Between metrics and platforms: intersections and implications of digital culture for teaching work

Entre métricas e plataformas: atravessamentos e implicações da cultura digital no trabalho docente

Entre métricas y plataformas: intersecciones e implicaciones de la cultura digital en el trabajo docente

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Abstract

This article presents the partial results of an ongoing doctoral research project in the Graduate Program in Education at the Federal University of Mato Grosso, linked to the research line Teacher Education, Curriculum, Technologies and Educational Practices and the research project Digital Technologies, Educational Processes and Social Practices: mixtures, hybridizations and the becoming of education in digital culture. The guiding question of this investigation is how the platformization of education has impacted teachers' work in Basic Education. The study analyzes the relationship between platformization and

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teachers' work at this level of education. It is a qualitative research project with a theoretical-methodological approach structured in two dimensions: the first consisted of building a theoretical corpus grounded in a systematic review conducted using the PRISMA method; the second, of an exploratory-descriptive nature, articulated these data with the results of a previously defended master's research project. Through content analysis, four units of meaning were identified to organize the data: the redefinition of teachers' work; the evaluation of teachers' work as a control device; platformization and digital technologies in teachers' work; and subjectivity and suffering in teachers' work. The results indicate that teachers' work in Basic Education, through the process of platformization, has become increasingly oriented by standardized metrics, reducing its relational and formative complexity. Moreover, they point to the implications of platformization and digital technologies for the intensification of work and the increased performative pressure on teachers, configuring new challenges for contemporary teaching.

Keywords: Digital culture. Teaching work. Platformization. Performativity.

Resumo

Este artigo apresenta os resultados parciais de uma pesquisa de doutorado em andamento, no Programa de Pós-Graduação em Educação da Universidade Federal de Mato Grosso, vinculada à linha de pesquisa Formação de Professores, Currículo, Tecnologias e Práticas Educativas e ao projeto de pesquisa Tecnologias Digitais, Processos Educacionais e Práticas Sociais: mesclas, hibridizações e o devir da educação na cultura digital. A indagação que orientou essa investigação é: como a plataformização da educação tem implicado no trabalho docente na Educação Básica? O estudo analisa a relação entre a plataformização e o trabalho docente neste nível de ensino. Trata-se de uma pesquisa qualitativa, de cunho teórico-metodológico, estruturada em duas dimensões: a primeira constituiu na construção de um corpus teórico, fundamentado em revisão sistemática realizada a partir do método PRISMA; a segunda, de caráter exploratório descritivo, articulou esses dados aos resultados de uma pesquisa de mestrado já defendida. Por meio da análise de conteúdo, foram identificadas quatro unidades de significação que organizam os dados: redefinição do trabalho docente; avaliação do trabalho docente como dispositivo de controle; plataformização e tecnologias digitais no trabalho docente; e subjetividade e sofrimento no trabalho docente. Os resultados indicam que o trabalho docente na Educação Básica, via processo de plataformização, vem sendo cada vez mais orientado por métricas padronizadas, reduzindo sua complexidade relacional e formativa. Além disso, apontam para as implicações da plataformização e tecnologias digitais na intensificação do trabalho e na ampliação da pressão performativa sobre os professores, configurando novos desafios para a docência contemporânea.

Palavras-chave: *Cultura digital. Trabalho docente. Plataformização. Performatividade.*

