities, and/or affordability.

On the other hand, 0.87% of students (2) do not use their Chromebook to make these posts. This may indicate that these students choose to use other devices, such as laptops, tablets or even smartphones, or may not have access to any electronic device to carry out these activities.

This information can be relevant for the teacher and the school, as it demonstrates students' preference for digital devices. Such information can help direct resources and plan, whether to provide alternative devices for those who do not have a Chromebook or to provide additional support for the effective use of this tool for students who do use it.

Table 3 - Digital inclusion

| Do you understand that digital inclusion occurs with the use of Chromebooks? |
|---------------------------------|------------------|------------------|
| Total number of people interviewed | Yes (99.13%) | No (0.87%) |
| 230                              | 228             | 2               |

Source: survey carried out with students from the EJA state high school network

Analysis of the percentage of students who understand that digital inclusion occurs with the use of a Chromebook shows that the vast majority, 99.13%, equivalent to 228 students, believe that the use of this device is important for digital inclusion.

This indicates that students recognize the relevance of using the Chromebook as a tool that facilitates their access and participation in digital activities in the classroom. They understand that this technology provides them with the opportunity to connect and use online resources, which promotes their digital inclusion.

On the other hand, a small percentage of students, 0.87%, representing only 2 students, do not agree that digital inclusion occurs through the use of Chromebooks. It is important to consider the reasons why these students hold this differing opinion. There may be factors such as lack of access to this specific device, preference for other technologies or even difficulties in adapting to its use.

This analysis indicates that, although the vast majority of students perceive the Chromebook as an important tool for digital inclusion, it is necessary to understand and meet the needs of the few students who do not share this vision.
It is essential to provide alternative devices and teaching strategies that promote digital inclusion for all students, regardless of their preferences or difficulties in using the Chromebook.

**Table 4 - Chromebook as a digital tool**

| Does the Chromebook as a digital learning tool allow you to access various digital educational resources? |
|---|---|---|
| Total number of people interviewed | Yes | No |
| 230 | 228 (99.13%) | 2 (0.87%) |

Source: survey carried out with students from the EJA state high school network

This analysis reveals that 99.13% (228) of students believe that the Chromebook as a digital learning tool provides access to various digital educational resources. This high percentage indicates that the majority of students benefit from the possibilities offered by the device to improve their learning and gain access to digital educational resources.

On the other hand, a minority believe that laptops do not allow access to various digital educational resources. These students may have had limited experience using a Chromebook or may prefer other means of accessing educational resources.

It is important to consider these reasons and it may be interesting to investigate whether there are technical limitations or lack of adequate support for these students who do not see the benefits of the tool in question.

Overall, this analysis shows that the vast majority of students see the Chromebook as a valuable tool for accessing digital educational resources, but it is still relevant to explore the reasons behind the opinions of the other 4% of students, to better understand their needs and preferences.

**Table 5 - Learning experience**

| Of all the approaches and guidance given by the teacher in the classroom, what is the greatest learning experience you have had? |
|---|---|---|---|---|
| Total number of people interviewed | Know how to search websites | Learn to assemble slides | Know how to write correctly digitally | Nothing, I don't know how to use the Chromebook |
| 230 | 135 (58.70%) | 30 (13.04%) | 62 (26.96%) | 2 (0.87%) |

Source: survey carried out with students from the EJA state high school network

Analysis of the percentage of students on the different approaches and guidance given by the teacher in the classroom shows that the majority, 58.70%, corresponding to 135 students, consider that the greatest learning experience is knowing how to search on reliable websites for...
learning. This indicates that these students value the ability to find relevant and reliable information on the web, which is a fundamental skill in the digital age.

On the other hand, 26.96% of students (62) responded that their greatest learning experience is knowing how to write correctly digitally. This fact suggests that these students recognize the importance of improving their writing skills specifically for the digital environment, such as using appropriate language and using spelling correction resources.

Additionally, 13.04% of students responded that learning how to put together slides was the greatest learning experience they had, which indicates that these students value the ability to create effective visual presentations to convey information in an organized and attractive way.

Finally, only 0.87% of students (2) responded that they do not know how to use the Chromebook, which suggests that these students need training to learn how to use the tool to adapt to new ways of working, teaching, learning and communicating online.

This analysis shows that students have different perceptions about the best learning experiences related to the teacher's approaches and guidance in the classroom.

