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Book Creator: ferramenta digital no ensino dos clássicos literários

Book Creator: digital tool in teaching literary classics

Book Creator: herramienta digital en la enseñanza de clásicos literarios

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Resumo: A tecnologia tem adentrado o espaço escolar como recurso de investigação e construção do aprendizado. Ela é necessária para o aprender de forma significativa, como menciona Camargo e Daros (2018). O artigo tem como objetivo apresentar os resultados de um trabalho desenvolvido com os alunos do Ensino Médio em um colégio da rede estadual da cidade de Londrina, Paraná, os quais trouxeram reflexões sobre as leituras dos clássicos literários e suas análises desenvolvidas por meio da ferramenta tecnológica Book Creator. Foi utilizada como metodologia a pesquisa de campo e o método análise de conteúdo. Os autores que fundamentaram esta pesquisa foram: Moran (2018), Rojo e Mouta (2012); Cosson (2020) entre outros. A

ferramenta Book Creator tornou a prática desafiadora e interativa, fazendo com que os aprendizes desenvolvessem pesquisas sobre os clássicos literários, realizassem análise literária e, como consequência, promovessem a leitura clássica.

Palavras-chave: Book Creator. Clássicos Literários. Ensino**.** Leitura.

Abstract: Technology enters the school environment as a resource for investigation and knowledge building. According to Camargo and Daros (2018), it is essential for meaningful learning. This article aims to present the results of a study conducted with high school students at a state school in the city of Londrina, Paraná. The students reflected on literary classics and their analyses through the technological tool Book Creator. The research employed the field research methodology, along with content analysis. Authors such as Moran (2018), Rojo and Mouta (2012), and Cosson (2020) provided the theoretical foundation for this study. The Book Creator tool fostered a challenging and interactive practice, enabling the learners to research literary classics, perform literary analysis, and, consequently, promote classical literature reading.

Keywords: Book Creator. Education. Literary Classics. Reading.

Resumen: Las herramientas digitales han ingresado al espacio escolar como un instrumento de mediación que permite a los estudiantes vivenciar situaciones de investigación y construcción de su aprendizaje. Este artículo tiene como objetivo presentar los resultados de un trabajo desarrollado con estudiantes de enseñanza media en una escuela pública de la ciudad de Londrina, ubicada en el norte de Paraná, que trajo reflexiones sobre las lecturas de los clásicos literarios y sus análisis desarrollados a través de la herramienta tecnológica Libro Creador. Se utilizó como

metodología la investigación de campo y el método de análisis de contenido, demostrando significativamente el involucramiento de los estudiantes en la actividad propuesta. La herramienta Book Creator hizo que la práctica fuera desafiante e interactiva, haciendo que los alumnos desarrollasen investigaciones sobre clásicos literarios, realizasen análisis literarios y, como consecuencia, hiciesen la lectura clásica.

Palabras clave: Book Creator. Clásicos Literarios. Enseñanza. Lectura.

Introduction

Nowadays, teaching requires education professionals to search consistently for distinct methodologies. These methodologies put students at the center of the educational process, evoking motivation and challenging them to learn. Educational technologies come to light as tools that mediate knowledge and promote meaningful learning.

Regarding literature teaching, the challenges are multiple because some learners resist complex, theoretical, and extensive reading. Simultaneously, most teachers apply the same model, where the students read a text and, aiming to get a final grade for the trimester, evaluate it. However, teaching literature must be understood as a crucial matter, considering that, according to Candido (1995), literature contributes to man's maturation, freeing them from social, spatial, and time limitations.

The relevance of this article considers the significance of literature teaching in schools. It is vital to find strategies to approach the issue of how to stimulate students in literary classics reading and the development of knowledge hidden within their pages.

Therefore, literary classics teaching and displaying theoretical and practical studies that approach technology resources can be an alternative to enrich it. Additionally, recovering the essence of literature in students contributes to intellectual, social, and cognitive development.

