COMPLEX THINKING AND NEW TECHNOLOGIES: DIDACTIC APPROACHES IN THE CASE OF BOOKTOK

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Abstract: This article examines the impact of new technologies on the promotion of reading within the BookTok community, adopting a transdisciplinary approach. It starts from the challenge of critically integrating technologies into pedagogical practices in digital reading environments. The methodology includes the collaborative creation of a video prototype and the application of a questionnaire to evaluate the technological competence and perceptions of the participants. The results show that graduate students highlight the educational potential of digital reading communities.
Keywords: Education; Complex and transdisciplinary didactics; Technology; Booktok.

O PENSAMENTO COMPLEXO E AS NOVAS TECNOLOGIAS: APROXIMAÇÕES DIDÁTICAS NO CASO DO BOOKTOK

Resumo: Examina-se o impacto das novas tecnologias na promoção da leitura dentro da comunidade do BookTok, adotando uma abordagem transdisciplinar. Parte-se do desafio de integrar tecnologias de forma crítica nas práticas pedagógicas em ambientes digitais de leitura. A metodologia inclui a

criação colaborativa de um protótipo de vídeo e a aplicação de um questionário para avaliar a competência tecnológica e as percepções dos participantes. Os resultados mostram que os estudantes de pós-graduação destacam o potencial educacional das comunidades de leitura digital.

Palavras-chave: Educação; Didática complexa e transdisciplinar; Tecnologia; Booktok

EL PENSAMIENTO COMPLEJO Y LAS NUEVAS TECNOLOGÍAS: APROXIMACIONES DIDÁCTICAS EN EL CASO DE BOOKTOK

Resumen: Se examina el impacto de las nuevas tecnologías en la promoción de la lectura dentro de la comunidad de BookTok, adoptando un enfoque transdisciplinario. Se parte del desafío de integrar tecnologías de forma crítica en las prácticas pedagógicas en entornos digitales de lectura. La metodología incluye la creación colaborativa de un prototipo de vídeo y la aplicación de un cuestionario para evaluar la competencia tecnológica y las percepciones de los participantes. Los resultados muestran que los estudiantes de posgrado destacan el potencial educativo de las comunidades de lectura digital.

Palabras clave: Educación; Didáctica compleja y transdisciplinaria; Tecnología; BookTok.

1 INTRODUCTION

The notion of complex thought, developed by Edgar Morin, refers to the ability to interconnect different dimensions of reality and to develop non-reductive strategies when faced with multidimensional, interactive, and unpredictable phenomena. Associated with this paradigm is transdisciplinarity, understood as that which lies between, across, and beyond disciplines, aiming for the unity of knowledge through the creation of connections and reintegrations between different fields of knowledge (Suanno, 2017). Within this conceptual framework of complexity and transdisciplinarity, it is necessary to reflect on the pedagogical implications of using technologies in the school context, especially when articulated with reading and mediation in digital environments. The conception of a complex and transdisciplinary didactic proposal that integrates technological elements, mediation actions, and the creation of reading communities requires a critical analysis that transcends technocentric fascination and considers technology in a dialogical and complementary way, as a support resource for teaching when deemed pertinent.

The central problem discussed in this article concerns how to integrate technologies critically and reflectively into pedagogical practices, with an emphasis on digital reading environments such as BookTok. Although TikTok is often seen as a platform for superficial entertainment, the BookTok segment stands out for promoting critical discussions around books and contemporary themes, constituting a promising tool for the mediation and promotion of reading. In this perspective, the choice of BookTok as an object of analysis is justified by its growing relevance among young readers and educators, as it articulates audiovisual language, community engagement, and critical literary practices in a digital environment with a wide reach.

Given this, a central question emerges: how can technologies be used to promote a deeper and more transdisciplinary understanding of knowledge? This question guides the investigation into how the integration of technological elements and the constitution of digital reading communities can contribute both to the formation of readers and to the construction of more flexible learning environments open to transdisciplinary dialogue.

In this sense, the objective of this study is to explore how the development of a didactic proposal that integrates technologies, mediation, and reading promotion activities, and the creation of digital reading communities on BookTok, can favor the creation of learning environments that

articulate knowledge from different areas and that are capable of responding to the contemporary challenges of education. To achieve this objective, a methodology was adopted that included the application of a didactic proposal with graduate students.