It is important that teachers are aware of and aligned with these preferences and seek to diversify their approaches to meet students' needs and expectations in relation to digital inclusion and the use of technologies in the educational context.

**Table 6 - Affordable Chromebook**

<table>
<thead>
<tr>
<th>Is the Chromebook affordable and easy to use?</th>
<th>Total number of people interviewed</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable Chromebook</td>
<td>230</td>
<td>228 (99.13%)</td>
<td>2 (0.87%)</td>
</tr>
</tbody>
</table>

Source: survey carried out with students from the EJA state high school network

Analysis of the percentage of students on the ease of use of the Chromebook shows that the overwhelming majority of students, 99.13% (228), find the Chromebook easy to use. This indicates that the vast majority of students find it easy to use this device, whether in relation to the interface, web browsing, use of applications or other features.

On the other hand, only 0.87% of students (2) responded that they find the Chromebook difficult to use. This minority of students may face certain difficulties when using the device, either due to lack of familiarity with the interface or because they have personal preferences for other types of technology.

This analysis suggests that the majority of students feel comfortable using Chromebooks, which could be a positive indicator for its adoption in educational environments.
However, it is also important to take into account the needs and preferences of students who encounter difficulties, seeking to offer the necessary support so that these students can also fully enjoy the benefits of using the Chromebook.

**Table 7 - Development of basic computer skills**

<table>
<thead>
<tr>
<th>Is the Chromebook affordable and easy to use?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of people interviewed</td>
<td>230</td>
<td>2</td>
</tr>
<tr>
<td>Yes</td>
<td>228 (99.13%)</td>
<td>2 (0.87%)</td>
</tr>
</tbody>
</table>
Source: survey carried out with students from the EJA state high school network

Analysis of the percentage of students on the Chromebook's contribution to the development of basic computer skills shows a strong positive trend. According to the results, 99.13% of students (228) responded that the Chromebook contributes to the development of these skills.

This fact indicates that the vast majority of students recognize that using a Chromebook has a positive impact on their learning and development in terms of basic computer skills. These skills may include knowledge of common programs and applications, the ability to browse the Web efficiently, familiarity with using productivity tools, and more.

On the other hand, only 0.87% of students (2) responded that the Chromebook does not contribute to the development of these basic computer skills. This minority may have difficulties or different preferences when it comes to using a Chromebook, which may limit their view of how this device can contribute to their computing skills.

Overall, this analysis suggests that the vast majority of students recognize and value the role of the Chromebook in their development of basic computer skills. This reinforces the importance of using the Chromebook as an effective educational tool to promote digital literacy and mastery of skills needed in the digital age.
Final remarks

Therefore, we concluded in our study that it is possible to promote digital inclusion in Youth and Adult Education (EJA) through the use of the Chromebook. By providing EJA students with access to a Chromebook, they can learn to use different digital resources, such as browsers, online applications and productivity tools. This can help them develop basic digital skills such as surfing the web, sending emails, creating documents and doing online research.

It turns out, however, that using Chromebooks in the EJA classroom is a major challenge, due to internet connectivity, the training of teachers and students in this modality, device management, digital security, relevant content and distraction on digital pages, if good planning does not occur. However, using a Chromebook can facilitate access to digital educational resources, such as online teaching materials, courses and learning platforms. EJA students can use their Chromebook to study, do interactive activities, watch educational videos, and collaborate with other students and teachers.

We understand that it is a great challenge for the EJA teacher to interact with technologies and the use of Chromebooks at school, noting the need for training. By facing these challenges with creativity, dedication and constant updating, the EJA teacher can enhance the use of the Chromebook as a powerful tool for promoting meaningful and inclusive learning.

It is extremely important to highlight that, by using the Chromebook at EJA, it is possible to provide students with the opportunity to fully participate in the digital world, reducing the digital divide and equipping them with the necessary skills to get involved in society and the more digitized job market.

We leave the benefits highlighted in this study as a suggestion. Furthermore, it is possible to expand the research by including other relevant elements that are in line with the practice of each researcher.

Furthermore, in addition to what has already been mentioned previously, this research seeks to expand the dissemination and publication about digital inclusion and the use of the Chromebook in Youth and Adult Education, aiming to benefit researchers interested in expanding and revolutionizing EJA through the interaction of the Chromebook in the school environment.
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