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DIGITAL CULTURE AND SCHOOL MANAGEMENT: STRATEGIES FOR THE RECOMPOSITION AND CONSOLIDATION OF LEARNING IN BASIC EDUCATION

CULTURA DIGITAL E GESTÃO ESCOLAR: ESTRATÉGIAS PARA A RECOMPOSIÇÃO E CONSOLIDAÇÃO DAS APRENDIZAGENS NA EDUCAÇÃO BÁSICA

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ABSTRACT

Digital culture has increased its presence in Basic Education, influencing school management, pedagogical planning, and approaches to monitoring learning processes. In this context, the articulation between digital technologies and school management becomes relevant to the development of strategies aimed at learning recovery and consolidation, taking into account current educational demands. The general objective of this research is to analyze how digital culture can be integrated into school management as a strategy to foster the recomposition and consolidation of learning in Basic Education. The research is characterized as qualitative and employs a bibliographic review as its methodological procedure, based on the analysis of scientific articles published in academic journals, book chapters, and books related to the investigated topic. The research showed that integrating digital culture into school management requires articulation among planning, pedagogical monitoring, continuing teacher education, curriculum, and the intentional use of technologies. The objectives were achieved, indicating that digital resources can support the recomposition and consolidation of learning when they are integrated with pedagogical practices and institutional conditions. For future research, empirical and comparative studies are proposed to investigate digital experiences in Basic Education and their relationships with learning.

Keywords: Digital culture; School management; Learning recomposition; Basic Education.

RESUMO

A cultura digital tem aumentado sua presença na Educação Básica, influenciando a gestão escolar, o planejamento pedagógico e as abordagens de monitoramento dos processos de aprendizagem.

Nesse cenário, a conexão entre tecnologias digitais e administração escolar torna-se significativa para a estruturação de estratégias direcionadas à recuperação e à consolidação das aprendizagens, levando em consideração as exigências educacionais atuais. O objetivo geral desta pesquisa consiste em analisar como a cultura digital pode ser integrada à gestão escolar como estratégia para favorecer a recomposição e a consolidação das aprendizagens na Educação Básica. A pesquisa caracteriza-se como qualitativa, tendo como procedimento a revisão bibliográfica, fundamentada na análise de artigos científicos publicados em periódicos, capítulos de livros e livros relacionados à temática investigada. A pesquisa evidenciou que a integração da cultura digital à gestão escolar requer articulação entre planejamento, acompanhamento pedagógico, formação continuada, currículo e uso intencional das tecnologias. Os objetivos foram alcançados, indicando que os recursos digitais podem apoiar a recomposição e a consolidação das aprendizagens quando vinculados às práticas pedagógicas e às condições institucionais. Propõem-se, para pesquisas futuras, estudos empíricos e comparativos sobre experiências digitais na Educação Básica e suas relações com a aprendizagem.
Palavras-chave: Cultura digital; Gestão escolar; Recomposição das aprendizagens; Educação Básica.

1. INTRODUCTION

Digital culture is becoming increasingly present in school life, affecting the ways of teaching, learning, communicating, and organizing work within schools. In this context, school management faces issues ranging from the incorporation of digital technologies into pedagogical planning to the monitoring of learning and the decisions that need to be made. Thus, the theme of digital culture

and school management becomes relevant, particularly when it involves integrating technological innovation, organizational structure, and educational objectives in Basic Education.

This theme becomes particularly relevant when addressing the recomposition and consolidation of learning, which require, among other aspects, a diagnosis of students' needs, intentional pedagogical organization, and continuous monitoring. The use of digital technologies with a clear educational purpose can combine different approaches to teaching and expand opportunities for monitoring learning processes. Therefore, studying the interaction between digital culture and school management contributes to understanding how institutional decisions and pedagogical practices can be aligned to benefit teaching and learning processes.