Resumen

Este artículo presenta los resultados parciales de una investigación doctoral en curso en el Programa de Posgrado en Educación de la Universidad Federal de Mato Grosso, vinculada a la línea de investigación Formación de Profesores, Currículo, Tecnologías y Prácticas Educativas y al proyecto de investigación Tecnologías Digitales, Procesos Educativos y Prácticas Sociales: mezclas, hibridaciones y el devenir de la educación en la cultura digital. La pregunta que orientó esta investigación es cómo la plataformización de la educación ha implicado en el trabajo docente en la Educación Básica. El estudio analiza la relación entre la plataformización y el trabajo docente en este nivel educativo. Se trata de una investigación cualitativa con un enfoque teórico-metodológico estructurado en dos dimensiones: la primera consistió en la construcción de un corpus teórico fundamentado en una revisión sistemática realizada a partir del método PRISMA; la segunda, de carácter exploratorio-descriptivo, articuló estos datos con los resultados de una investigación de maestría ya defendida. A través del análisis de contenido, se identificaron cuatro unidades de significación que organizan los datos: la redefinición del trabajo docente; la evaluación del trabajo docente como dispositivo de control; la plataformización y las tecnologías digitales en el trabajo docente; y la subjetividad y el sufrimiento en el trabajo docente. Los resultados indican que el trabajo docente en la Educación Básica, mediante el proceso de plataformización, se ha orientado cada vez más por métricas estandarizadas, reduciendo su complejidad relacional y formativa. Además, señalan las implicaciones de la plataformización y de las tecnologías digitales en la intensificación del trabajo y en el aumento de la presión performativa sobre los docentes, configurando nuevos desafíos para la docencia contemporánea.

Palabras clave: *Cultura digital. Trabajo docente. Plataformización. Performatividad.*

1. Initial considerations

First, it is important to point out that this paper is part of doctorate research in progress, which is linked to the Postgraduation Program of Education from Universidade Federal de Mato Grosso and the research line Formação de Professores, Currículo, Tecnologias e Práticas Educativas, as well as to the project called Tecnologias Digitais, Processos Educacionais e Práticas Sociais: mesclas, hibridizações e o devir da educação na cultura digital. This is a research project funded by the National Council for Scientific and Technological Development (CNPq) and carried out during the period of paid leave granted to the author by the Secretaria Municipal de Educação of Cuiabá with the objective of professional qualification.

Considering the social and cultural dynamic of the current events marked by the transversal presence of the digital technologies in the different areas of knowledge, consumption and human production, consolidates what some authors, such as Silva and Alonso (2018), denominated digital culture. In this perspective, the social practices and their practitioners are based in the technological resources and tools that engender complexity in all the areas of human knowledge including education. When we focus specifically in education, we based on these authors, to whom the digital culture does not just impose some meaningful challenges, but also amplifies the formative possibilities that favor the convergence among different medias, resources, and digital tools.

However, the function of the teacher has been rearranged the lately because of some policies of patterned responsibility and assessment, conducted by international organisms integrated to the national, state and municipality systems of teaching. The results of external assessments at the national level such as the Sistema de Avaliação da Educação Básica (SAEB) and local one such as Prova Cuiabá, in the municipality of Cuiabá, started to perform a central function in the definition of institutional goals and even grades in the institutional assessments of teaching performance (Oliveira; Silva, 2024).

That context has indicated a movement of objectification of the teaching work in which the pedagogical practice is reduced to metrics of productivity and quality, often disregarding the subjective, relational, and formative dimensions of teaching. Parallelly, we live the intensification of education platformization, that is marked by the use of digital technologies to the control, monitoring, and assessment, contributing to the overwork and the increase of performative pressure on the professors (Ball, 2005; Alonso; Silva, 2013; Afonso, 2021; Silva, 2022).

In this prospect, a recent inquiry developed in Master research defended in 2024 with the use of surveys and interviews with teachers from the education municipality of Cuiabá, allowed to deepen the comprehension of those transformations in the teaching performance. To amplify that outlook, this study presents the results of a systematic literature review, which was made from PRISMA method (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*), that sought to map and analyze recent inquiries about the theme in different contexts and perspectives.

From those reflections, this study starts with the following inquiry: How has platformization of the education impacted the work of teachers in Basic Education? So, the objective is to analyze the relationship between the platformization of education and teaching work in this same teaching level.

In light of the above and this introduction, the text is organized in five parts. Next, it presents the methodology used exposing the procedures of the data production. After that, it systematizes and organizes the data which is analyzed later through some signification units. Next, it exposes the final reflections and finally, it presents the references that base this paper.

