

Educational technologies and inclusion experiences: You Tube's potential for teaching History to deaf people

Jadson Fernando Rodrigues Reis

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Francyhélia Benedita Mendes Sousa

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Ana Caroline Amorim Oliveira

Teacher the Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Pryscilla Santos de Carvalho

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Emanuelly Ferreira dos Reis Luz

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Cedric Tempel Nakasu

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Sheila Cristina Bogéa dos Santos

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Camilla Garcêz Ribeiro

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Valdilene de Jesus Oliveira Santos

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Adriana Rodrigues De Sousa

Master's student in Culture and Society, Graduate Program in Culture and Society (PGCult), Federal University of Maranhão, São Luís, Maranhão, Brazil.

Abstract

A teaching proposal for deaf people will be outlined here, mediated through You Tube, that contemplates the topics covered in History classes, through the joint and collaborative construction of a digital library of Libras videos on this platform. Therefore, a brief contextualization is outlined on how the discipline has been organized in the Basic Education curriculum in face of the technological changes that take place at the turn of the 20th century with the advent of information and communication technologies (ICTs) The methodology used is a qualitative approach in a descriptive and exploratory character, which will analyze some bibliographical productions on the subject and the discussion of two You Tube channels. The dialogues with Pinsky (2016), Bispo and Barros (2016), Castells (1999), Queiroga Junior (2018), Coelho and Bottentuit Junior (2019), Correa (2002) and Pereira (2017), open up possibilities for thinking about the teaching of History mediated by ICTs. Among the results obtained, there is the relevance of thinking about mediated educational projects by educational technologies that contribute to the achievement of autonomy of the deaf person, respecting their different ways of learning.

Keywords: Technology, You Tube History teaching, Special Education, Deafness

1 Introduction

Today's society is increasingly immersed in the universe of the so-called digital technologies and media, which has enabled reflections about the use of these resources in daily activities. The context of social isolation caused by health problems brought by the Covid-19 Pandemic in 2020 has proven that these tools have become crucial for the development of essential activities such as home office and teaching. Regarding the educational field, institutions and their professionals have been constantly provoked to reinvent their practices, exploring the potential of technologies in the teaching and learning process.

This study arose, among other factors, from reflections on the issues mentioned before, as well as from theoretical-methodological developments provided by a survey conducted in 2018 and 2019 in the Specialization Course in Special/Inclusive Education at the University of Maranhão.

The aforementioned research was entitled TEACHING AND INCLUSION EXPERIENCES: methodological strategies used with the deaf students in History classes at UFMA Campus Pinheiro, whose objective was to analyze the strategies for teaching History to the deaf at the Federal Institute. The relationship established among these students, the Libras interpreter and the History teacher were discussed in the analysis in an attempt to verify the methodological adaptations used by the teacher for the specificity of deafness. Among the results obtained, at the time, - in the context of contemporary History teaching marked by the recurrent use of mobile communication Technologies and the efforts to build a plural education that respects the specific learning characteristics of distinguished individuals – it

was possible to observe that the teaching strategies and methodological resources used by History teachers in the investigated institution, did not contemplate the bilingual condition of deaf students, making it difficult, therefore, to learn the fundamental concepts in this area of knowledge.

Thus, the present work is based on a teaching proposal mediated on the You Tube platform, aiming to contemplate the topics covered in the History classes taught to a group of deaf and hearing people, and with the aim of providing referrals to some of the problems that arouse during the research. For this purpose, a brief contextualization of how History was seen within the organization of the Basic Education curriculum, its teaching in the face of technological changes at the turn of the century and the social place it assigned to historically excluded subjects, is outlined, evoking, in the meantime, the silencing of people with specific educational needs and the use of information and communication technologies in teaching deaf people.