Within this context, the general objective of this research is to analyze how digital culture can be integrated into school management as a strategy to foster the recomposition and consolidation of learning in Basic Education. To achieve this purpose, three specific objectives were established: 1. to understand the relationships between digital culture and school management, considering their contributions to planning, pedagogical monitoring, and decision-making aimed at learning; 2. to analyze pedagogical strategies mediated by digital technologies that may contribute to the recomposition and consolidation of learning in Basic Education; and 3. to discuss the challenges and possibilities of school management in promoting a digital culture articulated with pedagogical practices and the improvement of learning processes.

Regarding the methodological approach, the research is characterized as qualitative and employs a bibliographic review as its

methodological procedure, based on the analysis of scientific articles published in academic journals, book chapters, and books related to the investigated topic. This methodological approach made it possible to gather and interpret scientific contributions related to digital culture, school management, educational technologies, and learning processes, establishing a theoretical foundation consistent with the research problem and the objectives defined for the study.

The article is organized into four sections. The first corresponds to the Introduction, which presents the thematic context, the objectives, and the methodological direction of the research. The second section, Methodology, describes the qualitative approach and the bibliographic review procedure adopted. The third section, Theoretical Framework, develops the scientific discussion on digital culture, school management, and strategies related to the recomposition and consolidation of learning. Finally, the fourth section, Final Considerations, systematizes the main conclusions of the study and presents possibilities for future research.

2. THEORETICAL FRAMEWORK

The theoretical framework of this research was organized into three interconnected thematic axes that make it possible to understand the relationship between digital culture, school management, and learning in Basic Education. The first axis, “3.1 Digital Culture and School Management: Planning, Monitoring, and Decision-Making,” addresses the incorporation of digital technologies into management processes, with an emphasis on planning, monitoring educational outcomes, and evidence-based decision-making. The second, “3.2 Digital Pedagogical Strategies for the Recomposing and Consolidation of Learning,” focuses on the possibilities of using

digital resources and strategies to address learning gaps, strengthen essential learning outcomes, and foster more personalized and meaningful pedagogical processes. Finally, the third axis, “3.3 School Management and the Development of a Learning-Oriented Digital Culture,” expands the discussion to the institutional dimension by examining the role of management in developing a digital culture integrated with the pedagogical project, continuing education for education professionals, innovation in school practices, and the promotion of effective learning.

2.1. Digital Culture And School Management: Planning, Monitoring, And Decision-Making

Digital culture transforms the ways in which schools organize, communicate, and monitor their activities, directly affecting the functions of school management. In this regard, the role of the school manager involves the intersection of technology, pedagogical planning, and continuous monitoring of learning. However, the incorporation of digital technologies goes beyond simply providing devices or platforms; it requires pedagogical intent, an appropriate organizational structure within the institution, and an understanding of students' actual needs. Cunha et al. (2026) emphasize that the introduction of technologies into school management processes cannot be dissociated from pedagogical management or from teaching and learning processes.

According to Souza and Martins (2024), this transformation is associated with the expansion of the responsibilities of the management team, particularly with regard to new forms of communication, work organization, and pedagogical monitoring. School management, therefore, operates within a context in which

educational data can support planning, monitoring, and assessment processes whenever their interpretation is aligned with the school's context. Consequently, digital culture affects not only the resources used by schools but also the ways in which management establishes priorities and oversees pedagogical practices.

According to Souza and Martins (2024, p. 15):

> *School management in the digital age has come to occupy an even more strategic position in Basic Education, particularly because contemporary schools can no longer be viewed merely as spaces for the transmission of content. Education in the digital age requires innovation management capable of articulating technology, planning, and pedagogical commitment with the concrete demands of the school community. In this context, the management team must address new responsibilities, new languages, and new ways of organizing pedagogical work, which increases the complexity of its role. The presence of technologies, in this context, not only changes the tools used in everyday school activities but also redefines communication, monitoring, and decision-making dynamics. Thus, thinking about school management today means recognizing that the digital dimension is already part of the very structure of educational functioning.*

The interaction between technology and pedagogical management also requires criteria to guide the selection of resources, the organization of information, and their use in accordance with

educational objectives. As Fernandes et al. (2024) argue, technological innovation must remain aligned with educational purposes so that the adoption of digital tools is not confused with innovation in itself. This perspective shifts the focus from technology itself to the quality of the pedagogical choices that guide its use, highlighting the role of the school manager as a link between institutional practices and teachers' actions.