2. Paths of the research: constructing a field

It was adopted the qualitative inquiry of theoretical-methodological context which is structured in two dimensions. The first consisted of a construction of a theoretical corpus established in a systemic review made in 2025. It was developed from contributions of authors who discuss that methodological procedure, such as Galvão and Pansani (2015) and based on PRISMA method. That method is understood as a set of recommendations that guides a

transparent, complete, and rigorous description of the stages of a systemic review. It includes the formulation of a question, the strategy of quest, selection of the studies, data extraction and summary of the results to subsidize the production of new knowledge (Galvão; Tiguman; Sarkis-Onofre, 2022). The second dimension with exploratory and descriptive context was oriented by the conceptions of Gil (2008) and it articulated data to the results of Master research previously defended from which some questionaries and interviews were used as instruments of data production.

In consideration of the problematic presented, in the first dimension the research proposed the quest of the literature through the consultation of different databases and national scientific repositories with online access, encompassing some theses, dissertations collections and academic publications with open access. In order to made the quest, some descriptors were used such as teaching work, teaching assessment, platformization, digital platforms, performativity, uberization, digital technologies, and datafication.

The located works were considered based on some criteria being pertinency to the education area, focus on Basic Education, online availability in an open and free from, publication in Portuguese language, qualification of the journal (in the case of article) and period of publication between 2017 and 2025.

The lapse of time adopted in this text is justified because it allows to consider a period marked by significant changes in Brazilian educational policies, especially with the homologation of Base Nacional Comun Curricular (BNCC). Also, it is related to a period of intensification of the platformization in education with the expansion of the use of digital technologies in the administration and in pedagogical practices.

It was verified, with the studies selected, the presence of the descriptors and the approach relevance in relation to the thematic proposed in this article. The works duplicated, the ones fully unavailable, focused on College/University Education or Distance Learning, which were not related the teaching work directly or were not related digital culture and/or platformization were excluded. Initially 387 studies were located and after the application of the defined criteria to the selection, 121 were selected. At the final stage, 30 studies were included being 14 articles, 10 dissertations and 6 theses.

The second dimension of the research is the descriptive and exploratory research made in the Master course between 2022 and 2024. It aimed to comprehend the relationship between the assessment made by the teacher and the application of an external assessment. Some questionaries and interviews were uses and applicated to teachers who work in the initial years of the Elementary Teaching belonging to the public school system of the municipality of Cuiabá.

This stage was approved by Comitê de Ética em Pesquisa under proven resolution nº 65437922.5.0000.5690. The gotten data is articulated to the systematic review developed in this research, which composes the analysis that supports this research. In that way, the systematization and organization of the data continue.

3. Data systematization and organization

The systematization of the studies that compose the theoretical corpus allows to comprehend regional and time distribution and the more current descriptors, as well as the signification unities that emerge for the analysis. Next, it is presented the main results organized from those axes.

Southeastern region (16) concentrates the largest number of publications followed by South region (6) and Northeast ((6). Besides, the West Central (1) and North (1) regions presents the smallest quantities. This distribution could be related, especially in the Southeastern region, to the presence of universities and consolidated research groups, in addition to the greater availability of financing. On the other hand, the smallest concentration in the West Central and North regions exposes the necessity of increasing research that consider the regional specificities and the different ways such as digital culture, platforms, and performative logics that permeate the teaching work.

In relation to the time distribution, the years with the largest number of publications were 2021, 2022, 2023 with five works each and, especially, 2024 that concentrated eight publications, indicating an intensification of the discussions in that period. That concentration in later years suggests that the use advance of the digital platforms in education, particularly, after the vaccination against Covid-19 and the return of the physical in person activities contributed to deepen on the practices marked by performativity and uberization of the teaching work, which are problematized with largest frequency and density in the productions that compose this theoretical corpus.

It is also observed that the more current descriptors were teaching work (24), performativity (11), platformization and uberization (9 each) followed by teaching assessment (9) and digital platforms (6) showing out the centrality of those categories in the recent studies about the effects of digital culture in the conditions of teaching work.