The methodology used was a qualitative approach of descriptive and exploratory character, through which some bibliographic productions and two channels on the You Tube platform were analyzed, having as its core the reflection on the use of audiovisual for the teaching of deaf people. The dialogues with Pinsky (2016), Bispo and Barros (2016), Castells (1999), Queiroga Junior (2018), Coelho and Bottentuit Junior (2019), Correa (2002) and Pereira (2017) open possibilities for thinking about the teaching of historical knowledge mediated by information technologies as subsidies for the construction of concrete meanings for the reality of these subjects. In addition, a proposal will be presented for the joint and collaborative construction of a digital library of videos in Libras, to be stored online on the You Tube platform for teaching History.

In the following section, some theoretical paths will be outlined in order to reflect on the limits and potential in teaching History mediated by ICTs.

2 Challenges for teaching history in the digital age

History has long been given a secondary role within the context of curriculum organization in Basic Education. The memorization of dates, the exacerbated cult of the great events and characters of the past constituted overvalued dimensions in the classroom. This way of catching sight of the teaching of History has significantly contributed to the exclusion and silencing of social subjects (DE CERTEAU, 1994, p. 41) who have historically always been on the sidelines of exercising citizenship.

With the abusive use of factual narratives and the chronological exposition of episodes based on milestones and founding myths of the nation, generally represented by subjects of socially privileged groups, the teaching of historical knowledge was conditioned by methodologies based on the following tripod: chalkboard, expository monologue of the teacher and the exclusive support of the textbook (BITTENCOURT, 2004).

In the mid-twentieth century, thanks to renovations in the epistemological field of History, these paradigms are problematized and undergo a process of deconstruction, enabling a diversification of sources and subjects encompassed by historical knowledge. This phenomenon occurred mainly due to the actions of French historians who headed the so-called third generation of the School of Annales¹ and

¹ The Annales movement began to take shape in France, from the 1930s onwards, around the reflections published in a

founded a movement that later became known as the New Culture History.

For the *Annales* School, daily life and the study of private life is, essentially, a way of approaching economic and social history, since the history of daily life must be done through the study of the habitual intertwined in the analysis of economic balances and social that underlie political decisions and conflicts (DEL PRIORE, 1997). In this way, the narratives bring light to individuals excluded from the canon of official history, having recognized their role as historical agentes in the construction of society.

From then on, daily activities gain multiple meanings and teacher training courses increasingly address the role of non-hegemonic segments and their contributions to the social fabric. Added to this, there is a significant amount of new historical sources with significant potential for the use in the teaching processes, including technological innovations that would be produced on a large scale from the second half of the 20th century on.

Bispo and Barros (2016) state that the first experiences that signaled a yearning for this renewal began to be perceived in the 80's and 90's. In this same historical context, Coelho and Bottentuit Junior (2019) point out that the advent of information and technology communication, which is conventionally called the Digital Age, causes irreversible processes in the configuration of society and social relations. With regard to educational processes, formal learning spaces expand to other dimensions, once: [...] the classroom is no longer the only knowledge sharing environment; other environments, now virtual, also start to compose this learning scenario, such as digital platforms, applications, instant message groups, etc (COELHO; BOTTENTUIT JUNIOR, 2019, p. 21).

However, according to Bispo and Barros (2016), making these reflections enter the sacralized spaces of the curriculum and classroom was not an easy process. Factors such as the faculty's resistance at work with these technologies applied to teaching and the scarcity of continued training aiming the proper use of these resources, were impeditives for the advancement of a great pedagogical practice that, as Pinsky (2016) suggested, accompany the great political technological and economic transformations of the Digital Age.

In this context, the discussion of the teaching methods of History enters the field accompanied by the crisis of the relevance of the professional in the area. Pinsky (2016, p.17) further clarifies:

[...] in view of the spread of new global technologies, the educational effectiveness of books (often considered an obsolete means of communication) is questioned and even doubted, the usefulness of teachers as teaching agentes (regarded as inept and incompetent communicators) and curricular proposals linked to national and local realities (seen as inadequate and outdated).

periodical of the same name, edited by Lucien Febvre and Marc Bloch. The intention of this group of intellectuals was to build a new conception of History that would counterpoint the traditional historiography in force at the time, which was too factual, political, economic and based on the idea of "truth" arising from official documents safeguarded by the social groups that controlled the production of these records. In these sense, the rescue of the memory of other social groups jettisoned and not covered by official history of a pragmatic and positivista character. For more information on the *Annales* School, see: BURKE, Peter, **A Escola dos Annales**. São Paulo: UNESP, 1990.