Fernandes et al. (2024, p. 18) emphasize that:

> *[...] innovation and technology in school management must be linked to the improvement of educational practice rather than to the isolated use of resources without a clear pedagogical purpose. This means that the manager's work involves establishing priorities, guiding teams, monitoring processes, and ensuring that digital resources serve educational quality. Management, in this sense, is no longer restricted to bureaucratic administration and also assumes the role of pedagogical leadership in a transforming school environment. This change reinforces the importance of a more coordinating, responsive, and strategic approach.*

Digital culture must also be accompanied by competencies that enable management teams to interpret information, articulate processes, and relate educational data to pedagogical decisions. According to Ferreira (2025), current challenges in school management arise from the increasing complexity of educational work, requiring articulation among administrative, pedagogical, and institutional dimensions. In this regard, digital competencies cannot

be understood merely as the ability to operate technological tools but rather as the capacity to use them critically to plan and monitor school activities.

The main dimensions through which digital culture is articulated with school management in relation to planning, monitoring, decision-making, pedagogical leadership, institutional communication, and digital competencies are presented in Table 1, all oriented toward the purpose of promoting learning.

Table 1. Dimensions of the Integration of Digital Culture into School Management for the Recomposing and Consolidation of Learning

School Management Dimension	Articulation with Digital Culture	Pedagogical Purpose
Pedagogical planning	Use of digital resources and information to plan actions, establish priorities, and guide school activities.	Foster the planning of interventions aligned with students' learning needs.
Learning monitoring	Systematic monitoring of information related to the development of students and educational processes.	Identify educational needs and support interventions and pedagogical adjustments.
Decision-making	Analysis and interpretation of information produced or organized through digital resources.	Qualify management decisions and guide actions toward the defined educational objectives.
Pedagogical leadership	Guidance of teams regarding the intentional use of digital technologies and resources.	Integrate technological innovation, pedagogical work, and educational objectives.

Institutional communication	Expansion of communication possibilities among management, teachers, students, and families through digital media.	Strengthen the circulation of information and interaction within the school community.
Management's digital competencies	Development of competencies necessary to select, use, and evaluate digital resources efficiently.	Promote autonomous, critical, ethical, and articulated management with pedagogical demands.

Source: Cunha et al. (2026); Fernandes et al. (2024); Ferreira (2025); Souza, Martins (2024); Gomes et al. (2026); Gomes et al. (2026).

The structure proposed in Table 1 shows that the integration of technology encompasses several domains of school management and depends on how these domains are connected to the school's pedagogical needs.

> *Finally, discussing school management in the digital age means recognizing that schools are undergoing a transition that affects both their structure and institutional culture. Innovation in schools needs to be conceived in an integrated manner with management so that the use of technologies can effectively contribute to transforming practices and improving learning. The presence of digital technologies in the school environment can no longer be treated as peripheral, as it affects planning, assessment, communication, and the very organization of pedagogical activities (Souza; Martins, 2024, p. 08).*

Maker culture, as well as the STEAM methodology, brings a new perspective to this discussion by combining technology, creation, experimentation, and active learning within Basic Education. Costa, Gomes et al. (2026) discuss these methodologies as pedagogical innovations associated with students' active participation, while Gomes et al. (2026) establish connections among maker culture, the STEAM approach, Information Technology education, and active learning. For school management, such experiences require planning, resource organization, and pedagogical monitoring capable of aligning digital practices with curricular objectives.