The goals of developing such strategies include promoting the creative and dynamic reading of classics - thus, students can acquire knowledge individually and collectively. Considering this, there is no better option than using educational technology tools. They facilitate the evaluation of performance and the proposal of intervention initiatives for effective teaching and learning.

Hence, this article presents the results of using **Book Creator** as a technological tool in literary classics teaching with high school students from a public school in Londrina, Paraná - the texts belong to Classical Realism and Naturalism literature. Thus, the results of this research can contribute to new teaching practices because it values literature teaching and reader formation, which are essential for meaningful literacy.

Digital tools in the educational process

Teaching has been a challenging task for educators. It surpasses theoretical knowledge and requires distinct teaching methods to make learning more dynamic and meaningful, prioritizing the students' protagonism. Digital tools encounter this process to incorporate the curriculum's systemized knowledge.

According to Moran (2018), dissolving the borderland between the virtual and physical space is crucial. This process enables the creation of a distinct learning environment where technological diversity and mediatic

language foster multi-literacy. Rojo and Moura define the concept: "There are two specific and significant types of multiplicity in our contemporary societies, which are primarily urban: the cultural multiplicity of populations and the semiotic multiplicity of the text through which they inform and communicate themselves (2012, p. 15, our translation)."[1]

Digital tools utilization and literacy multiplicity allow the creation of educational context organized differently from formal education. Rojo (2019) highlights that technology is the path to multi-literacy and encompasses numerous cultures and languages: static and moving images, music, dance, gestures, and verbal, oral, and written language. Considering the teaching process, their use conveys a fresh perspective to education, expanding concepts that surpass borderlands and contemporary, as Rojo remarks (2019).

The current teaching methods, via digital tools, offer a provocative stance to understand new teaching and learning concepts based on technological advancement and, consequently, the need for multi-literacy. Thus, the applications, devices, websites, and software, among others, bring opportunities for developing practical activities through texts, discourses, and the elaboration and construction of materials. These initiatives expand the

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[1] **Original citation:** Há dois tipos específicos e importantes de multiplicidade presentes em nossas sociedades, principalmente urbanas, na contemporaneidade: a multiplicidade cultural das populações e a multiplicidade semiótica de constituição dos textos por meio dos quais ela se informa e se comunica (Rojo; Moura, 2012, p. 15).

text/discourse multi-semiosis and multimodality, enabling multi-literacy, characterized as

> (...) a work that stems from the students' cultures of reference (popular, local, mass culture) and genres, media, and languages known by them, aiming to search for a critical, plural, ethical, and democratic focus - which encompasses agency - texts/discourses that expand the cultural repertoire directed at other literacies (Rojo; Moura, 2012, p. 8, our translation).[2]

Thus, according to Rojo and Moura (2012), teachers need to know about the use of technologies in their pedagogical practice. Considering education, adherence to technological resources requires an appropriate plan with precise goals. In other words, planning is the element that systematizes formative processes focused on the integral development of students.

Their development encompasses critical thinking capability, including contextualization, analysis, adaptation, information, and social interaction. In this process, teaching becomes guidance or mentoring, helping students to go beyond where they could go alone, motivating, inquiring, and guiding.

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[2] **Original citation:** (...) como um trabalho que parte das culturas de referência do alunado (popular, local, de massa) e de gêneros, mídias e linguagens por ele conhecidos, para buscar um enfoque crítico, pluralista, ético e democrático - que envolva agência - textos/discursos que ampliem o repertório cultural, na direção de outros letramentos (...) (Rojo; Moura, 2012, p.8).

When employing active teaching toward literary content, digital tools can be a facilitator, assisting with reading and comprehension of literary classics.

Literary classics: innovative strategies

In the context of schools, it is common to hear that students don't like to read classic literature. According to Cosson (2020), students often reject canon literature because it is unattractive and extensive, with complex vocabulary. Moreover, canon literature does not dialogue with the contemporary context of youth. Thus, it leads to resistance to promoting pedagogical initiatives directed at classical reading.