Taking as support the problem and the objective of this paper were identified four unities of signification from the analysis of those studies included and based on the content analysis proposed by Bardin (2009). In other words, the articulation among the works analyzed, the problematic of this research and the thematic recurrencies allow to join elements that share a common meaning. They are: 1) Redefinition of teaching work; 2) Assessment of teaching work as a control too; 3) Platformization of the digital technologies in the teaching work; 4) Subjectivity and suffering in the teaching work.

Redefinition of teacher work exposes the roles transformations, conditions and expectations about the teacher. The assessment of teaching work as a control tool appears as a central element of regulation and performativity. Platformization and digital technologies configure new mediations and management manners of the teaching work. Finally, subjectivity and suffering of the teaching work emerge as an effect of those transformations, pointing out to processes of precariousness, overwork, and illness.

It is worth to emphasize that some current terms in the works included such as teaching work, platformization, performativity, and uberization are presented according to what the authors employed without the intention of exhausting or delving their conceptual definitions, which are not the objectives of this text and will be developed with greater depth in future research.

Based on the unities of signification, the following analysis is organized in subsections, in which each unity is detailed with the purpose of explaining its manifestation in the studies analyzed and its articulation with the problematic of this research.

3.1 Redefinition of teaching work

This unity gathers studies that expose how teaching work has been redefined whether in its roles, in the conditions of realization of accomplishment or in the expectations that affect professors. Before that, it is important to clear that this text embraces teaching work as a profession of human interactions marked by the complexity, unpredictability and heterogeneity of situations confronted in everyday school life (Tardif; Lessard, 2005).

Thus, all the studies point out in a highest or lesser degree to the redefinition of teaching work in the context of neoliberal transformations and in the restructuration of the State from managerial patterns, such as Nova Gestão Pública (NGP), presenting the performativity as a normal of regulation and control that redefine teaching work in an activity guided to fulfill goal and rankings (Moura; Fernandes, 2018; Francklin, 2018; Nagase; Azevedo, 2021; Scherer, 2021, 2022).

Performativity problematized by Ball (2005) reorganizes the profession by relocating teaching identity to a regime of responsibility, permanent comparison and demanding of measured results, weakening collective dimension and teaching work ethics. This logic seems as a recurrent mode in the studies analyzed by us.

For example, Sousa (2019) emphasizes performativity as a core of those redefinitions, moving the teacher to a paper of agent of the demanded competencies by the patterned assessment. Costa (2021) stresses that displacement

when analyzes how performativity transforms teaching practice guided by external norms and turned to the measurable performance.

In this context, digital technologies and platforms not only create tools, but also redefine the professor as a technician, facilitator or agent, intensifying the control and reducing professional autonomy. That perspective is deepened because of several authors that expose that those changes affect directly the manner how professors experience and make their function (Silva, 2022; Barbosa, 2022; Teixeira, 2022; Mendes, 2024; Ribeiro, 2024; Lara, 2022).

Having as a base what was exposed before, Silva (2022) already pointed out to possible changes in pedagogical practices from the intense use of the digital technologies included the responsibility of the teacher by the pedagogical success, even though he/she analyses the manner by which teaching work is affected by the use of Ambientes Virtuais de Aprendizagem (AVA), taking as an example Moodle platform.

The studies gathered in this unity show that a redefinition on teaching work is deeply articulated to platformization of education in the context of the neoliberal transformations and in the managerial restructuration of the State. In that process teaching work was targeted, reduced to indicators and metrics that sought to measure professional efficiency and efficacy, according to the models of performativity imposed by the patterned assessments. That embracement redefines teaching as a practice less directed to pedagogical mediation and more to the fulfillment of goals established by evaluation systems more and more mediated by digital platforms. Having said this, we continue with the next subsection.