Management that articulates information, pedagogical practices, and technology according to the educational needs identified by the school is what makes the recomposition and consolidation of learning possible in this context. Digital culture enables schools to diversify ways of planning, communicating, and monitoring, but its contribution depends on the choices made by those who lead the educational process. Thus, school management becomes a facilitating element between what technologies make possible and the development of pedagogical solutions aligned with the learning objectives of Basic Education (Gomes et al., 2026).

2.2. Digital Pedagogical Strategies For The Recomposing And Consolidation Of Learning

The pedagogical use of digital technologies can contribute to the recomposition of learning when articulated with systematic processes of diagnosis, intervention, monitoring, and assessment. From this perspective, digital resources are not ends in themselves but rather instruments that can expand the possibilities for organizing teaching in response to different educational needs.

Ussler (2026), when discussing the use of these technologies in remedial education in the early years of Basic Education, highlights their incorporation as a pedagogical resource associated with the resumption of learning, thereby bringing digital culture closer to intervention actions carried out in everyday school contexts.

The recomposition of learning presupposes identifying knowledge that has not been sufficiently consolidated and organizing pedagogical experiences capable of fostering its recovery. Falcão and Silva (2025) relate learning recomposition to addressing unsatisfactory levels of student performance, indicating the need for actions directed toward the gaps identified throughout the educational trajectory. In this process, digital resources can facilitate different ways of presenting content, carrying out activities, and monitoring performance, provided that they are integrated into teacher planning and adapted to students' characteristics.

The quality of these strategies is directly related to the pedagogical mediation carried out by the teacher. Araújo et al. (2025) emphasize that the use of emerging technologies in hybrid contexts requires teacher training and mediation skills, particularly so that resources can be associated with students' concrete needs. Thus, the presence of technology does not eliminate pedagogical intervention. On the contrary, it requires teachers who are capable of selecting resources, designing activities, interpreting responses, and reorganizing learning pathways.

According to Araújo et al. (2025, p. 08):

> *Effective mediation is realized through practices that respect learning paces and styles, value students' prior knowledge, and encourage the collective construction of knowledge. In this sense, teacher education needs to be continuous, situated, and committed to social and educational transformation.*

The combination of digital technologies with active methodologies expands the possibilities for student engagement in the construction of knowledge. Silva, Cassiano, and Cerutti (2024) investigate pedagogical approaches that incorporate digital technologies and active methodologies, emphasizing the need to move beyond merely instrumental use of the available tools. This model fosters approaches in which students participate more actively in the development of competencies and skills, while the teacher organizes learning experiences, observes progress, and intervenes whenever a particular need is identified.

Such competencies and skills provide:

> *Effective development of competencies for professional and personal life; a transdisciplinary perspective of knowledge; an entrepreneurial perspective; student protagonism, positioning the student as the subject of learning; the development of a new role for the teacher, now as a facilitator and mediator; the generation of ideas and knowledge and reflection, rather than memorization and reproduction of knowledge (Camargo; Daros, 2018, p. 16).*

Strategies that integrate the diagnosis of difficulties, review of knowledge, diversified activities, continuous monitoring, and formative assessment can structure the recomposition process, as presented in Table 2. The value of technologies lies in their ability to support these actions at different stages of education, enabling educators to explore diverse resources and propose interventions consistent with the established objectives. According to Aureliano and Queiroz (2023), the integration of technologies into pedagogical practices is related to continuing education, which influences the quality of this integration within the educational environment.

Table 2. Pedagogical Strategies Mediated by Digital Technologies for the Recomposing and Consolidation of Learning

Pedagogical Strategy	Use of Digital Technologies	Contribution to Learning
Learning diagnosis	Use of digital activities and resources to identify consolidated knowledge and difficulties presented by students.	Guide the identification of pedagogical intervention needs.

