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## How Is Technology Taught in Pedagogy Degrees? A Documentary Study of Curriculum Plans in State Universities in Brazil's North and Northeast

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### Abstract

This study examined how technology-related modules are embedded in the Pedagogical Course Plans (Projetos Pedagógicos de Curso—PPCs) of face-to-face (in-person) Pedagogy degree programmes offered by State higher education institutions in Brazil's North and Northeast. A descriptive documentary analysis was undertaken by identifying programmes in the national registry (e-MEC) and retrieving PPCs from institutional websites. Technology-focused modules were mapped and characterised by module workload (in hours), their estimated share of the minimum programme workload required by Brazilian legislation, and their status (compulsory or elective). Module content was categorised into three dimensions: (D1) teaching and learning with digital technologies; (D2) digital citizenship; and (D3) professional development. In total, 156 programmes were mapped (51 in the North; 105 in the Northeast), of which 91 had an accessible PPC (30 and 61, respectively). Technology-related modules were identified in all accessible PPCs in the North (100%) and in 56 of 61 PPCs in the Northeast (91.8%), totalling 49 modules in the North and 125 in the Northeast. Most programmes included only one or two such modules. In most cases, these modules accounted for approximately 2%–6% of the minimum required programme workload. A substantial proportion were elective (26.5%–33.6%, depending on the region). Across both regions, D1 predominated. Overall, technology is incorporated in a limited and largely pedagogical-use-oriented manner, suggesting a need to expand and strengthen this content to better align with current educational guidelines.

**Keywords:** Citizenship Education; Content Analysis; Digital Literacy; Preservice Teachers; Teacher Education