Based on the reading of the book *Juul*, which addresses bullying among adolescents, the participants were challenged to deconstruct the superficial view of TikTok, using the BookTok platform to promote critical and reflective discussions on the topic. In addition, the methodology included the creation of short videos, the transdisciplinary analysis of the theme, and interaction with the BookTok community. As part of the evaluation of the proposal's impact, a questionnaire was also applied to investigate the students' media competence, the use of technology in school contexts, and their perception of digital reading communities.

Finally, the reflections arising from this experience of study and analysis show that complex and transdisciplinary didactics is not a definitive solution, but a viable approach to articulate scientific and humanistic knowledge, foster a critical reading of the use of technology in the school context, explore the multi-referential dimensions of the BookTok community, and consolidate training spaces that allow teachers to understand, interact, and critically integrate digital technologies into their pedagogical practice. Furthermore, the findings offer important subsidies for the field of Distance Education (DE), by showing how virtual environments can be enhanced by integrating didactic proposals that promote reading mediation and critical thinking, contributing to more dialogical, participatory, and interdisciplinary training practices.

2 COMPLEX AND TRANSDISCIPLINARY DIDACTICS: A BET FOR THE TOMORROW THAT IS NEEDED TODAY

In a reality marked by inequality, diversity, and plurality, the school must adopt an inclusive and flexible approach in the teaching and learning processes, open to dialogue with different ways of understanding and facing educational challenges and aligned with emerging issues in a scenario that demands situated and contextualized practices. In this direction, the transdisciplinary perspective becomes fundamental to overcome the fragmentation of knowledge through self-organized and integrating educational processes, capable of articulating theoretical, practical, and experimental elements and of promoting multidimensional and multi-referential perspectives. Such a movement contributes to expanding consciousness, perception, and the meaning of existence, favoring an innovative, critical, and humanized education, sustained by critical dialogue, sensitive listening, and

shared reflection (Moraes, 2007; Suanno, 2011, 2017).

PFor Suanno (2022a), from the perspective of Complex and Transdisciplinary Didactics, it is proposed to reconnect scientific and cultural knowledge, articulating ecology, humanities, and social life critically and creatively. In this horizon, uncertainties are recognized and open, democratic, and transformative educational practices are stimulated, in which the teacher assumes the role of a reflective subject and investigator of their own work, acting as a dynamic and multifaceted agent. In the same way, pedagogical practice and other school dynamics are developed through a complementary integration between theoretical and practical elements, avoiding automatism and the reduction of the school to a mere productive mechanism.

By adopting this perspective, the school resignifies historical, social, organizational, and cultural contexts, promoting the re-evaluation of pedagogical practices and enabling the implementation of horizontal educational processes, in which the voices and contributions of the members of the educational community are integrated into a network of dialogue, reflection, and complex thought (Morin, 2000). This methodological proposal aims to integrate postulates, fundamental concepts, perspectives, and instruments to overcome the simplifying and reductionist view, which produces fragmented, mutilated, and incomplete knowledge. Such a vision proves incapable of capturing the complexity of contemporary sociocultural and educational processes. In contrast, the approach seeks to build complex proposals that face current adversities through creative, innovative, human, and ethical actions (Suanno, 2011; 2022b).

In this sense, learning environments are structured to enhance the ability to understand and translate reality, as well as to promote the production of transdisciplinary knowledge. The implemented initiatives aim to develop, in an articulated manner, the reason, emotion, perception, and consciousness of students (Suanno; Cardoso, 2013). This process involves the convergence between scientific and human knowledge, in which concepts, practices, and social and cultural experiences combine to redefine and resize the formation of individuals, enabling them to face life creatively and innovatively (Hessel; Morin, 2012).

3 TECHNOLOGY AND EDUCATION: A MATTER OF RESISTANCE OR AUTONOMY

The rapid technological and cultural transformations that shape new forms of social interaction require their articulation with a complex and transdisciplinary approach to teaching. Faced with this challenge, it is essential to adopt a critical stance towards the use of technologies in school and to

avoid reductionist educational interventions dissociated from practices and knowledge. It is crucial to highlight that the technological component should not be incorporated merely as a set of devices and tools in teaching practices; on the contrary, it needs to be understood as part of a process of analysis and reflection aimed at consolidating a media culture in schools, as well as overcoming and re-evaluating technical procedures and the decontextualized implementation of devices, platforms, and applications (Peixoto, 2015). This perspective allows for the study of socio-educational scenarios influenced by networks, media, and emerging languages, promoting learning experiences aligned with contemporary communicative dynamics.