If, on the one hand, there was a concern to discuss the challenges of teaching History in a period that witnessed great technological advances, on the other, the reproduction of traditional practices in the classroom, based on different roles between teachers and students, persisted, where the later ones are seen only as passive recipients of factual information. Added to this, the difficulty of the curriculum and teaching materials of the discipline to contemplate the perspectives of those who were forgotten by the official narrative.

In this sense, despite this exponential growth in bibliographic production and the publication of Works that dealt with subjects who were socially excluded and subordinated by the history of the winners, there is a huge gap in the construction of History teaching strategies aimed at mediating learning experiences for multiplicity of individuals found in the spaces of basic education schools in Brazil.

With regard to teaching History to people with disabilities, Fraga (2019, p.01) clarifies that:

One of the great challenges of inclusion is to think about education from the perspective of the subordinate side. The subordinate category analyzed here is the student with special educational needs, who is, alongside the poor and slaves, among the “infamous” in history. The school was not designed for subjects who do not fit into the productive gears of the hegemonic system.

From what has been exposed so far, it can be said that two challenges are posed so that the much-publicized, although little-executed, renovation of the teaching of History takes place within a perspective of the use of ICTs as mediators of learning for people with specific educational needs: a) how to train professionals who have practical and theoretical repertoire in the mediation of digital technologies for special education? b) how should the curriculum be designated to accompany these transformations, valuing the historical and socially constructed knowledge of these individuals? Next, the intention is to point out ways to think about these issues.

3 Learning potentials using you tube to teach history to deaf people

When discussing the use of Information and Communication Technologies in the educational context, there is a mistake in considering such resources as salvationist agentes of what could be interpreted as a general failure of the performance of Brazilian public schools of basic education and professional teachers.

It is essential to clarify that the use of technologies and digital media does not guarantee instantaneous learning of a curricular componente or a specific contente, or will result in the growtg of educational index, periodically measured as a response to the alleged failure and delay of conventional teaching methods. Otherwise, if the application of these instruments in the teaching-learning process is not preceded by adequate planning and contextualized to the social reality of the students, it is likely that the common error of using them as entertainment or complementary illustrative material occurs, and therefore, not subject to problematization. About this, Correa (2002, p.44) observes that:

Technological innovations do not mean pedagogical innovations. Through resources considered innovative, they reproduce the same attitudes, the same educational paradigm by which we were graduated. It is not enough to change methodology, without first reformulating our own practice, because otherwise we will be repeating the same mistakes.

Thus, it is important to remember that despite the discourse that is used recurrently in the Digital Age, that is, about access to technologies and the world wide web, it is not carried out in a democratic way, so that many subjects and social groups do not have access to these multimedia. This aspect becomes more symptomatic when one thinks about the reality of Brazilian public schools, whose basic structure of primary care is still precarious. Therefore, in the midst of an institutional scenario in which there is still a lack of chairs in a reasonable state of conservation, adequate classroom or libraries with a robust collection, thinking about the feasibility of the effective use of ICTs still has certain limits.

However, it is undeniable that the educational field has not passed unscathed and unnoticed by the transformations caused by information and communication technologies, which have contributed to the configuration of a fruitful field of investigations.

It is in this context that the possibilities for reflection on the use of these instruments in the classroom emerge as alternatives for dealing with the challenges that appear routinely in the construction of teaching practice. In this work, the discussion about the potential of these resources will be based on the proposition of collective and collaborative construction of a digital video library, stored on the YouTube platform, as a learning resource in History classes for deaf students who have mastered the Libras and Portuguese as second language.