Considering that and highlighting the knowledge possibilities of literature, it is crucial to think of pedagogical practices to transform the educational space and show how this material can contribute to subject development - including elements like sensibility, emotions, and, especially, world views that transcend the capability of exercising imagination and fantasy. Candido (1995) highlights that literature can offer knowledge that differs from the one labeled erudite while more capable of elucidating human behavior and motivation.

Literary classics facilitate the teaching and learning of reading, encouraging the formation of a critical reader. Calvino states that "classics are books that exert a particular influence when imposing themselves as unforgettable and

when hiding in the memory layers, miming the collective or individual unconsciousness"(1999, p. 10-11, our translation).[3] Thus, classic literature allows the rupture of age, location, and time borderlands because they can become "immortal".

Moreover, Machado states that the "classic is not the old and outdated book. It is a timeless book that is never out of fashion" (2002, p. 15, our translation).[4] Considering the representativity of classic books and their role in the students' literary reading, it is essential to find innovative educational practices in schools. Thus, the development of reading needs to occur through methodologies that allow students to explore all aspects of the literary piece.

Literature teaching represents fundamental knowledge for human formation. Accordingly, the National Common Curricular Base (BNCC)[5] establishes:

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[3] **Original citation:** "os clássicos são livros que exercem uma influência particular quando se impõem como inesquecíveis e, também, quando se ocultam nas dobras da memória, mimetizando-se como inconsciente coletivo ou individual" (Calvino, 1999, p. 10-11)
[4] **Original citation:** "clássico não é livro antigo e fora de moda. É um livro eterno que não sai de moda" (Machado, 2002, p. 15)
[5] **Original title, in Brazilian Portuguese**: Base Nacional Comum Curricular.

> In the artistic-literary domain, the aim is to expand to a more well-founded contact and analysis of general cultural and artistic expressions. What is at stake is the continuous formation of literary readers and the development of appreciation. The contextual analysis of artistic productions and literary texts, especially classics, intensifies during High School (BRAZIL, 2018, p. 71, our translation).[6]

The instructions of BNCC for High School also direct methodological routes for literature teaching in formal education, emphasizing the need to offer "multiple ways of production related to artistic and cultural pieces appreciation (reviews, literary and cultural blogs, and podcasts, among others)" (BRAZIL, 2018, p. 72, our translation).[7] In addition, the guiding document highlights the "innovation in the appropriation method for literary texts, using leather and cinematographic production and other artistic expressions (remediation, parodies, stylizations, video minutes, fanfics, among others)" (BRAZIL, 2018, p. 72, our translation).[8]

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[6] **Original citation:** No campo artístico-literário busca-se a ampliação do contato e a análise mais fundamentada de manifestações culturais e artísticas em geral. Está em jogo a continuidade da formação do leitor literário e do desenvolvimento da fruição. A análise contextualizada de produções artísticas e dos textos literários, com destaque para os clássicos, intensifica-se no Ensino Médio (BRAZIL, 2018, p. 71)

[7] **Original citation:** "formas diversas de produções vinculadas à apreciação de obras artísticas e produções culturais (resenhas, blogs e podcasts literários, culturais, entre outros)" (BRAZIL, 2018, p. 72).

[8] **Original citation:** "inovação na forma de apropriação do texto literário, com a utilização de produções cinematográficas e teatrais e de outras manifestações artísticas (remidiações, paródias, estilizações, vídeo minutos, fanfics, entre outros.)"(BRAZIL, 2018, p. 72).

In Camargo and Daros' perspective (2018, p. 9, our translation), the construction of innovative methodologies to "create possibilities of pedagogical práxis capable of developing a critical, reflexive and humane subject"[9] is fundamental. The authors establish "the development of competencies and skills, founded on collaborative learning and interdisciplinarity" (Camargo; Daros, 2018, p. 9, our translation)[10] as the main focus of active methodologies. Therefore, utilizing tools to teach classic literature is an alternative to facilitate knowledge building.