In the same line of thought, it is important to recognize that, in the school context, technologies have the potential to reconfigure pedagogical practices not in a hegemonic or hierarchical way, but by exploring the meanings, uses, and practices that emerge in the classroom. When supported by a consistent pedagogical proposal and integrated critically, they can contribute to making educational processes more significant and relevant to the context in which they are implemented. Such integration requires understanding that technology does not, in itself, constitute a solution to the problems of the school; discourses that promise educational qualification through rapid interventions based on devices and software ignore the complexity of the situations in which knowledge is constructed and disregard the way in which subjects incorporate this knowledge into their social and cultural experiences (Suanno; Cardoso, 2013).

Therefore, it is important that the use of technology in the institutional context be presented as an option and not as a norm or imposition. In other words, it is up to the teacher to decide on the integration of technological tools in the development of pedagogical activities, and not to a technicist and reductionist policy whose guidelines disregard the intentionality of pedagogical practice and the sociocultural conditions in which it is inserted (Pimenta, 2019). The approach must respect the environment of intellectual and human integration, promoting educational experiences that provide knowledge and new experiences for both those who teach and those who learn.

In this sense, the practice of holding teachers responsible for the impacts of the use of technology in the school context, as well as accusing them of resistance to the changes proposed by different private entities that seek to "qualify" pedagogical practice, must be reviewed. It is necessary to promote a deeper reflection that revalues the dignity of teachers as autonomous and critical professionals, capable of evaluating the context in which they operate and making the most appropriate decisions for the teaching and learning processes they lead. This reflection must also

consider factors that affect the work of teachers and threaten their autonomy, such as precarious salaries, the dominant influence of technical and neoliberal programs and projects in the classroom, and the lack of adequate spaces and resources for the development of their pedagogical practices.

A critical analysis of the discourse centered exclusively on technology, which frequently presents updates and innovations of devices and applications as panacean solutions, highlights the limitation of this approach, incapable of consolidating truly significant educational processes due to the superficiality and ephemerality of its arguments. Such an analysis invites reflection on the complex atmosphere of tensions that influences the transformation of pedagogical practice. The question, therefore, does not lie in building a rigorous didactics of technologies, but in considering how these tools can be used in a didactic way, as long as their application is viable and significant for the teaching and learning processes.

4 READING PRACTICES, COMPLEX THOUGHT, AND THE BOOKTOK UNIVERSE

Before analyzing the possible resignification of reading processes through a didactic proposal anchored in complex and transdisciplinary thought that includes BookTok, it is necessary to recognize that teaching-learning goes beyond the mere transmission of information: it is about creating conditions for teachers and students to actively participate in the construction of knowledge. This process implies a critical approach to the cultural contents produced by humanity, the establishment of significant relationships between different fields of knowledge, and the expansion of possibilities for discussion and analysis (Suanno; Cardoso, 2013). In this horizon, complex and transdisciplinary didactics articulate intellectual and human formation, expanding its dimensions of intervention beyond the study of pedagogical resources and entering the dynamic universe of cognitive relationships that involve learning, unlearning, relearning, contents, and educational actors. The objective is to train the student to face reality in an active, conscious, and responsible way, adopting a broad, flexible, and dynamic perspective.

When examining the complex universe of technologies, social networks, applications, and platforms, it becomes essential to evaluate their impact on sociocultural dynamics, on the transformation of access to and organization of information, and on changes in the perception of the world (Peixoto, 2015). Furthermore, it is necessary to consider the effects of these transformations on education and on contemporary capitalist-based economic models. The interaction between these elements frequently generates utopian pedagogical proposals, in which technological advances are

presented as a solution for teaching and learning processes. Such proposals and projects repeatedly demonstrate strong connections between education in Digital Information and Communication Technologies (DICT) and the processes of economic and social exclusion.

A critical analysis of these aspects allows for the establishment of the conceptual and methodological bases necessary to develop a didactic proposal that integrates technological elements into reading practices in school. Such a proposal does not aim to create fragmented activities, disconnected from the complex dialogue between the diverse and complementary contributions offered by each field of knowledge. Instead, it seeks to broaden the spectrum of analysis and discussion, avoiding a reductionist approach that is not aligned with school dynamics, contextual realities, and the daily lives of the participants in the educational process.