Review of knowledge	Availability of content, interactive activities, and different ways of presenting knowledge objects.	Foster the review and reconstruction of knowledge that has not yet been consolidated.
Personalization of experiences	Organization of differentiated activities according to students' learning paces, needs, and levels.	Increase the adequacy of pedagogical experiences to students' characteristics.
Formative assessment	Use of digital activities and monitoring records to observe students' development throughout the process.	Support adjustments in teaching strategies and pedagogical interventions.
Individualized monitoring	Systematic monitoring of students' performance and participation in technology-mediated activities.	Foster interventions directed toward identified difficulties.
Active methodologies	Integration of digital resources into collaborative, investigative, and participatory activities.	Encourage student agency, reflection, production, and participation.
Teacher mediation	Selection, guidance, and monitoring of the pedagogical use of digital resources.	Articulate technology, learning objectives, and educational needs.
Continuing teacher education	Development of knowledge to select, use, and evaluate digital resources and strategies.	Qualify the integration of technologies into pedagogical practices.

Source: Araújo et al. (2025); Aureliano; Queiroz (2023); Camargo; Daros (2018); Falcão; Silva (2025); Seki (2025); Silva; Cassiano; Cerutti (2024); Ussler (2026).

The integration of digital technologies also brings changes to teaching practices, as it expands possibilities for planning, monitoring, and organizing learning experiences. Seki (2025) addresses the reconfiguration of teaching practices in the context of digital education, an aspect that makes it possible to understand that technological integration involves changes in the ways of teaching, monitoring, and mediating learning. From this perspective, professional competence in working with digital resources becomes part of the conditions required to organize pedagogical practices consistent with different educational contexts.

From this perspective, the consolidation of learning requires continuity of actions after the initial difficulties have been identified. It is not sufficient to revisit a particular content area; it is necessary to create situations in which students can mobilize knowledge through diversified activities, receive feedback, and progressively demonstrate what they have been able to understand. Aureliano and Queiroz (2023) contribute to this discussion by relating digital technologies to teaching practices and continuing education, while Ussler (2026) focuses on their use in remedial education and learning recomposition.

Digital pedagogical strategies, therefore, acquire greater significance when integrated into a conception of learning that recognizes students' active participation and the teacher's intentional mediation. Camargo and Daros (2018) associate innovative methodologies with student agency and the teacher's role as facilitator and mediator, a perspective consistent with recomposition proposals that go beyond the simple repetition of content. In this regard, digital resources can foster diversified

learning experiences, provided that their use is subordinated to pedagogical purposes and to effective monitoring of students' development.

2.3. School Management And The Development Of a Learning-Oriented Digital Culture

The development of a learning-oriented digital culture requires school management to move beyond understanding technologies as merely operational tools. In this context, the management team is responsible for articulating planning, pedagogical support, and organizational structure, enabling digital resources to be integrated into educational objectives. According to Cunha et al. (2026), the integration of technology extends to pedagogical management and teaching and learning processes, while Silva and Batista (2024) demonstrate that management does not operate solely within the classroom regarding the use of technologies.

School leadership, in this regard, plays a connecting role among pedagogical innovation, teaching practices, and students' educational needs. The mere presence of digital resources does not transform educational practice, as their contribution is linked to the pedagogical conceptions that guide their use. As Moran (2018, p. 25) observes, “the integration of technologies into teaching requires a change in the teacher's approach, moving from a content transmitter to a learning mediator who guides students in the construction of knowledge.” This requires management to provide institutional opportunities for planning, reflection, and cooperation among educators.

Continuing education is another important dimension for ensuring that a digital culture is effectively integrated into the curriculum. Learning how to operate platforms, applications, or devices is not sufficient. It is necessary to understand how they can be used pedagogically and to establish criteria for determining when they should be used in different learning contexts.

Kenski (2012, p. 45) states:

> *The integration of digital technologies into the educational context represents an opportunity to transform pedagogical practices and construct new ways of teaching and learning. However, for this integration to be effective, planning, teacher education, and adequate structural conditions are necessary. Technologies should be understood as tools that enhance learning, enabling the creation of more interactive and collaborative educational environments aligned with the demands of contemporary society.*

Management must also consider that digital culture is an integral part of institutional culture itself, encompassing teachers, students, families, and other members of the school community. Pretto (2017) offers a perspective on this process by examining the interactions among education, culture, and digital transformations, emphasizing the need for an educational approach capable of engaging critically with new forms of knowledge production, circulation, and appropriation. In this regard, the participation of the school community is a factor that ensures that technological choices

remain connected to the specific characteristics of the educational environment and to collectively established objectives.