3.2 Assessment of teaching work as a control device

The works that analyze the centrality of assessment as a mechanism of control, regulations and performative about teaching work are group in this unity. Some authors such as Santos (2017), Souza (2019) and Costa (2021) point out directly to the centrality of external patterned evaluations that promote the accountability, competitiveness and the patterning of pedagogical practice alienated to the managerial and performativity. Bernardes (2018) adds that assessment is linked to meritocratic policies such as bonifications that reinforce the competition among professors, designing a device of State control.

Silva (2022) enlarges this analysis to associate assessment with the neotecnicista logic guided by quantifiable results and by the influence of organisms like the World Bank, promoting a performance culture. The digital platforms not only mediate, but also intensify the monitoring and production of data to assessment objectives, transforming assessment in a mechanism of vigilance and management, strengthening meritocratic logics (Koch, 2023; Barbosa, 2022; Teixeira, 2022; Silva; Couto, 2024; Viegas; Lamb, 2025). On the other hand, Lara (2022) emphasizes a more implicit manner of assessment based on the constant pressure, in the self-demanding and in the expectation of total availability, modeling teaching work subjectively.

To problematize the manners of teaching work evaluation, Gatti (2021) shows that such processes, by disesteeming their complexity, end up transforming themselves in control devices and individual accountability expected in patterned indicators and meritocratic logics. Thus, the author alerts to the risks of teaching devaluation when it is submitted to performative evaluative models.

In another direction but dialoging with those critics, Tardiff (2012) offers an extended view of complexities and challenges that permeate teaching, emphasizing that the reductionist approaches of assessment ignore their interactive, personal, ethical and contextualized nature. According to the author, the difficulties inherent to the act of evaluating appear fairly from the human and relational character of the profession.

Thus, such aspect can be observed through the vision of Tardiff and Lessard (2005) when they defend that evaluation of teaching work must be comprehended as a sociopolitical and complex matter, criticizing rationalization of

teaching through "the multiplication of assessments" and the "merit-based salary", mechanism that tend to bureaucratize education and reduce professional autonomy of professors.

By the exposed previously, we have that the studies gathered show that assessment functions as a central device of control and performativity about teaching work, especially when mediated by digital platforms. It intensifies processes of accountability and competitiveness, guided by the pedagogical practice of meritocratic and vigilance logics. Next subsection is about platformization and digital technologies in teaching work.

3.3 Platformization and digital technologies in teaching work

This unity of embracement contemplates the studies that approach platformization of education and the intensification of the use of digital technologies as structuring elements of teaching work. In this scene, by articulating to the social current transformations, marketing and ideological logic find a fertile field to the intensification of processes such as platformization of education based on the increasing presence of digital technologies in the organization and mediation of school practices (Silva, 2022).

Van Dijck and Poell (2018) observe that this dynamic is similar to the logics of vigilance capitalism, to the extent that the digital platforms model behavior, organize educational and social expectations and they legitimized themselves by a fetishized discourse of technological innovation.

Therefore, Santos (2017) even though he does not use the term, he describes the performance of digital systems as instruments that prescribe the curriculum and monitor teaching work. Koch (2023) already analyzes platformization as a neoliberal expression, emphasizing the production and the data management as central elements in the assessment and ranking of schools and teachers.

In that way, platformization is themed in a central manner by Silva (2022), Barbosa (2022) and Teixeira (2022), being conceded as the main vector of configuration of teaching work and the capital insertion in the educational field. Silva (2022) stresses *EdTech* as agents of that transformation, promoting platformization and configuring the pedagogical practice under a logic of efficiency, control, and measurement.

According to Costa (2023, Vieira (2023), and Ballardin (2024), who investigate the context of private classes, platformization redefines teaching work altering the teacher in a "self-entrepreneur", responsible of his/her visibility and performance under the logic of the market.

Barbosa (2022) exposes that the technologies expand bureaucratization, reduce autonomy, and deepen the teaching precariousness when they are incorporated to the pedagogical organization. Teixeira (2022) articulates platformization to the broader process of uberization, showing how it reconfigures the relationships and conditions of working, promoting flexibility, deregulation, and algorithmic control.