This reflection is presented as an exploratory exercise on the potential of BookTok as a didactic element capable of dynamizing reading practices in schools. This exercise aims to stimulate dialogue between various theoretical and practical elements, to build a complex and transdisciplinary didactic scaffolding. Such a structure seeks to integrate the different aspects activated when promoting, for example, the development of the reading habit in school contexts.

In this sense, the fact of resignifying reading practices in school leads us to think of a proposal that integrates the use of new technologies and the development of didactic strategies that favor the consolidation of teaching and learning horizons in which reading is assumed as a living, organic practice, linked to each of the activities of the educational ecosystem, an instrument that allows us to rethink the world and reorganize our own thinking.

In the structuring of the didactic proposal, questions are raised about the viability of teaching and promoting reading in educational spaces through BookTok's audiovisual productions and about the possibility of involving teachers and students as producers and consumers of reading content (Cruces, 2017), with actions aimed at the critical evaluation of reality and the construction of arguments around what is read and discussed in school spaces (Cuenca et al., 2019). Adopting this perspective implies recognizing that reading goes beyond the dimensions of alphabetic language and is inserted in a continuous exercise of production and circulation of meanings, within the scope of teaching and learning. This practice is shaped by various forms of symbolic representation, such as static or moving images, plastic productions, and other sign systems. These elements need to be understood and interpreted to facilitate the communicative assembly of ideas, thoughts, and content generated and processed during the learning experience.

The resignification of the teaching and learning process demands a didactic approach that is not limited only to the fields of language and literary theory, but that also grounds the conception and implementation of methods and strategies aimed at the social use of reading and writing. From the perspective of complexity, it is necessary to integrate into the transformation process conceptual and methodological elements that establish a dialogue between language, literature, and other disciplinary knowledge. This will favor the expansion of the reflective exercise, the discussion and construction of varied interpretative paths, as well as the creation of networks and lines of study that promote a significant and fluid interaction between curricular aspects, pedagogical practices, and the social practices of language and literature.

Based on this conception of reading, which is significantly different from traditional and banking proposals, we are committed to the conception and implementation of activities that favor the recognition, creation, and dissemination of meanings in a perspective that relates educational and communicative elements, that contemplates the use of technological tools and integrates transdisciplinary didactic elements in a synergy of actions, from which we seek to promote another look at the teaching work, at the dynamics of learning. We also seek to promote the hybridization of science and art, of written and audiovisual literature; the reorganization of knowledge from the flows and networks through which today not only information is mobilized, but also work and creativity, the exchange and sharing of projects, research, and aesthetic experimentation.

In this perspective, the use of BookTok as a didactic proposal represents a challenge that involves the integration of mediation and reading promotion strategies adapted to the new communicative contexts offered by social networks, leisure and interaction spaces, and the various current platforms and applications. The mediation and promotion of reading are intrinsically related to the circulation of knowledge, to dialogue and the confrontation of ideas, to the processes of argumentation and interpretation, to the reflection and systematization of teaching practices, to the recommendation of texts between teachers and students, and to the creative presentation of literary content (Cassany, 2011; Cuenca et al., 2019).

Mediation, in this context, refers to the cognitive and human interaction between teacher and student, in which the construction of knowledge is prioritized through the experiences and lived work of the participants in the educational process (Suanno; Cardoso, 2013). From this interaction, we seek to promote the circulation of content and foster practices that encourage reading habits both in the classroom and in other school spaces, such as classroom libraries and institutional libraries. In

addition, it is intended that teachers and students use reading to address and understand contemporary problems that impact human life.

Thus, one of the objectives in building this complex and transdisciplinary didactic framework is to establish and sustain over time reading niches that promote the use of critical thinking, creativity, aesthetics in the expression of ideas, and the exchange of opinions on the read contents. At the same time, it seeks to stimulate the development and projection of opinions and reactions in relation to the results of reading, allowing students to creatively face uncertainties, constantly reflect on the autonomy of consciousness, social responsibility, new scientific discoveries, the problematization of reality, the priority of truth over utility, and the ethics of knowledge (Hessel; Morin, 2012).