Utilizing technological resources to facilitate literary classics reading, interpretation, and analysis of literary classics, allowing students to become active participants in their learning process - the process results from students beginning to construct meaning and technical skills when encouraged to create, research, and engage (Pillar, 2003). Thus, education technologies can invite students to dive into the universe of classic literature, exerting an organic and tangible literary analysis.

Literary analysis allows students to explore the texts' characteristics and comprehend, interpret, and assimilate the essence of classics. Deconstructing a text - observing each constituting element - is a way of integrating the reader and narrative. Therefore, teaching, classic literature studies, and educational technologies integration offer conditions

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[9] **Original citation:** "criar possibilidades de uma práxis pedagógica capaz de formar sujeito crítico, reflexivo e humanizado" (Camargo; Daros, 2018, p. 9)
[10] **Original citation:** "desenvolvimento de competências e habilidades, com base na aprendizagem colaborativa e na interdisciplinaridade" (Camargo; Daros, 2018, p. 9).

for students to strengthen literary reading and understand it in multiple contexts.

Book creator as a digital tool for reading literary classics

The contemporary youth profile comprises a fast and technological way of thinking. Classrooms must conform to this model and bring students digital tools that stimulate scientific knowledge construction, aiming to align with this profile. Some resources available for teachers are websites, applications, and software, among others, that facilitate the pedagogical practice.

Concerning literature teaching, there is nothing better than tools that emulate the book format. The essence of reading is to preserve this instrument, which has captivated humanity for centuries.

The **Book Creator** is an easy-to-access technological tool that enables the creation of digital books. It is free of charge on the **Book Creator** website.[11] Two modalities are available - student or teacher. After registration, the website displays the following options: choose a template, insert colors, lines, images, videos, photos, animated presentations, audio, and drawings, among others. Everything is simple and practical. Moreover, the platform allows the elaboration and register of multiple elements depending on the user's intentions.

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[11] Available in: bookcreator.com

In this perspective, Rojo and Moura (2012) reinforce that multi-literacy requires using new tools beyond print and handwriting. These tools foster students to practice activities like image processing, layout, video/audio creation, and editing. In addition, they develop a critical analysis of various aesthetics present in society.

This process opens the possibility of promoting dynamic and creative classes. It allows students to have diverse and significant reading and writing experiences. It enriches their knowledge and cultural repertoire, making them the protagonists in the learning process.

Methodological procedures

This article displays an activity proposed for second-grade High School students in a State school in Londrina, north of Paraná. The extension activity investigates how the subject develops the reading of literary classics with the help of digital technologies. This paper constitutes a field and analytical research.

Severino (2007) defines field research as an object/source. The characteristic is the approach in its environment, where the data collection concerns the observed phenomena. The definition applies to this paper because the activities happened in a school, extracting the data and information directly from the object of study reality. On the other hand, according to Marconi and Lakatos (2005), the analytical proposes in-depth research

through the collected data within the sphere of groups, which can be in the form of observations or experiments.

We utilized content analysis through Bardin's perspective (2011) to examine the results. This method, which comprises qualitative and quantitative research, involves critically appreciating content analysis as a means of data treatment (Bardin, 1977). Thus, the potential pathways enable a critical view of the students' material, displaying that, with technological tools such as the **Book Creator**, it is possible to make the reading process more attractive and meaningful.

Regarding the techniques and methods of Content Analysis (Moraes, 1999), the previously collected data enabled each student to receive a code with a letter and a number. The code provided their identification from the others, guaranteeing personal identity confidentiality for each answer. Considering Bardin's guidance concerning content analysis, three stages emerge - organization, codification, and categorization.

At the organization stage, through a literary analysis, we systematized the reading of literary classics of the Realism and Naturalism periods. The system follows the categorization: book cover, author's biography, literary movement, book summary, excerpts, addressed themes, reinterpretation, evaluation by a critic, and personal reflection. The development and later presentation occurred through the **Digital Book - Book Creator**. Later, the

conclusion of the third trimester happened with the digital book's completion and the assignment of partial grades.