The established reflections were built based on the results of research already carried out and briefly mentioned in the preamble of this work. Therefore, there is no intention to develop a global and homogenizing solution with this intervention proposal. Once again, it is reiterated that the use of ICTs in teaching methodologies must respect the specifics of the place where they are being applied and of the participants involved.

According to data available on the YouTube² website, the monthly number of users who access and produce content for the platform reaches billions, which, according to statistics from its programmers, is almost one third of the internet accesses. The hours spent by users on YouTube daily also reach two billion, making it possible, in this way, to recognize the social and cultural impact caused by this platform in the daily lives of those who use its services.

The factors that make this global success possible may be related to the practicality and attractiveness of this use. For users to have access to the platform's videos and channels, they just need to access the internet through a laptop or a cellular phone³ with wi-fi or 4G technology. The tool uses search data to map a user's profile and, from this information, offers endless suggestions of other similar content that may be of interest, thus reflecting the amount of hours spent on the page.

Although a significant number of YouTube users appropriate this tool as an entertainment

² Data referring to the statistics made available on the platform. Available at: <https://www.youtube.com/intl/pt-BR/about/press/>. Accessed on March 31, 2020.

³ According to platform data more than 70% of the YouTube display time comes from mobile devices.

instrument, which in the long term generated a profitable market for those who produce content on the platform⁴, some quick searchers show that the number of channels aimed at teaching different areas of knowledge has grown exponentially, culminating in the creation of a page dedicated to education on the platform called You Tube Edu.

This channel has the curatorship of specialists in different areas of knowledge who select videos aimed at different levels of Basic Education, from Elementary to High School, covering the subjects: Portuguese Language, Mathematics, Science (Chemistry, Physics and Biology), History, Geography, Spanish Language and English Language⁵

Coelho and Bottentuit Junior (2019, p. 26), corroborating to what has been said so far, point out that “[...] by inserting You Tube as a teaching instrument and as a resource to give support to classes, the teacher succeeds having as a result: better content retention, experience-based learning, arousing student interest, textual hyperconnection and engagement in the discipline.”

In this sense, the possibilities for the teaching of history mediated by the use of You Tube are multiple and, as long as they are strategically thought out, they can become viable in solving some recurrent challenges in the learning processes demanded by this area of knowledge. In the specific case analyzed here, the teaching of History for deaf people, based on the survey of information in previous research, it was possible to notice that the appeal to visual resources is a constant strategy as an alternative to minimizing the little experience of teachers in mediating classes for students with deafness.

Among these resources, the use of slides prepared in Power Point stands out, in which topics of the main points of the studied content are organized and considered as fundamental to be learned by students, as one of the resources most adopted by teachers, both for its practicality –in view that most schools have in their patrimony data show, computers and digital board – as much as for the time spent in their production.

It is important to highlight that the recurrent and immoderate use of such resources, as mechanisms to minimize the challenges for the teaching of the deaf person, compromises the learning process, as they cause long-term visual fatigue in students, resulting in disinterest. Video-classes and documentaries used in classroom with deaf students, in turn must be carefully selected by the teacher. Always opting for materials in which the speed of the subtitles can respect the pace used in reading by the students, taking into account that many of them have difficulties in interpreting the written text, due to their bilingual condition requiring the intervention of a teacher.

Pereira (2017, p.164) also emphasizes over audiovisual resources, that, in general, they are not a faithful representation of reality, but rather a look at a certain period or historical fact. The use of the audiovisual resource itself does not guarantee learning. Thus, the problems that arise from its use should be valued.

Without taking into account all these specificities, deaf students tend to formulate impoverished historical concepts, not relating them to the trajectory of man in time, as well as his social and cultural difference demanded by this process. A large number of contents related to History that are found on the

⁴ According to Queiroga Junior (2018, p.12), they are called youtubers, that is, those that have channel in the You Tube, producing content and thus converting into a content producer with a communication channel, which allows one to be an opinion maker.

