

Digital Entrepreneurship: an experience in the life project

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ABSTRACT – Digital Entrepreneurship: an experience in the life project. The objective of this article is to present a group work methodology developed in classes of the Life Project curricular component, focusing on digital entrepreneurship content, through video production. It is based on the guidelines of the National Common Curricular Base - BNCC (2018) and on the theoretical contributions of Costa (2006), Pichon-Rivière (2005) and Barbosa (2009 and 2016). The results show that the implemented methodology placed students as protagonists in the learning process, fulfilling the objectives indicated by the BNCC, promoting teaching connected to the students' reality.

Keywords: Life Project. Digital Entrepreneurship. Protagonism. Student. Learning.

RESUMO – Empreendedorismo Digital: uma experiência no projeto de vida. O objetivo do artigo é apresentar uma metodologia de trabalho em grupos desenvolvida nas aulas do componente curricular Projeto de Vida, com foco no conteúdo de empreendedorismo digital, por meio da produção de vídeos. Fundamenta-se nas diretrizes da Base Nacional Comum Curricular - BNCC (2018) e nas contribuições teóricas de Costa (2006), Pichon-Rivière (2005) e Barbosa (2009 e 2016). Os resultados evidenciam que a metodologia implementada colocou os estudantes como protagonistas no processo de aprendizagem, cumprindo com os objetivos apontados pela BNCC, promovendo um ensino conectado à realidade dos estudantes.

Palavras-chave: Projeto de Vida. Empreendedorismo Digital. Protagonismo. Estudante. Aprendizagem.

Introduction

The Life Project Curricular Unit is included in the BNCC - Base Nacional Comum Curricular (Brazil, 2018) as a pedagogical strategy aimed at developing youth protagonism and authorship in the learning process of high school students. This curricular unit plays a central role in the organization of school practices, as it aims to foster the personal and social development of students through the construction of knowledge, values, and representations that support their choices throughout their life trajectory. For this purpose to be achieved, it is essential that the Life Project be implemented using methodologies that enable students to be effectively involved in the construction of knowledge.

The Life Project represents a significant advance in Brazilian education, being the result of a long process of theoretical and legal construction that began in the Federal Constitution of 1988 and was consolidated through Law No. 9,394/96, which establishes the Guidelines and Bases of National Education. Since the 1990s, there has been a growing recognition of the need to prepare students for the challenges of the contemporary world, considering not only academic training, but also the integral formation of students.

The idea that education should promote the complete development of the person and their ability to exercise citizenship is explained in Article 205 of the Federal Constitution and reinforced by Article 2 of the LDB - Lei de Diretrizes e Bases da Educação Nacional (Brazil, 1996), which highlights the importance of an education that integrates cognitive, personal, professional and social aspects. Laws that brought a new curricular perspective by defining a more flexible and adaptable organization, allowing students to choose their paths and develop their Life Projects. Resolution No. 3 of November 21, 2018, which updates the DCNEM - Diretrizes Curriculares Nacionais para o Ensino Médio (Brazil, 2018), emphasizes the relevance of the Life Project as a strategy for reflection and self-evaluation on the personal, civic and professional trajectories of students.

The BNCC came to highlight the importance of the Life Project, presenting it as a central axis in the New High School, where students are encouraged to develop autonomy, responsibility and a sense of purpose in their choices. The Life Project must represent the goals and aspirations that students establish and redefine throughout their school career, with the classroom being the space where they have the opportunity to experience meaningful interactions, in a mediated and intentional way, allowing them to find paths for their present and future growth.

Therefore, the objective of this article is to present the development of a Life Project content, carried out with a second year of High School, in a State School in Paraná. The *digital entrepreneurship* content was worked on with this series considering the possibilities of acting in the world of work. The students were asked to produce a video demonstrating one of the types of digital entrepreneurship, including

e-commerce, blogs or websites, infoproducts, applications, games and digital influencers.

To analyze the group work methodology applied to the creation of videos, the contributions of Pichon-Rivière (2005) and Barbosa (2009 and 2016) were adopted as a theoretical framework.

The text of this study was structured to present the Life Project Curricular Unit, group work, digital entrepreneurship, the adopted methodology, the analysis of results and discussion, ending with the final considerations.

The Life Project Curricular Unit

The Life Project Curricular Unit had a long road to be conceived, it covered the Federal Constitution of 1988, Law No. 9,394/96 (LDB - Lei de Diretrizes e Bases da Educação Nacional), the BNCC - Base Nacional Comum Curricular and the DCN - Diretrizes Curriculares Nacionais.