Table 3 organizes institutional dimensions that can guide the development of a learning-oriented digital culture, articulated with leadership, professional development, curriculum, participation, and the conditions required for the pedagogical use of technologies.

Table 3. Institutional Dimensions of School Management for the Development of a Learning-Oriented Digital Culture

School Management Dimension	Articulation with Digital Culture	Orientation toward Learning
Pedagogical leadership	Institutional guidance for the intentional use of technologies	Alignment of digital resources with educational objectives
Continuing education	Development of pedagogical and digital competencies among professionals	Qualification of teaching practices and learning mediation
Curricular integration	Integration of technologies into curricular components and pedagogical proposals	Articulation among content, methodologies, and digital contexts
Pedagogical planning	Definition of objectives, strategies, resources, and monitoring methods	Organization of learning experiences consistent with students' needs
School community participation	Involvement of teachers, students, families, and other segments	Collective construction of decisions on the educational use of technologies

Institutional conditions	Organization of infrastructure, resources, support, and pedagogical time	Sustaining digital practices in everyday school life
Pedagogical innovation	Use of methodologies supported by digital resources	Expansion of student participation, autonomy, collaboration, and reflection
Monitoring and assessment	Pedagogical use of information produced in educational digital processes	Support for decision-making and monitoring of student development

Source: Cunha et al. (2026); Silva; Batista (2024); Moran (2018); Kenski (2012); Pretto (2017); Oliveira (2026).

The integration of technologies, curriculum, and pedagogical methodologies therefore depends on institutional decisions that preserve the centrality of learning and recognize the teacher as a mediator of the educational process. Oliveira (2026, p. 04) explains that:

> *Pedagogical innovation associated with the use of digital technologies involves overcoming traditional teaching models based on the transmission of content and teacher-centered approaches. Technologies enable the construction of collaborative and participatory learning environments in which students assume an active role in the educational process. Methodologies such as project-based learning, the flipped classroom, blended learning, and gamification are enhanced through the use of digital resources, fostering the development of students' autonomy, critical thinking, and creativity. Thus, the integration of technologies into pedagogical practices contributes to the construction of more meaningful and contextualized learning experiences.*

In this regard, school management can act as an element of articulation among infrastructure, professional development, curriculum, collective participation, and pedagogical monitoring. A learning-oriented digital culture is not limited to the presence of equipment or platforms. Rather, it involves establishing institutional criteria for their use, defining pedagogical objectives, and continuously assessing their effects on educational practices. This perspective brings school management closer to the contemporary demands of education and promotes technological integration linked to pedagogical intentionality, the participation of educational stakeholders, and the collective organization of school work (Costa; Gomes et al., 2026).

3. METHODOLOGY

Digital culture and school management have become subjects of research within an educational context increasingly influenced by digital technologies, particularly with regard to planning, pedagogical monitoring, and the organization of school activities. In this regard, discussing ways to recompose and consolidate learning in Basic Education requires an understanding of how management can connect technologies, pedagogical practices, and educational objectives. The relevance of this study, therefore, arises from the need for a careful investigation of this relationship, taking into account current challenges faced by schools and the contexts surrounding the incorporation of technologies into teaching and learning processes.

The research adopts a qualitative approach, as it seeks to understand educational phenomena based on their meanings, relationships, and contexts. According to Pesce, Voigt, and Garcia (2022), qualitative research is a valid perspective for educational investigations because it enables the understanding of phenomena in their social and historical dimensions, taking into account the complexity of the relationships that shape them. Within the context of global scientific research, this perspective is particularly relevant because it allows phenomena that extend beyond simple quantification to be understood in a contextualized manner, enabling analyses that accommodate the particularities of the objects under investigation.