At the codification stage, as a unity of register, the books selected took part in the content proposed in the teacher's third-trimester planning. The books are *Dom Casmurro* and *The Posthumous Memoirs of Bras Cubas* by Machado de Assis; *The Crime of Father Amaro* and *The Maias* by Eça de Queiroz; *Madame Bovary* by Gustave Flaubert; *The Slum*, *Pension House* and *The Mulatto* by Aluisio Azevedo; *Good Creole* by Adolfo Caminha; and *The Athenaeum* by Raul Pompeia.[12]

The thirty-five second-year High School students formed trios, and then the works were drawn by lot, with one month set for reading. It is worth mentioning that research was held at the school's library to separate the assigned titles and, thus, facilitate the student's access. However, two books were unavailable: *Madame Bovary* and *Good Creole.* The books were made available as a digital file in the classroom's chat group on the instant messaging app **WhatsApp**.

Following the assignment of the reading, a presentation using a projector facilitated the explanation of the literary analysis outline, with emphasis on each topic (book cover, author's biography, literary movement, book summary,

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[12] **Original book titles:** Dom Casmurro; Memórias Póstumas de Brás Cubas, de Machado de Assis. O crime do padre Amaro; O primo Basílio, de Eça de Queirós. Madame Bovary, de Gustave Flaubert. O Cortiço; Casa de pensão; O Mulato, de Aluísio de Azevedo. Bom-Criolo, de Adolfo Caminha. O Ateneu, de Raul Pompéia.

excerpts, addressed themes, reinterpretation, evaluation by a critic, and individual reflection).

The literary analysis included research, discussion, and observations. After its conclusion, each group registered information on the digital tool **Book Creator** and displayed it through an interactive book. Considering the students were unfamiliar with the tool, a tutorial on **YouTube** explained it, encouraging them to understand that the cost-free platform enables the creation of electronic books, photo albums, digital portfolios, and other possibilities. Thus, the tool allows the exposure of distinct and dynamic content through various creative resources such as graphics, colors, textures, and the possibility of using the camera to film/photograph and record sounds - everything in a fun and refined way.

Moreover, the tool stimulates student engagement because of opinion exchange in the face of the available options. It encourages new ways of learning, the development of multiple skills, and, above all, the reflection on each book read and shared, considering the literary analysis in the Book Creator tool enables a clear and attractive visual of the researched topics. We highlight that the students got curious and attentive about each digital book page, exposing their impressions and subsequently contributing to internalizing the displayed themes and, more importantly, a constructive exchange within the class.

Therefore, we understand that literary analysis, like other activities, can be produced with traditional methods

through bound sheets or a projector and slide presentation. However, we opted for the unconventional, which also has its value. In the 21st century, when technology enters the academic space, proposing practices that stimulate and challenge students can contribute to a solid and meaningful learning experience beyond the school's walls.

It is worth mentioning the creation of an instant messaging group on WhatsApp. The group sought to optimize communication between teachers and students, answer possible questions, and exchange information.

The second-trimester program included extra-class activities to provide enough time to complete reading and literary analysis. However, during the four weekly classes, students were allowed to clarify their inquiries and expose progress or difficulties over the literature reading, outline production, and use of the **Book Creator** platform. When a collective doubt arose, there was an explanation review. A noteworthy observation is how the virtual group strengthened the bond between all participants and the teacher while offering a communication and guidance mechanism.

After the project's conclusion, a lottery organized the presentation order for each group. Each student had to write a report about the significance of **Book Creator** as a tool for academic learning and its contribution to the literary analysis of the *Plataforma Redação Paraná.* This platform is a portal that helps students in the teaching and learning

process of text production while supporting the proofreading of the texts.

After the grade assignment, the students shared the literary productions on the school's social media page, aiming to encourage these practices and show that it is possible to develop activities that contribute to student formation as a transformative agent in their social circle.

Finally, we highlight that the **Book Creator** tool was significant in executing the literary analysis and engaging students. The main focus was displaying how important it is to diversify practices aiming to promote enjoyment and literature diversity.