The guidelines that underpin the Life Project proposal are already present in Article 205 of the 1988 Federal Constitution, which states that “education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work” (Brazil, 1988).

Article 2 of the LDB (1996) proposes that “education, (...) has as its purpose the full development of the student” (Brazil, 1996). On this path,

Law No. 13,415/2017, which amended the LDB - Lei de Diretrizes e Bases da Educação Nacional, defined a new, more flexible curricular organization, so that it can contemplate the offering of different possibilities of choices to students and the development of their life projects. This perspective, the DCNEM - Diretrizes Curriculares Nacionais para o Ensino Médio - Resolution No. 3, of November 21, 2018 (Brazil, 2018a) highlight in Article 5 the importance of the Life Project as a strategy for reflecting on the personal, civic and professional trajectory of students. This route, which also has legal support, resulted in the indications of BNCC - Base Nacional Comum Curricular on the importance of the Life Project in the context of the New High School (Paraná, 2023, p. 7 e 8).

The New High School Life Project aims to develop students' autonomy, enabling them to make informed decisions about their future and promoting responsibility in their personal and professional choices. It acts as an articulating axis of the curriculum, integrating the Formação Geral Básica (FGB) and the Itinerários Formativos (IF), allowing students to connect their interests and experiences to learning. It aims to strengthen youth leadership by encouraging young people to get involved in solving real problems and becoming agents of change in their communities. (Paraná, 2023). Youth protagonism understood as “a modality of action, creation of spaces and conditions capable of enabling young people to engage in activities aimed at solving real

problems, acting as a source of initiative, freedom and commitment” (Costa, 2006, p. 179).

The Life Project seeks to offer a space for students to reflect on their personal, civic and professional trajectories, helping them to give meaning to their lives and to plan for the future, for the challenges of contemporary society, taking into account their interests and abilities. These objectives are fundamental for the integral development of students, preparing them for the challenges they will encounter throughout their lives (Paraná, 2023).

In Competence 6 of the BNCC (Brazil, 2018b) – “Participate in public debate critically, respecting different positions and making choices aligned with the exercise of citizenship and your life project, with freedom, autonomy, critical awareness and responsibility”, It is established that the construction of citizenship is a continuous and dynamic process that requires the participation of all to guarantee rights and fulfill duties established by constitutional principles and human rights. In order for students to understand the importance of their role and become responsible and critical citizens, this specific competency seeks to help them recognize the role of politics in public life. Students are encouraged to discuss the nature and functions of the State, as well as the role of different subjects and organizations in society, and to analyze political experiences in light of fundamental concepts (Brasil, 2018a).

In developing this competence, politics will be presented as a tool that enables the expression and debate of ideas, promoting respect for different points of view in a society. Students are expected to understand that public debate, based on respect for freedom, autonomy and critical awareness, guides their choices, strengthens the exercise of citizenship and values different life project.

The BNCC (Brasil, 2018b) it is established that the progression of learning Ensino Fundamental for the high school and that the specific competencies and skills outlined for high school are fundamental for the development of the general competencies of Educação Básica¹. They are linked to the essential learning established for the Ensino Fundamental, with the aim of consolidating, deepening, and expanding the comprehensive education of students. In this context, the Life Project Curricular Unit stands out as a central axis, promoting reflection and personal and professional planning among students. This articulation not only meets the purposes of this stage, but also helps students build and realize their life projects, in alignment with the principles of justice, ethics and citizenship (Brasil, 2018a).

We have in the document *Guia para docentes de Projeto de Vida* (Guide for Life Project Teachers) that Life Project classes enable the development of welcoming as a pedagogical practice, strengthening relationships based on presence, trust and acceptance. Daily school experience favors the identification of attitudes that contribute to the integral development of students, articulating personal, social, professional and socio-emotional aspects (Paraná, 2023). And that,

This welcoming approach strengthens the relationship between students, teachers, and the school as a whole, focusing on enhancing students' life projects. It is the attentive look with moments of celebration of achievements for some result reached, of agreements and construction of a contract of coexistence of the class and also of collective reflection on episodes that require attention from everyone. An example of an activity that can be carried out with students is the emotion meter to record feelings when students arrive and leave the Life Project class (Paraná, 2023, p. 11).

This same document also presents us with 4 Pillars of Education (Delors et al., 1996) for the development of the Life Project: learning to know, learning to do, learning to live together and learning to be. Learning to know “is about understanding and mastering knowledge tools, going beyond the mere absorption of a broad set of knowledge” (Paraná, 2023, p.9). Learning to do “means being able to deal with life situations (...) It is a dimension of practical application of knowledge related to solving everyday life problems, in which the student is an agent of transformation of his or her reality” (Paraná, 2023, p.9). Learning to live together “brings the need to strengthen the interpersonal dimension and also social coexistence” (Paraná, 2023, p. 10). Learning to be “is to stimulate the development of each individual's potential and consequently youth protagonism” (Paraná, 2023, p. 10).

