

EMPOWERING DIGITAL CITIZENSHIP IN ADULT EDUCATION: A PEDAGOGICAL APPROACH BASED ON BNCC S EM13CO08 AND THE FILM THE CIRCLE

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Abstract

This meta-article describes a pedagogical proposal that explores the theme "Me, Protagonist in the World of Work," according to skill EM13CO08 of the BNCC Computing, in a High School class of the Youth and Adult Education (EJA) at the Olavo Bilac State Institute of Education in the city of Santa Maria, RS, Brazil. The purpose is to understand how changes in technology affect security, including new ways to preserve privacy and personal data online, reporting suspicions, and seeking help in risky situations, by watching the movie "The Circle". The film raises questions about the role of computing in modern society and how its use can affect cultural, social, and economic aspects. It highlights the importance of understanding computing not only as a tool for solving problems but also as an agent of change that can profoundly impact how we interact and live in an increasingly digitized society.

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Introduction:

Imagine yourself as the protagonist of your own story in the world of work, where technology and computing play central roles in how you interact, collaborate, and make decisions. In this increasingly digital society, we are challenged to grasp the relevance of the EM13CO08 competency from Brazil's National Common Curricular Base for Computing (BNCC Computação), which encourages us to view computing not only as a problem-solving tool but also as a catalyst for cultural, social, and economic transformation.

Since 2022, the BNCC for Computing has established clear guidelines for Basic Education in Brazil, incorporating essential competencies for the contemporary world. Among these are the development of Computational Thinking (CT), understanding the Digital World (DW), and engaging with Digital Culture (DC) (BRASIL, 2022). This curricular advancement marks a significant milestone, recognizing the need to prepare youth and adults to interact critically and consciously with ever-evolving technologies and digital environments.

To explore this competency in an engaging and meaningful way, we propose a pedagogical practice inspired by the film *The Circle*. The narrative introduces us to a powerful tech company that redefines the boundaries of privacy and transparency within both workplace and society. Through the journey of the protagonist, Mae Holland, viewers are confronted with ethical and societal dilemmas that prompt critical reflection on the role of computing and technology in both personal and professional spheres.

In this activity, students are invited to immerse themselves in the film's fictional world, exploring complex questions around the influence of technology in the workplace, ethical data usage, and the protection of privacy in a hyperconnected world. By analyzing the characters' decisions and their consequences, students are encouraged to reflect on how computing can be a powerful instrument for shaping the future of work and society.

Throughout this process, students will be encouraged to develop both computational and critical thinking skills, applying computing concepts to analyze and solve real-world problems related to the workplace. Simultaneously,

26 they are prompted to reflect on their own roles as protagonists in a world where technology is deeply integrated
27 into both professional and personal life.

28 This educational experience not only promotes a deeper understanding of the EM13CO08 competency, but also
29 cultivates essential 21st-century skills preparing learners to navigate the challenges and opportunities of a digitally
30 driven labor market.

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32 **Justification end Objectives**

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34 The general objective of this article is to analyze an educational practice that mobilizes the EM13CO08
35 competency of the BNCC Computing curriculum through a critical approach to technology in the world of work.
36 The activity uses the film *The Circle* to stimulate ethical, social, and cultural debates on computing, surveillance,
37 and privacy.

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39 **Specific objectives**

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- 41 ▪ To understand the possibilities and limitations of computing as a tool for social transformation;
- 42 ▪ To discuss the ethical use of technology and the protection of personal data in digital environments;
- 43 ▪ To encourage agency and critical reflection among EJA students regarding their role in the digitized
44 world of work;
- 45 ▪ To develop computational thinking applied to real-world contexts;
- 46 ▪ To integrate cinema and education as an interdisciplinary and formative pedagogical strategy.

47 This proposal stands out for promoting a meaningful learning environment that articulates technology, digital
48 culture, and critical citizenship, contributing to the holistic education of youth and adults.

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50 **Metodology**

51 The pedagogical intervention was grounded in the Interactive Business Simulation (SEI) methodology, chosen for
52 its capacity to merge computational thinking with active learning. The process unfolded in five stages:

- 53 ▪ Initial Preparation: Students were introduced to the concept of protagonism in the world of work and the
54 EM13CO08 competency. Objectives were outlined, and students were organized into teams representing
55 fictional companies.
- 56 ▪ Simulation Development: Each team was challenged with a scenario involving technology use in
57 professional contexts. Using digital tools such as spreadsheets and communication platforms students
58 applied computational strategies to make decisions, solve problems, and propose innovations, simulating
59 a professional environment.
- 60 ▪ Feedback and Mentorship: Teachers acted as mentors, offering formative feedback throughout the
61 simulation. Teams participated in structured reflection sessions to identify strengths, reassess strategies,
62 and iterate solutions.
- 63 ▪ Presentation and Critical Reflection: Teams presented their experiences, solutions, and insights. A
64 collective discussion followed, linking themes from *The Circle* to the students' simulated experiences,
65 reinforcing the ethical and societal dimensions of technology in the workplace.
- 66 ▪ Individual Reflection: Each student completed a guided reflection articulating how the skills developed
67 critical thinking, problem-solving, decision-making could support their future careers.

68

69 **Materials and Resources The activity integrated diverse resources:**

- 70 ▪ Computers/mobile devices for research and simulation tasks;

- 71 ▪ Projector for film screening and collaborative discussions;
- 72 ▪ The film *The Circle* to contextualize technological dilemmas;
- 73 ▪ Printed handouts and digital worksheets for planning and reflection;
- 74 ▪ Internet access to explore real-world tech trends and workplace applications.

75 Assessment A mixed-method evaluation strategy was applied, including pre-tests and post-tests to assess students' baseline and developed understanding of computing, digital ethics, and protagonism. Qualitative data from observations and reflective writing were also analyzed to assess engagement and critical insight. Improvements were observed in students' ability to articulate ethical dilemmas, use computational tools strategically, and assume proactive roles in collaborative tasks.

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Conclusion

83 This meta-article illustrates how a contextualized and interdisciplinary approach can meaningfully connect computing education with the lived realities of adult learners. Through active engagement with film analysis and simulation, students were empowered to understand themselves as protagonists in a digital society. The experience reinforced computing's dual role as a tool and a transformative force, preparing learners not only for technical tasks but for ethical participation in the world of work. The results highlight the potential of pedagogical innovation in advancing critical digital citizenship in youth and adult education.

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