A bibliographic review was conducted as a research procedure involving the systematic survey, selection, reading, and analysis of scientific publications related to the object of study. According to Sousa, Oliveira, and Alves (2021), bibliographic research serves to collect and systematize previously developed knowledge, providing

a theoretical basis for the formulation and analysis of scientific problems. Its relevance to international scientific research lies in its capacity to organize established knowledge, identify different theoretical perspectives, and relate scholarly contributions originating from distinct academic contexts.

The literature was reviewed based on scientific articles published in specialized journals, as well as book chapters and works addressing digital culture, educational management, teaching technologies, and learning processes. Alexandre (2021) argues that, within the scope of scientific methodology, it is essential that the procedures selected be appropriate both to the type of problem under investigation and to the objectives to be achieved, so that the selection of sources and the organization of the analysis strengthen the coherence of the study. Accordingly, different types of bibliographic publications were used to provide a range of theoretical contributions supporting the discussion presented in this research.

The combination of qualitative research and bibliographic review proved appropriate for the objectives of this study, as it enabled a critical analysis of the selected scientific literature and the correlation of different perspectives on digital culture, school management, and learning. The qualitative approach guided the understanding of the object of study, while the bibliographic review established the pathway for collecting and analyzing existing scientific knowledge. The combined use of these methodological approaches ensured a comprehensive analysis of the phenomenon under investigation, aligning the research problem, objectives, and methodological strategy.

4. FINAL CONSIDERATIONS

Digital culture transforms the organization, communication, and production of knowledge within the educational environment, assigning new responsibilities to school management in relation to teaching and learning processes. Thus, the incorporation of digital technologies should not be understood merely as the provision of devices or platforms, but rather as the institution's ability to integrate them into pedagogical planning, teaching practices, and students' needs. The research therefore highlighted the relevance of addressing the relationship between digital culture and school management as an aspect associated with the reconfiguration and strengthening of learning in Basic Education.

It can therefore be concluded that the general objective was achieved, insofar as the analysis made it possible to understand how digital culture can be integrated into school management in connection with actions aimed at the recomposition and consolidation of learning. Likewise, the three specific objectives were achieved. The first concerned the examination of the interactions between digital culture and school management, particularly with regard to planning, pedagogical monitoring, and decision-making; the second addressed the analysis of pedagogical strategies that employ digital technologies; and the third involved discussing the challenges and opportunities that emerge from the development of a digital culture articulated with pedagogical practices.

Regarding the first point of the theoretical framework, it became clear that school management plays an integrative role in the incorporation of technologies into educational processes, particularly when planning, learning monitoring, and decision-

making are guided by pedagogical objectives. The second point demonstrated that digital resources can complement diagnostic activities, content review, personalization, formative assessment, and individualized monitoring, provided that they are combined with teacher mediation and methodologies aligned with teaching objectives. The third point indicated that establishing a digital culture requires pedagogical leadership, continuing education, curricular integration, engagement of the school community, and appropriate institutional conditions.

The results discussed indicate that the presence of digital technologies in schools should be associated with a management model committed to learning and the collaborative organization of pedagogical work. Technology alone does not guarantee transformations in teaching and learning processes. Its effectiveness depends on pedagogical choices, professional competencies, institutional conditions, and the way in which different members of the school community engage with its use. Digital culture, therefore, acquires educational significance when it is interconnected with the curriculum, teaching practices, assessment processes, and student monitoring strategies.

As suggestions for future research, empirical studies should be conducted across different educational networks and stages of Basic Education, incorporating the perspectives of school managers, teachers, students, and their families. It is also possible to investigate concrete experiences of learning recovery mediated by digital technologies and their interrelationships with teacher education, assessment, inclusion, and school community participation. Comparative studies involving institutions with different infrastructure and management conditions may clarify how

institutional factors affect the pedagogical integration of technologies and the systematization of actions aimed at learning.

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