Therefore, providing students with opportunities to interact and create something real in their daily lives not only promotes development in various dimensions, but also reinforces the idea that they are protagonists of their own learning process. By being encouraged to actively participate, students develop essential skills in both the cognitive and socio-emotional spheres. When inserted into contexts of collaboration and exchange of experiences, they not only expand their knowledge repertoire, but also become more critical, autonomous and responsible for their education. Interaction promotes a dynamic environment where students, by dialoguing, questioning, and building together with others, have the opportunity to reframe the content and integrate it meaningfully into their experiences. This process, which goes beyond the simple transmission of information, places the student as an active agent, stimulating their curiosity, creativity and ability to reflect. In this way, by taking the lead in their learning, they become more capable of integrating their personal, social and professional dimensions, establishing connections that enrich not only their academic knowledge, but also their integral development as a human being.

Group Work

To develop the video production activity, the students were divided into groups (an aspect that will be discussed in more detail in the Methodology section of this article), which increases the chances of creating new knowledge, integrating ideas and questioning themselves and others.

The concept of group learning developed by Enrique Pichon-Rivière (2005) originated in his clinical practice, when he began to understand the determining role of the family group in the subjective structuring of his patients. His psychiatric practice was strongly influenced by psychoanalysis and social psychology. For Pichon-Rivière (2005), professional training should enable individuals to transform themselves, others, and the context in which they find themselves. He believes that learning is intrinsically linked to change, requiring a dialectical relationship between subject and object, and rejects unilateral, stereotypical and crystallized views.

The operative group technique, developed by Pichon-Rivière (2005), involves working with groups with the aim of facilitating the learning process for participants. Learning in a group involves a critical analysis of reality, an investigative stance, and a willingness to explore doubts and new concerns. "Operational research can provide a solid basis for decision-making, which considerably increases effectiveness" (Pichon-Rivière, 2005, p. 127).

Group work is a fundamental practice that is based on several central principles and concepts, such as the dialectical process, where interactions between group members are permeated by contradictions. The analysis of these contradictions is essential for the development of the group and for the learning of the individuals involved. "Learning to think should not be governed by exclusions, but by situations of dialectical complementarity (synthesis)" (Pichon-Rivière, 2005, p. 129).

Another concept developed by Pichon-Rivière (2005) is the "task," which can be explicit or implicit. The explicit task refers to the way the group organizes itself (through learning, diagnosis, or treatment), and the implicit task refers to the way each member experiences and interacts within the group (Pichon-Rivière, 2005). This duality allows participants to reflect on their experiences and the group's functioning. "We can say that learning follows the path of communication and vice versa" (Pichon-Rivière, 2005, p. 132).

Regarding interaction and learning, Pichon-Rivière (2005) believes that learning occurs through interaction with others.

We must basically identify the act of teaching and learning as the act of inquiring, investigating or investigating, and characterize the 'teaching and learning' unit as a continuous and dialectical spiral learning experience, in which, in a climate of full interaction, they discover, or rediscover, learning and 'teach themselves' (Pichon-Rivière, 2005, p. 133).

In this context, the group becomes a space where individuals can question, integrate knowledge and develop a critical reading of reality.

In group work we have the role of the coordinator, "whose purpose is to obtain, within the group, communication that remains active, that is, creative" (Pichon-Rivière, 2005, p. 112), who must guide the group towards the common task and to understand the emerging dynamics.

Therefore, Pichon-Rivière (2005) says that group work is not limited to the execution of specific tasks; it also creates an environment of learning and transformation, both personal and collective. "Its method consists, among other things, of observing the common elements of certain types of problems and analyzing possible solutions; in cases where new means are not introduced, it seeks to optimize those already existing" (Pichon-Rivière, 2005, p. 127).

Barbosa (2009), based on Pichon-Rivière (2005), addresses the foundations of the group, emphasizing the importance of the dynamics between horizontality and verticality in interpersonal relationships. She argues that horizontality promotes greater participation and equality among members, while verticality can indicate hierarchies that, although necessary in some contexts, can limit collaboration. (Barbosa, 2009).

Furthermore, the author highlights complementarity and complementarity, emphasizing that differences between members can enrich the group, as long as there is recognition of the importance of each contribution. Homogeneity can facilitate cohesion, but heterogeneity brings diversity, which is essential for innovation and creative problem-solving. In other words, the group can become homogeneous despite its diversity, and it becomes homogeneous when it gets to work (Barbosa, 2016).