⁵ Information made available by the You Tube Edu platform available at: https://www.youtube.com/channel/UCs_n045yHUic-CR2s8Ajlwg/about. Access on March 31, 2020.

platform is elaborated by creators who generally do not have specific training in the area, so that it turns out to be an exercise to build revisionist, anti-scientific and denial narratives of historical episodes. The teacher must exercise his critical and accurate look in selecting this material so not to cause damage and disservice to the teaching of History.

From what has been discussed so far, it can be considered that the construction of a digital library of videos related to the themes of the History classes and stored on the You Tube platform, presents itself as a viable way to assist and facilitate the arising demands of the learning process of the relationships of individuals and societies in time. The proposal presented here has a collaborative and collective character, as the production of content will be based on joint and democratic participation.

It is important that the professionals involved in the preparation of these instruments, give the channel a name and a look of their own, mobilizing the participation of students in the task of creating the channel, not only the deaf, but also the hearing natives who constitute the class, enabling awareness of these in respect and empathy for the learning demands of the person with a disability.

Public access to the You Tube platform allows for greater reach to the content produced. In addition, this material can be used by other institutions and professionals who need content adaptations in Brazilian Sign Language. In this sense, it is interesting to note that some precautions must be taken in the treatment and final editing of these videos, namely, to always subtitle them and narrate/oralize all the content that is being interpreted by the Libras professional or by the deaf student. These precautions allow the material to be used and accessible to a larger contingent of users.

In the following table, some points that must be taken into consideration while creating a channel along the lines of what has been suggested were summarized in eight steps, in an exercise to systematize some steps considered important for the successful use of this resource.

Box 1 – Creating a History channel on You Tube Edu for teaching deaf students

Step 01	Have a registered personal account. Follow the guidelines given by the platform when creating a new channel. The teacher can be responsible for moderation/administration of the channel or share it with the Interpreter of Libras or with the students.
Step 02	Build a visual identity and name the channel. This step can be very productive in involving the students. For this activity, we suggest using Canvas ⁶ , an online graphic design platform.
Step 03	Define the frequency of publication on the channel having in mind the creation of the collection.
Step 04	Think about the content that will be broadcast (recording of classes taught, availability of complementary classes, book review, documentaries, music videos, etc.) Always pay attention to the quality of simultaneous interpretation, size of the print and speed used in subtitles.

⁶ Available at: <https://www.canva.com/> Access on August 29, 2020

Step 05	Plan the time to narrate/oralize the broadcast content so that it becomes accessible to listeners and non-listeners.
Step 06	Create scripts for recording videos taking into account the time/duration of the material, as long videos tend to attract less attention.
Step 07	Encourage the participation of students in the production of the material from the design stage to the treatment process of what will be broadcast. When necessary, involve teachers from other curricular components to enrich the proposed discussions.
Step 08	Make public the content developed on the channel so that more professionals and deaf students can enjoy what is being produced. The use of other social media can be fundamental for this outreach work.

Source: elaborated by the authors (2020)

An important initiative, which can be reproduced and used as an example to elucidate the importance of the above-mentioned stages, is the channel History in Libras⁷ by Karine Verlingue, a teacher of History in state and private schools of Parana. In the description of the channel, you can find the following information: the channel History in LIBRAS broadcasts video lessons of History using sign language. The teacher is a listener, graduated in History, has a postgraduated degree in education for the deaf, certified as a LIBRAS instructor by MEC and by CAS-PR as a bilingual history teacher: Portuguese-LIBRAS. The channel was created in 2017 and currently has 8,788 views, 4,52 thousand subscribers and 38 videos revolving around themes from Ancient History, the history of the deaf person and a video introducing the channel.