Lara (2022) also points out the centrality of technologies, especially mobile and digital as the responsible by the space- time resizing of teaching, even without focusing on platformization as a concept. Sousa (2019) and Costa (2021) already discuss technology less directly, but their analyses of performativity and managerialism are inserted in the same intensification chart of control and embracement of work, that is complemented by platforms.

The analyzed studies expose that the platformization of education reconfigures teaching work deeply when intensifying the technological mediation, transforming it in a practice guided by the efficiency, control, and measurement. Digital platforms act as intensification, embracement and precariousness vectors, extending bureaucratization, redefining the conditions of work and consolidating new forms of assessment and vigilance. Then, such aspects have conducted to the question of subjectivities and suffering, as it is presented below.

3.4 Subjectivity of suffering in teaching working

Finally, this unity gathers studies that discuss the subjective effects of the transformations in teaching work, emphasizing suffering, precariousness, overwork and illness.

According to Santos (2017), subordination and the loss of autonomy impact in teaching subjectivity provoking tension, professional frustration and overwork. Francklin (2018) and Barbosa (2022) also highlight suffering resulting of the work intensification and the loss of autonomy. Sousa (2019) mentions the attempt of modeling the subjectivity of the teacher, alienating it to the logic and managerial performative. Costa (2021) points out the subjective impact of intensification and precariousness, especially in the dilution of borders between personal and professional life.

Contributing with this discussion, Alonso and Silva (2013) expose that the intense use of digital technologies and educational platforms reorganize rhythms, expectations and engagement forms in teaching work, producing subjective effects associated to overwork, performative pressure and the expansion of emotional demanding. The authors show that, at the same time, that the technological devices enlarge the connectivity and the speed of pedagogical interactions, they also establish a continuous regime of availability, vigilance and self-demanding that intensify some feelings such as anxiety, weariness, and professional frustration.

Silva (2022) and Teixeira (2022) emphasize that platformization and uberization induce to the self-accountability and the permanent pressure for the results, affecting mental and emotional health of teachers. Mendes (2024) adds the evidence that platformization induces to subject precariousness, demanding the mediatic self-presentation and the adhesion to patterned procedures with an impact on well-being and professional identity.

Lara (2022) is who most analyzes the subjective effects, showing how constant digital communication generates self-demanding, guiltiness, and suffering even though in the absent of formal assessment based on results.

The studies grouped demonstrate that the changes in teaching work generates deep impacts in the professors' subjectivity, intensified by platformization and performative logic, manifesting themselves in suffering, precariousness and illness. The intensification of work and control, the dilution of borders between personal and professional and self-accountability model new forms of subjectivity, marked by self-demanding and by the interminable search of performance.

4. Final considerations

Given the above, taking the object and the data produced, it is proved that in the contexts crossed by neoliberal reforms, performative assessment acts as a regulation device of teaching work, based on goals, rankings and individual accountability, as well as there are an intensification and precariousness of teaching work.

Platformization of education emerges as a central vector of reconfiguration of teaching performance, promoting algorithmic control, fragmentation of assignments and lack of professionalization. Therefore, most studies reveal relevant impacts in health and in the subjectivity of teachers, showing weariness, suffering and devaluation.

The data analyzed allows to comprehend the main tendencies and tensions that cross teaching work in the contemporary context and contribute to answer to the problematic of this research when evidences how the structural changes driven by managerial policies, by the intensification of evaluation and by platformization not only reconfigure the pedagogical practices and the objective conditions of work, but also deeply impact the subjectivity of teachers.

In this way, in front of the systematized findings, it is possible to conclude that the studies converge to point out that teaching work has been intensively crossed by assessment logics, processes of platformization and overwork, resulting in manners of control and performativity that make tension in pedagogical autonomy. The emphasis is on commercialization of education, in ranking and vigilance, aspects that reveal how platformization can limit teaching performance, shaping its practices based on metrics that determine its value and performance.

Thereby, this study highlights how the transformations promoted by digital culture have deeply marked daily life and the conditions of teaching work in Basic Education. This reinforces the importance of further research about the implications of those changes in teaching work.

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