Group work in school is a pedagogical practice that promotes interaction among students, allowing them to learn from each other and develop social and emotional skills. This approach is important for several reasons. Firstly, relationship building is encouraged, as students get to know each other better by sharing preferences and personal stories, strengthening interpersonal relationships and self-esteem.

Barbosa (2009) states that group work also teaches rules of coexistence, such as listening, speaking and contributing ideas, which are essential both at school and in life. These aspects demonstrate that group work enriches not only learning, but also the personal and social development of students, preparing them for community life (Barbosa, 2009).

Pichon-Rivière (2005) and Barbosa (2009 and 2016) present complementary views on group work. Pichon-Rivière (2005) emphasizes task-oriented group functionality with defined roles, while Barbosa (2009 and 2016) proposes a relational and participatory approach that prioritizes diversity and collective construction.

In this context, the aforementioned theoretical foundations are essential for understanding group dynamics, as they allow us to identify how interactions and internal structures influence collaboration and collective development. The proposal to create a video on the theme of digital entrepreneurship, therefore, is directly linked to the discussions of Pichon-Rivière (2005) and Barbosa (2009, 2016) on the functioning and importance of groups, with the contributions of Costa (2006) on youth protagonism, as well as with the objectives of the Life

Project curricular component, as established by the BNCC, which advocates the student as an active subject and protagonist of their learning process.

Digital Entrepreneurship and Life Project

Digital entrepreneurship emerges as a powerful tool in the educational context. This approach encourages young people to explore their passions and interests through digital platforms, developing essential skills such as creativity, innovation, and critical thinking. By integrating digital entrepreneurship into the Life Project, students are invited to reflect on their goals and aspirations, aligning their personal projects with real market opportunities, which gives them a sense of purpose and direction.

From this perspective, students are not mere recipients of knowledge, but rather active agents in their own development. By creating and managing online businesses, they learn to make decisions and deal with challenges, which strengthens their confidence and autonomy. The Life Project provides a space for students to set clear goals and develop an action plan to achieve them, transforming dreams into tangible realities. This practical experience not only enriches their academic education but also prepares them for the dynamic and ever-evolving world of digital entrepreneurship.

By linking digital entrepreneurship to the Life Project Curricular Unit, schools not only prepare students for a digital future, but also cultivate an entrepreneurial mindset that values initiative and innovation. They become protagonists of their own stories, capable of identifying opportunities, creating solutions, and positively impacting their communities. In this way, they build their learning process, as students not only seek their own success but also contribute to a more dynamic and collaborative social environment, developing skills that are fundamental for the 21st century.

Working dynamically with digital entrepreneurship content allows students to stay connected with the constant advances in communication and technology in today's world. By exploring real-world case studies and online business simulations, students are encouraged to understand emerging trends and apply their knowledge in innovative ways. This methodology not only facilitates learning but also prepares students for the challenges and opportunities of the digital market, making them more capable of entrepreneurship and adapting to the rapid changes in the technological landscape. We have in the BNCC that,

This constant transformation caused by technologies, as well as its impact on the way people communicate, directly impacts the functioning of society and, therefore, the world of work. The dynamism and fluidity of social relations – whether interpersonal or global – have an impact on the development of new generations. We need to provide young people with the necessary skills to function in a constantly changing society, preparing them for professions that don't yet exist, to use technologies that haven't yet been invented, and to solve problems we don't yet understand.

Certainly, a large proportion of future professions will involve, directly or indirectly, computing and digital technologies (Brazil, 2018b, p. 473).

In this context, when the Life Project is implemented in classrooms based on a methodology that encourages students to build their knowledge through doing, thinking, experimenting, and testing practices, the development of autonomy, critical reflection, and decision-making skills is promoted.

Methodology

Digital entrepreneurship was initially discussed in the expository and dialogued class, where we explored the concept of entrepreneurship in the digital environment, highlighting the main differences in relation to the traditional model. Below, we present examples of successful businesses using the internet as their primary medium, including e-commerce, blogs, websites, information products, apps, games, and digital influencers. We use audiovisual resources, such as short videos, infographics, and case studies, to illustrate current digital business models, including content marketing and online monetization. An interactive dialogue was developed, where a discussion was stimulated about the opportunities and challenges of digital entrepreneurship, encouraging students to share their opinions and experiences.

During the class, students were asked to create a video showcasing an example of digital entrepreneurship. To complete the activity, students formed groups of up to six members. The groups were formed freely, allowing students to organize themselves according to their interests. As a result, eight groups were formed, comprising a total of 35 students in the class.