In the presentation video for channel⁸, teacher Karine Verlingue states that the motivation for the production of videos in LIBRAS came from the moment that she found out that there was no material in the sign language to study history outside the classroom and the difficulty of deaf natives in dealing with the format of the written text. In her material, we noticed the creator's concern with the bilingual condition of the deaf person, through the use of subtitles. A process that demands time and basic knowledge about working with audiovisuals, demanding that the educational institutions offer continuous training in the area of ICTs in an educational context and in the use of their multimedia.

Another project that stands out is the channel Axe Libras⁹ moderated by researcher Wermerson Meira Lima, listener, graduated in Pedagogy and Language, teacher at the State University of Southwest Bahia – UESB. The channel was created in 2018 and currently has 20,474 views, 1,37 thousand subscribers and 16 videos interpolated between interviews with professionals in the area of LIBRAS, a

⁷ Available at: <https://www.youtube.com/channel/UCwtNyZ8vhEPcKaVEEq8DvQA>. Access on August 09, 2020.

⁸ Available at: <https://www.youtube.com/watch?v=2DW2Rw4Rrog> Access on Augusti 09, 2020.

⁹ Available at: <https://www.youtube.com/channel/UCtePs7yTyXIqOESpMJP30A>. Access on August 09,2020.

channel presentation video, a video in LIBRAS about the Law 10.639/2003¹⁰ simultaneous translations of songs linked to the cosmology of Afro-Brazilian religions and a Glossary¹¹ in LIBRAS of lexicons related to what the author calls Afro-Brazilian and African culture.

The videos produced by the researcher show the same concern found in the History in LIBRAS channel, with regard to the bilingual specificity of the deaf person. Although some videos on the channel are not subtitled, the platform's subtitle features allow the user to opt-in. In a more interdisciplinary nature, the content produced by Axe Libras can be used by broad areas of knowledge and not just by history teachers, although it has a significant potential for teaching Afro-Brazilian history and culture.

Based on information available on the channel, the author proposes to contribute to the implementation of bilingual education for the deaf, thinking together with the implementation of the Law n. 10639/03, which directs the teaching of these contents in Libras and the appreciation of cultural manifestations of Afro-Brazilian legacy that are also reflected in the Brazilian deaf communities.

Thus, when analyzing the experience of action and content production of these channels on YouTube, it can be inferred that this platform has great potential, as a didactic resource, in the teaching of mediated historical knowledge for deaf students. The engagement of different educational subjects in a collective project of audiovisual production, using the multimedia of ICTs aimed at education and focused on accessibility and methodological adaptation of themes in this area of knowledge, will enable them to reflect on the current challenges related to adaptation difficulties didactic-methodological for members of the Brazilian deaf community regarding their linguistic conditions.

4 Final Considerations

With the advent of information and communication technologies, important discussions have been taking place in the field of teaching History as possibilities for reflection on the process of construction of knowledge in this area in a period that witnesses great technological advances. The process of appropriating these multimedia in the educational field is still time-consuming and incomplete. This is perceived in the absence of continuing education that focuses on the process of equipping these professionals for the proper and critical use of these resources.

It is undeniable, however, that ICTs have great potential as instruments for mediating teaching experiences in the field of History. Aligned with this understanding, it is possible to infer that YouTube has a significant potential in helping people to understand historical events, temporalities and the continuities and ruptures resulting from this process.

Therefore, it is essential to have a planning that takes into account the specifics of the context where the project may be developed. This exercise prevents such resource from being used as entertainment or complementary illustrative material, that is, detached from the students' reality and impossible to be problematized. Information and communication technologies, it is ratified, will not respond by itself to all the problems related to the contemporary challenges of teaching. They are

¹⁰ Modifies Law in 9394, on December 20, 1996, that establishes the guidelines and basis of the national education in order to include in the official curriculum the obligatoriness of the thematic "History and Afro-Brazilian Culture".

¹¹ Available at: <https://www.youtube.com/watch?v=M-fAOo4WEeU>. A Access on August 09,2020.

configured, in the methodological scope, only as instruments without their own autonomy. The critical and investigative eye of the teacher in the classroom is a key factor regarding the use of these multimedia.