4.1 BookTok: possible approaches and didactic routes

It can be affirmed that BookTok has emerged as a significant space for the promotion and mediation of reading, bringing together a new generation of readers, predominantly children and adolescents of Generation Z, around a passion for books. This community, which is growing rapidly worldwide, is characterized by fostering interaction among participants through reading activities that contribute to the construction of a specific generational culture and identity (Wiederhold, 2022). Unlike a mere showcase for narcissistic content, BookTok communities use the TikTok platform as an expansive territory for the constant mobilization of perspectives, ideas, suggestions, and criticisms, broadening the spectrum of reading analysis in an accessible and spontaneous manner.

It was during the confinement imposed by the COVID-19 health emergency that BookTok managed to consolidate these new reading communities. In this period when the world population was forced to stay at home, tools such as social networks, especially TikTok, became essential bridges for communication and entertainment. Through these platforms, varied content related to fitness routines, television series, healthy habits, culinary recipes, film appreciation clubs, dance challenges, school dynamics, and leisure routines circulated.

In the case of networked reading, inserted in the perspective of a networked society, the conditions of the digital context favored that the members of these communities remained connected, interacting within the platform and according to its dynamics, which enabled reading experiences distinct from those carried out in isolation. In the United Kingdom, for example, reading levels among children and young people increased during confinement, partly due to the creatioIt is fundamental to highlight that the BookTok community offers an environment of interaction that prioritizes the

interests, contributions, and interventions of readers. This environment favors the creation of a discussion space open to ideas and interpretative possibilities, allowing the construction of new analytical perspectives. From this process arises the conception of networked reading as a form of literacy inserted in the democratization of literary criticism. Such an approach promotes the transition from the classic vertical system of readers, characteristic of traditionalist educational proposals, to horizontal reading networks (Boffone; Jerasa, 2021), in which emerging forms of reading and knowledge generation find their due space.

The BookTok community preserves the idea of collectivity associated with the experience of virtual connection, valuing interaction through comments and contributions among participants, the appeal to originality in the production of content (Merga, 2021), and the informality in publications, which brings the content closer to everyday reality, promoting exchange between ordinary people and their peers around reading. In this sense, the BookTok community does not prioritize the socialization of analytical and classic reviews of texts, which generally appear in newspapers, magazines, or specialized sites, but on the contrary, promotes the socialization of publications in which the emotional reaction of the reader to the content of the reading is highlighted (Wiederhold, 2022).

The success of BookTok lies in the fact that both promoters and mediators of reading can express themselves creatively with the easy and rapid production of videos, while participants have the freedom to contribute with new perspectives and interpretations through their comments (Guiñez-Cabrera; Mansilla Obando, 2022). Thus, the promotion of reading acquires a much more significant dimension within the BookTok community, transforming itself into a way of life that allows the exchange of experiences, tastes, and passions related to books. An environment characterized by an intense and continuous flow of interactions, evidencing the centrality of reading in the practices and dynamics of the community (Merga, 2021).

In this line of reasoning, the analysis of TikTok as a platform for the conception, interaction, and dissemination of content related to reading in school environments opens a field of reflection on the use and implementation of digital and technological tools to support teaching practices. When considered as a didactic element, BookTok integrates into the current educational scenario as a literacy alternative, promoting and reinforcing reading activities in schools through a methodological path aligned with educational innovation.

This path requires the integration of elements such as media literacy, the resignification of didactic proposals that incorporate technological tools, the development of creative thinking

processes, and a critical approach to the information that circulates on the web (Kulkarni; Owens, 2022). From this approach, a transformation emerges in the forms of reading in contemporary schools, allowing us to understand how children and adolescents consume, produce, learn, and share content related to reading in educational scenarios, with the support of technology.

4.2 A BookTok Experience in the Postgraduate Field

To explore the contributions of BookTok to reading practices in school contexts, a work proposal was planned, conceived, developed, and evaluated with postgraduate students in Education (master's and doctoral), based on the principles of complex and transdisciplinary didactics. The participants were selected for being regularly enrolled in the discipline Didactics and Contemporary Issues, offered by a postgraduate program in Education, and for demonstrating interest in innovative teaching methodologies. The group, composed of men and women aged between 25 and 50, has diverse professional trajectories and works in different lines of research, which enriched the debates and favored the proposed transdisciplinary approach.

The reading and reflection exercise was based on the book Juul, by the Belgian authors Gregie de Maeyer and Koen Vanmechelen. The book addresses abuse and violence among adolescents, offering a raw and realistic narrative that, through words and illustrations, recreates the painful universe of those who face bullying. The first challenge of this didactic proposal was to deconstruct the prevailing perception that TikTok is limited to a platform of trivial entertainment. Many participants initially associate the application and its contents with a form of superficial leisure, where the circulating audiovisual material is often seen as devoid of significant relevance. This view can lead to the belief that the videos on TikTok are predominantly futile, prioritizing humor and banality instead of substantial content.