Data presentation and analysis

In this section, we will present the data about the application of the Book Creator digital tool. The context of application is classic literature teaching to a second-grade High School class in a State school in Londrina, Paraná. The three aspects of analysis are the content approach, structure approach, and student's perception of the Book Creator utilization in class. Following this moment, the categorization of content analysis started and considered the students' productions.

However, the data analysis approaches the activities of nine groups over nine literary pieces, not ten as previously mentioned, because one group failed to complete it despite being given a second opportunity.

Content approach

The content approach started through the literary analysis of nine pieces selected for the activity developed during the third trimester, which focused on Realist and Naturalist literary movements. Thus, to complete the assignment, the students researched the book cover, author biography, literature movement, historical context, excerpts, book summary with a representative figure, addressed themes, reinterpretations, evaluation by a critic, and personal reflection.

We highlight Cosson's comment (2020, p. 29) that literary analysis "makes literature a communicative process, reading that requires a response from the reader, that invites them to dive into the piece in different ways, explore it in various aspects."[13]

It is worth mentioning that these topics were assigned to ten groups as they read diverse classic works of the era under study, aligning with the teaching plan. Furthermore, a distinctive feature of the activity is the absence of a collective reading of a single title. This approach favors knowledge diversity because although part of the same literary movement, each piece has its particularities, fostering multiple knowledge.

We believe that classic literature reading, as displayed in this paper, enables students to penetrate the story and

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[13] **Original citation:** "torna a literatura como um processo de comunicação, uma leitura que demanda respostas do leitor, que o convida a penetrar na obra de diferentes maneiras, a explorá-la sob os mais variados aspectos" (Cosson, 2020, p. 29).

entirely appropriate the plot. It unravels the idea that reading classics is hard, which estranges students. The classics are, according to Calvino (1999, p. 11), "a book that never finished what it had to say."[14] Therefore, it is essential to present it and increase critical readers, who should continuously change and be open to transformation every time they read.

As previously mentioned, the group executed the literary analysis through ten topics of the literature reading. In this study, we will display the analysis of two that encompass the depth of the student's learning: the reinterpretation, as it brings a particular viewpoint to how the pieces can dialogue with others, independent of the period, and personal reflection, as it requires sensibility coming from individual reading between reader and book. Accordingly, the BNCC (2018, p. 87) indicates, in the literary-artistic domain, the significance of "guiding students to amplify their reading repertoire and select meaningful pieces for themselves."[15]

There was a difficulty for the students concerning the topic of content analysis in the activity assignment. Considering this, the process required further explanations, as many students mistook it for an adaptation. However, reinterpretation is not a copy but a dialogue between the

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[14] **Original citation:** "é um livro que nunca terminou de dizer aquilo que tinha para dizer" (Calvino, 1999, p. 11)

[15] **Original citation:** "de levar os estudantes a ampliar seu repertório de leituras e selecionar obras significativas para si" (BNCC, 2018, p. 87)

read piece and another, which has plot similarities in the addressed theme and does not consider format.

The reinterpretation can include adaptations, with the observation that it is characterized by when a movie, series, or telenovela author approaches the literary piece and adapts it to their understanding, aiming to preserve its originality. The Houaiss Dictionary of Portuguese Language defines adaptation as "[...] transposition of a literary piece to another genre [...] act or effect of remaking a writing piece in another way of expression, maintaining the artistic genre of the original and the medium of communication." (Houaiss, 2001, p. 78, our translation)[16]

Thus, the nine groups presented the analyzed piece and dialogue with other art forms (book, telenovela, and illustration by a plastic artist) through the Book Creator. They displayed the elements that brought reinterpretation, especially concerning the theme - matter discussed in the plot, which is human wretchedness representation, unraveling the relationship between individuals in everyday life. The students also discussed misconduct, for example, violence, prostitution, corruption, jealousy, unfaithfulness, and addiction. Students from two groups mentioned adaptations, a limited series and a movie, which intertextualizes the reading.

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[16] **Original citation:** [...] transposição de uma obra literária para outro gênero [...] ato ou efeito de converter uma obra escrita em outra forma de apresentação, mantendo-se o gênero artístico da obra original e o meio de comunicação através do qual a obra é apresentada. (Houaiss, 2001, p.78).