Learning History is to reflect, above all, on the structures of current society and how they are represented in the trajectories of each social group that makes it up. Thinking about educational projects and alternatives that promote the autonomy of the deaf person, respecting their distinct ways of learning, is a valuable ally in facing the constant attacks perpetrated by a government that is repeatedly anachronistic. In the context of the exclusion of the Secretariat for Continuing Education, Literacy, Diversity and Inclusion (Secadi)¹² and the ideological patrol suffered by the video channel of the National Institute of Education for the Deaf- TV INES¹³, with the exclusion of several videos considered to be supposedly “leftist”, it becomes increasingly imperative to mobilize in the struggle for a minimally more egalitarian, emphatic and democratic society.

References

- BISPO, L. M. C; BARROS, K. C. Vídeos do *YouTube* como recurso didático para o ensino de História. *Atos de Pesquisa em Educação*, 2016, vol. 11, no 3, p. 856- 877.
- BITTENCOURT, C. M. F. *Ensino de História: fundamentos e métodos*. São Paulo: Cortez, 2004.
- CASTELLS, M. *A era da informação: economia, sociedade e cultura*. São Paulo: Paz e Terra, 1999.
- COELHO, F. M. T. S; BOTTENTUIT JUNIOR, J. B. O *YouTube* como instrumento de estímulo ao processo de aprendizagem nas Universidades. *Revista InterSaberes*, Curitiba, v. 14, Nº 31, jan./mar. 2019. Disponível em: <https://www.uninter.com/intersaberes/index.php/revista/article/view/20/414327>. Acesso em: 25 jun. 2020.
- CORREA, J. *Novas tecnologias da informação e da comunicação: novas estratégias de ensino/aprendizagem*. In: COSCARELLI, Carla Viana (org). *Novas Tecnologias, novos textos, novas formas de pensar*. Belo Horizonte: Autêntica, 2002, p. 43- 50.
- DE CERTEAU, M. *A invenção do cotidiano: artes do Fazer*. Petrópolis, Rio de Janeiro: Vozes, 1994.
- DEL PRIORE, M. História do cotidiano e da vida privada. In: CARDOSO, C. F; VAINFAS, R. (Org.). *Domínios da história: ensaios de teoria e metodologia*. Rio de Janeiro: Campus, 1997.
- FRAGA, L. F. C. Ensino de história, currículo e os desafios da inclusão escolar. In: SIMPÓSIO NACIONAL DE HISTÓRIA, 29, 2017, Brasília. *Anais [...]*. Brasília: Universidade de Brasília, 2017.
- PEREIRA, C. C. A. F. Ensino de história para alunos surdos: práticas educacionais em escola pública de educação de surdos de São Paulo. *Revista História & Ensino*, Londrina, v. 23, n. 01, p.159-172, 2017.
- PINSKY, J; PINSKY, C. Por uma História prazerosa e consequente. In: KARNAL, L. (org.). *História na sala de aula: conceitos, práticas e propostas*. São Paulo: Contexto, 2016 (6ª edição), p. 17-36.
- QUEIROGA JÚNIOR, T. M. *YouTube como plataforma para o ensino de História: na era dos “professores-youtubers”*. 2018. 28 páginas. Trabalho de Conclusão de Curso na graduação em História Licenciatura – Universidade Federal da Integração Latino-Americana, Foz do Iguaçu, 2018.

¹² Foi-se a (secretaria) de Educação Inclusiva. In: O Estadão Available: <https://brasil.estadao.com.br/blogs/vencer-limites/foi-se-a-secretaria-de-educacao-inclusiva/>. Accesson August 09, 2020.

¹³ TV pública para surdos também retirou vídeos sobre feminismo e Jean Wyllys. Exame. Available at: <https://exame.com/brasil/tv-publica-para-surdos-tambem-retirou-video-sobre-feminismo-e-jean-wylllys/>. Access on August 09, 2020.