Therefore, it is important to contextualize this study within the scope of the BookTok communities, a specific segment of TikTok focused on the discussion and promotion of reading. In BookTok, the content is not merely superficial; on the contrary, it is a space where one engages with texts, themes, and contemporary issues critically and reflectively. The interactions in this environment enrich the understanding of reading and knowledge, linking the discussion about books and literature to a wide range of themes and contexts, thus contributing to the construction of a deeper and more diversified knowledge.

In this context, after the selection of the book Juul as reading material, a series of specific steps

and activities were structured to develop the didactic proposal with the participants. The first moment consisted of immersion, which included the presentation of recent news about bullying in school environments, the creation of two videos aimed at promoting the reading of the book Juul in the BookTok community, and the sending of a link so that students could download and read the text. In the second moment, a complex and transdisciplinary approach to the theme of bullying was proposed. This approach integrated knowledge from various areas, such as psychology, sociology, anthropology, education, pedagogy, anatomy, aesthetics, and art. The objective was to promote an understanding that goes beyond the words and illustrations of the book, encouraging the connection between Juul's narrative, the school, and the issues and challenges of daily life, both local and global.

The third moment was dedicated to ideation, where collaborative work among students was encouraged to develop ideas and propose reflections, solutions, and problematizations about bullying in school contexts. In the fourth moment, the participants created a prototype in the form of a video of up to 3 minutes, intending to promote or stimulate the reading of *Juul*, or share their own appreciations of the book. Finally, the fifth moment involved posting the videos on the BookTok profile created specifically for this didactic proposal (https://www.tiktok.com/@franklinjhonatanb2). This moment also included interaction with the community based on the audiovisual material, as well as dissemination on social networks, using hashtags to expand the reach.

Figure 1 – Image of the profile of the TikTok account created for the research
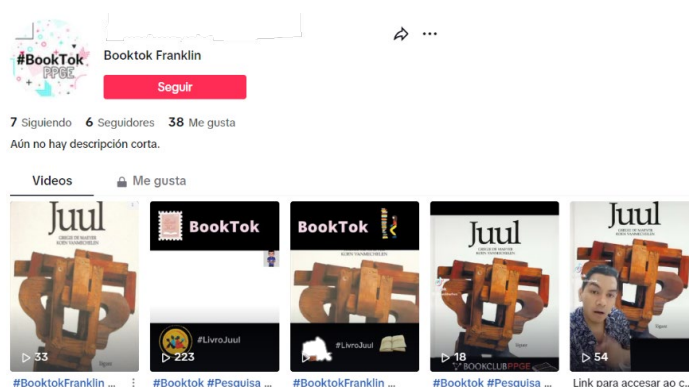
Source: TikTok (2023).

In parallel to these activities, a questionnaire was developed and applied to investigate the knowledge of postgraduate students about technological tools, including devices, platforms, and applications, as well as to evaluate the interest of the participants in understanding whether these tools can contribute to education and to the teaching-learning processes, especially in the context of

teaching practice.

The choice of the questionnaire as a data collection instrument is justified by its ability to capture, in a standardized way, perceptions and individual experiences of the participants regarding the use of digital technologies in teaching, in addition to allowing a comparative analysis between responses. The questionnaire also sought to determine the frequency with which these resources are used in the development of their academic activities. In addition, it sought to understand the perception of the participating students about the communities dedicated to the mediation and promotion of reading on platforms such as TikTok.

The results of the questionnaire revealed that postgraduate students value the use of technological resources as didactic support in teaching processes. They demonstrated a good command of the skills necessary to use technological tools and indicated a high frequency in the use of these tools in their classes and academic activities. Technology was seen as a valuable alternative to support the teaching of various contents, contributing to the development of critical thinking and the construction of knowledge. These findings reinforce the importance of teachers developing digital skills, in order to know and use the tools with which students have greater interaction, integrating them in an intentional and pedagogical way. The mastery of these technologies is essential for the elaboration of significant educational proposals, which use digital platforms effectively and aligned with training objectives.