When instigating the students to research reinterpretation, it was possible to favor interaction in different languages, exploring various meanings through verbal reading and audiovisual perception. These timeless meanings allow students to recover in history and the author's intentions when promoting intertextuality.

In addition, prompting reinterpretation challenges students to perceive that the literary pieces dialogue with other arts, independent of the period, enabling them to find similarities and differences that connect and repeat; this characteristic highly collaborates with the perception that the classics, often regarded as dreary and uninteresting, can be found in current pieces that are closer to the students' realities. Thus, it contributes to a new perspective on literary classics. Aligned with this proposition, the BNCC mentions:

> The literary reading practice, like other languages, must be able to recover text historicity: production, circulation, and reception of literary compositions, in confluence with other dialogues (between literary pieces, readers, historical periods) and their movement of maintenance of tradition and rupture, tensions between aesthetic codes and ways of reality apprehension. (BRAZIL, 2018, p. 87, our translation).[17]

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[17] **Original citation:** A prática da leitura literária, assim como de outras linguagens, deve ser capaz também de resgatar a historicidade dos textos: produção, circulação e recepção das obras literárias, em um entrecruzamento de diálogos (entre obras, leitores, tempos históricos) e em seus movimentos de manutenção da tradição e de ruptura, suas tensões entre códigos estéticos e seus modos de apreensão da realidade (BRAZIL, 2018, p. 87).

Structure approach

Concerning structure, the aim was to emphasize the significance of using the Book Creator tool to elaborate a literary analysis. Considering this, the nine groups followed the instructions to use figures; however, in addition to configuring reinterpretation, the figures enriched and dialogued with the topics of the analysis construction. The same applies to the audiovisual resources of three other groups. The video exhibition displayed the reinterpretation of the literary pieces and allowed for better communication and interaction in the literature context.

The sensibility of the groups to design slide presentations also stands out because they had a diversity of colors, textures, formats, and fonts according to the plot's themes. This scenario, mediated by digital tools, offers a new perspective on education, which, according to Moran (2018), is founded on lively and concrete learning practices. In this stance, Rojo and Moura (2012) reinforce in *Multiletramento na escola* [Multi-literacy in school] the need to:

> require the development of numerous skills per the utilized modality, creating a new area of studies related to the new literacies - digital (use of digital technologies), visual (use of images), sonic (use of sounds and audio), and informational (critical search for information) - or other multiple literacies (Rojo; Moura, 2012, p. 37, our translation).[18]

Therefore, teachers must create technological environments and insert their students in this new collaborative and dynamic scenario to promote digital literacy and enable new knowledge. Conversely, students must be open to these challenges because, although they are considered digital natives, active platforms demand individuals to leave their comfort zone and enter a digital space that is increasingly present in education.

Student perception about the book creator in the classroom

Teaching and learning methods call for change in the context of increasingly connected students. While educational technologies have made a valuable contribution to education, these tools depend on teachers' belief in their potential and their role as mediators between these resources and students.

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[18] **Original citation:** exigir o desenvolvimento de diferentes habilidades, de acordo com várias modalidades utilizadas, criando uma nova área de estudos relacionada com os novos letramentos - digital (uso das tecnologias digitais), visual (uso das imagens), sonoro (usos de sons, de áudio), informacional (busca crítica da informação) - ou os múltiplos letramentos (Rojo; Moura, 2012, p. 37).

It is crucial to align what to teach with how to teach it to ensure successful learning. Considering this, Cosson (2020) advises that the educator should act as a scaffold, as the one who sustains the activities to be developed autonomously by the students. This perspective enabled the perception of students' evolution when executing the proposed assignment.

Students registered their perceptions about **Book Creator's** utilization in the classroom through a written report after group members' feedback. The nine groups wrote an essay each on their positive or negative experiences with the tool during the process and posted it on the *Redação Paraná* platform after their presentation.