However, during the research, a challenge was identified related to the disinterest and indifference of some participants who were reluctant to the proposal, considering that TikTok is a space only for "dancing and playing". This reaction reflects a social stigma associated with the platform, which for many seems to be far from being a productive environment for academic activities. However, this resistance was eventually overcome, as the participants realized the potential of the platform when used for literary and educational discussions.

In addition to the above, the limitations of the research also include the restricted sample of participants, which may not reflect the diversity of opinions and experiences of using TikTok in educational contexts. Another relevant limitation concerns the fact that the research was carried out in a specific postgraduate context, which limits the generalization of the results to other age groups or educational levels. During data collection, challenges were faced such as the reduced response time of the participants to the questionnaire and the initial resistance of some students to the proposal of linking pedagogical practices to digital platforms. The lack of a longer follow-up and a larger number

of participants also restricts the ability to assess the impact of the use of TikTok on teaching practices.

Regarding the TikTok application, most participants recognized it as a social network of short videos, predominantly aimed at the young public. Although none of the participants were familiar with BookTok, the general perception was positive regarding the potential of digital reading communities to enrich the teaching and learning processes. In addition, the students expressed that, when creating audiovisual material for pedagogical purposes, they would prioritize collaborative work and the development of critical thinking.

A critical reflection on the limitations and possible contributions of the use of BookTok as a pedagogical tool reveals that, although the platform offers an innovative space to promote reading and educational discussions, its implementation requires overcoming significant challenges. For BookTok to be effectively integrated into teaching practices, educators must develop digital skills that allow them to use technologies in a contextualized, critical, creative, and aligned way with teaching objectives. In this sense, the teacher training process becomes crucial, as it is not just about training them in the use of digital tools, but also about preparing them to integrate them meaningfully into the teaching and learning process.

The BookTok teaching approach described above exemplifies how the platform can be a valuable resource, stimulating dialogue, reflection, and engagement with literary and contemporary issues. However, the success of this type of proposal depends on flexible and comprehensive educational processes, which do not visualize an audiovisual product as the final objective of this path, but which are interested in the reconnection of knowledge, in learning organically related to daily life, with the interests of educational communities, enabling a broad and integrated vision of knowledge, an innovative perspective that contemplates in other scenarios the possibility of dialoguing about books, creative processes, and the complexity of contemporary sociocultural transformations.

Future studies can explore and expand these reflections, thus deepening the issues related to cultural resistance to the use of digital platforms in teaching, the adaptation of digital technologies in teacher training, considering the contemporary challenges and demands of education. Although digital communities, such as BookTok, can broaden the scope and depth of literary discussions, their implementation in pedagogical practice requires overcoming stigmas and cultural resistance to technology.

Additionally, it is necessary to investigate in greater depth the impacts of these training

experiences on teaching performance, especially in the context of Distance Education (DE), where technologies assume a central role in didactic interactions, requiring, as Lima (2023) highlights, a critical, dialogical, and socially referenced approach, capable of fostering more inclusive, contextualized, and transformative pedagogical practices.

Based on the above, it was possible to conceive the viability of a teaching and learning process that seeks to reconnect knowledge through the creation and strengthening of reading communities, where each participant acts actively in the construction of meanings, adopting a protagonist stance in a creative process that integrates devices and knowledge critically and consciously of sociocultural transformations. Instead of a technocentric imposition, technology acts as a support for the development of pedagogical practice, promoting the consolidation of a media and critical culture. This opens space for reflection on training processes that are flexible, multidimensional, and multi-referential, aligned with the challenges and demands of contemporary education.

CONSIDERATIONS

Complex and transdisciplinary didactics should not be seen as a definitive solution to school problems, but rather as a proposal that challenges the tendency to fragment knowledge into isolated and poorly interactive parts. It aims to reconnect knowledge and practices to foster and promote new knowledge within a multidimensional and multi-referential circuit (Hessel; Morin, 2012). From this complex and transdisciplinary perspective, it seeks to transform the educational approach into an integrated and dynamic process, where knowledge is understood in its interactions and interdependencies, reflecting the complexity of the real world and contemporary educational experiences (Suanno, 2022).

In light of the above, this didactic proposal is not presented as a definitive solution to the challenges of reading in schools. Instead, it is configured as a potential path for pedagogical work that integrates technological elements into reading practices, favoring the formation of reading communities. This model is not aligned with pedagogical reductionism, but embraces flexible and comprehensive training processes. The uncertainty associated with this approach, which is inserted in a technological scenario often marked by the "obstinacy and disinterest of teachers", opens space to explore the organic nature of transdisciplinarity. In this context, the concepts of resistance and the constant reconstructions and resignifications of school challenges are approached from a new perspective, promoting a richer and more adapted integration to contemporary complexities.

Disregarding the idea that complex thought can serve as a magic formula for pedagogical success, we adopt a teaching and learning process that crosses multiple dimensions: biological, individual, and social of the subjects (Morin, 2000). Instead of promoting an isolated dialogue between scientific knowledge and humanistic culture, we seek to create a scenario in which the fragmentation of knowledge is replaced by connections between different areas of knowledge, practices, and tools for the construction of knowledge.

This approach seeks to explore new alternatives of meaning, opening paths for analysis and discussion, in which BookTok is proposed as a didactic element for the promotion and mediation of reading in school practices. However, it is recognized that the adoption of this platform demands more in-depth investigations into its limits and possibilities in the educational context, especially concerning teacher training for the critical and contextualized use of social media as a pedagogical resource.

When reflecting on the development of didactic activities, it is possible to identify a series of unforeseen situations during the conception and planning phase. However, these situations should be seen as opportunities derived from the unknown and the unexpected, representing challenges imposed by uncertainty and emerging contradictions. In this sense, the importance of a media literacy process becomes evident.

Such a process should allow participants not only to recognize and use the tools for building audiovisual content that support the BookTok community, but also to evaluate the credibility of information sources, adopt a critical stance towards the flow of information on the web, and implement creative processes around reading. In addition, it is essential to promote critical thinking and expand the learning experience to a horizon of meaning that dialogues with the interests and needs of the educational community, both in local and global contexts. For this, it is essential that training policies contemplate teacher mediation as a structuring axis of these experiences and consider the practical, technical, and institutional limitations observed in specific contexts.

In addition to the points mentioned, the time limitation emerged as a significant factor that impacted the participation of students in the proposed activities. The demands related to the end of the semester, together with various academic, professional, and family commitments, restricted the participation and development of group activities. Most of the videos were produced individually, which reduced the opportunities for networked interactions around the audiovisual material of the BookTok account and the creation of other products that could have broadened the transdisciplinary

dialogue on the theme of bullying.

As a result, it was not possible to record reflections on the experience of teamwork, the meaning of becoming a prosumer of reading materials, and the exchange of impressions on the work carried out by colleagues. These methodological limitations, especially those related to time and the dynamics of student engagement, indicate the need to delineate future strategies that favor a better articulation between school time, pedagogical planning, and collaborative practices.

From an aesthetic perspective, we highlight the creative process of the students in the elaboration of the scripts for their media interventions, the innovative use of tools in the conception of the videos, and the enthusiasm shown for the selected reading material. The videos not only explored different approaches to the reading processes, but also broadened the dialogue to include school, social, and global issues, reflecting a complex process loaded with multiple meanings and interpretations.

Beyond the findings presented here, this investigation raises new questions that deserve to be deepened in future studies. It is therefore recommended to carry out research that: (1) analyzes the effectiveness of pedagogical practices that integrate popular digital platforms, such as BookTok, in stimulating reading at different stages of schooling; (2) investigates the institutional, training, and epistemological conditions necessary for the development of critical digital skills by teachers, so that they can guide the reflective and contextualized pedagogical use of emerging technologies; (3) examines the impact of collaborative dynamics in digital environments on the constitution of learning communities, especially with regard to the production, circulation, and appropriation of school media content; (4) explores teacher resistance to technological innovations, considering their cultural and institutional foundations, as well as the possibilities of resignifying these postures in the light of a transdisciplinary training approach; and (5) deepens the role of digital platforms in Distance Education (DE), considering the specific challenges of didactic mediation in this format and the need for a critical and dialogical approach.

The reflection and suggestions for investigation presented here are configured with the purpose of integrating pedagogical proposals that promote significant and transformative training paths. In this sense, the relevance of investigating and expanding scenarios of critical dialogue on the use of digital technologies in the educational environment is highlighted, valuing teacher autonomy in the selection and implementation of technological tools, as well as encouraging commitment to transdisciplinary approaches. Such a perspective should stimulate pedagogical creativity in the face of the challenges

of a world marked by complexity, inequality, and diversity (Suanno; Cardoso, 2013).

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