The students expressed a unanimous lack of familiarity with the **Book Creator** tool through the reports. The results may encourage other educators to get to know and insert it into the educational environment, developing competencies and skills rooted in collaborative and multi-literacy learning.

On the other hand, despite insecurity and difficulties in using an unknown technology, this aspect did not cause demotivation or prevent students from completing the task. Thus, we observed students' curiosity, determination in task completion, and a sense of pride in their accomplishments.

Another noteworthy observation is the tool's numerous resources, including but not restricted to videos, links, PDF documents, images, and audio. These resources facilitate and enable compelling, detailed, and highly productive work. This approach contrasts the rigidity often found in didactic

textbooks or fixation exercises, which are manual, traditional, and detached from the current reality of students.

Activities permeated by technological resources are productive, practical, interactive, and enthusiastic - characteristics observed in excerpts from the students' presentations. The experience was so positive that two groups suggested using the **Book Creator** in future assignments, for example, in university.

Concerning literary analysis, five groups highlighted how much the tool facilitated comprehension of the literary pieces. The stories became clearer when organized on the platform. According to the students, manipulating the resources - sometimes repeatedly - promoted security and mastery of the subject, later presented dynamically and interactively to the class.

The following board displays information on the student's assessment of the assignment:

Board 1. Student assessment

Student	Student assessment
A1	"Expands technological horizon, promotes teaching, application, and its development through images, video, audio, and others. Learning became more interesting and the tool enabled visualizing a lot of details, making the student more productive in creating the book."
A2	"I did not know the tool, it was great, efficient, and with various resources to use, like importing video in the book, links, and documents. Contributed to making the assignment more practical, interactive, and beautiful, in addition to understanding better the literary piece read."
A3	"I did not know the tool, brought various possibilities to work with and could

	be used outside of the school environment. The school should provide more assignments like this one because I believe it disconnects from the physical material and enters the technological world."
A4	"Better than doing it on sheets of paper. It helped me understand the work better."
A5	Something new because I wasn't familiar with it, and it was an incredible experience. The tool offers various applications to help create the book. It must be more used because it is a fun method, and leaves monotony, systematically. It helped me understand the literary piece better. Future assignments should use the Book Creator.

Source: Authors.

After the class presentation and reading, the need for adjustments to enhance future assignments and personalization is evident in the face of the tools' features. The connected generation will encounter new challenges. However, we emphasize the acceptance and usefulness of this new initiative by all involved. Therefore, it demystifies that reading classics is monotonous, uninteresting, and unattractive for students in the technological space.

Ultimately, this strategy made literacy concrete in the contemporary school environment. An environment that is attentive to innovation without comprising curricular content and its shifts.

Final considerations

Technology is increasingly pervasive in the current scenario of classrooms, which demands educators reconsider their pedagogical practices and propose new strategies for knowledge mediation for a connected public.

Even amid these advancements, one factor remains indispensable for ensuring a meaningful connection between the student and knowledge - the educator's motivation can provide this encounter and transform the educational scenario.

Using the **Book Creator** with literary classics reading prioritized proposing activities that motivate students to explore the pieces (challenging because they belong to other periods), to manipulate an unfamiliar tool, and ultimately unite it into a collaborative and creative practice. The process brings students to the center and instigates their capacity to build tangible knowledge.

Additionally, we believe that multi-literacy articulated an expression and communication process in this scenario. Each literary piece presentation incorporated texts, images, sounds, and linguistic, visual, gestural, and spatial multi-modality (Rojo; Moura, 2012). They enabled the blossoming of multiple skills, reflecting the student's maturation and critical growth as protagonist readers and, now, as students who used technology for learning and peer socialization.

In summary, we emphasize that the whole process strikes reflection. The reports strengthen the discussion and corroborate with the theorists referenced in this article concerning the need for innovative practices. Although these practices are in their initial phases, they have the potential to transform education and show that reading a book, for

example, can be constructive, unifying knowledge and technology in current literature practice in schools.

Book Creator: ferramenta digital no ensino dos clássicos literários
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