We provided two class periods for the project creation period. In three class periods, students recorded the videos on school premises, and in two class periods, the videos were presented, which we invited the ninth-grade students to watch.

When the class was divided into groups, each person was responsible for exploring a specific type of digital entrepreneurship.

During the project planning process, each group developed a detailed video script over two class periods, defining the objective, target audience, and key points to be addressed. Students were encouraged to research practical examples and relevant data that could enrich their content.

During the video production stage, in three classes, recordings were made on school premises, using available resources such as cameras, microphones and editing software. Each group was suggested to have a more experienced member, who would provide technical support during recordings and would also be responsible for editing the video, who was called a coordinator.

The video presentations were organized over two classes, with the participation of the ninth-grade classes, which provided an enriching environment for the exchange of ideas and constructive feedback.

To evaluate the work, rubrics were used with previously established criteria that were known to the students. The main aspects considered were: creativity in approaching the topic – 2 points, clarity of the information presented – 2 points, technical quality of the production (such as audio, image and editing) – 2 points, and the level of engagement and collaboration of the group throughout the process – 4 points.

After the presentations, in a subsequent class, a discussion circle was held where students shared their experiences and learning during the process, consolidating the knowledge acquired and developing critical and self-evaluation skills.

Results and Discussion

The data analysis and discussion of the results focus on the experience developed with a second-year high school class, in the Life Project curricular component, on digital entrepreneurship. As an element of comparison, the experience of a second year of evening classes was also considered, although this class is not part of the formal research sample, its experience was observed in a complementary way, only for the purpose of pedagogical comparison. Unlike the group studied, which developed videos on digital entrepreneurship, the night class carried out activities based on descriptive and essay questions.

It was observed that the level of participation and engagement among the nighttime class was considerably lower. The lack of a practical and interactive approach resulted in less interest and in-depth understanding of the content.

In this context, we will analyze and discuss the research group's productions, highlighting those related to digital influencers and digital game creators. In videos about digital influencers, we see the impact these professionals have on society through their marketing strategies. Their goals are to inform, entertain, and inspire. The groups researched and collected relevant information on the chosen topic, demonstrating in videos examples of influencers who stand out in the field, their strategies and impacts on the digital environment.

The videos came in a variety of formats, including interviews, documentaries, tutorials, and the daily routines of digital influencers. The students assembled a production team, including a director, screenwriter, cameraman, editor, and producer.

It was observed that the application of this methodology favored a critical reflection on the part of the students about the influence exerted by these professionals on high school students, who demonstrate an interest in productions that are attractive and aligned with their daily experiences. This result is corroborated by the evaluation data, since 75% of the groups achieved the maximum score in the rubrics used.

The students who chose the *gaming* theme dedicated themselves to in-depth research. They sought information about the gaming industry, analyzed data on the job market, required skills, and the chal-

lenges game creators face, and identified success stories of professionals in the field. To enrich the content, the students used excerpts from interviews, images of the game development process, and animations they researched with game creators, demonstrating their experiences and advice. They sought to inform and inspire themselves and other young people to consider this career path.

The recordings took place in the school's own facilities. To do this, students brought objects that would be used during classes and organized themselves to prepare the necessary equipment, such as cameras, microphones, and lighting.

In all groups, students chose members to take on different roles, such as scriptwriters, camera operators, and editors, fostering teamwork and collaboration. For recording, they selected locations such as the classroom and other spaces at the school, ensuring that the environment reflected the video's theme.

During editing, the students assembled the video, organizing the recordings according to the script. They also added visual elements, such as graphics and soundtracks, to keep the audience engaged, thus reaching the ninth graders in Ensino Fundamental. Reviewing the material was an important step, where students gathered to watch the video and discuss possible improvements, ensuring that the message was clear and impactful.

Finally, the students chose publishing platforms such as YouTube and social media. By bringing this reality into the mainstream, the students not only learned about the job market but also developed practical audiovisual production and teamwork skills, broadening their perspectives on digital entrepreneurship.

Our analysis of the productions produced by students in the Life Project on digital entrepreneurship, which emphasized digital influencers and the job market for game creators, which were the most produced, reveals the relevance of the methodology applied. By exploring the influence of content creators and the dynamics of digital entrepreneurship, students not only became familiar with the contemporary landscape but also took a leading role in their learning, acquiring practical skills that will be valuable in their future career paths.

The variety of formats used in the videos, from interviews to documentaries, demonstrates the students' creativity and adaptability. This variety allowed them to explore different narratives, engaging both their classmates and ninth-grade students. The choice of recording locations within the school, together with the use of available equipment, emphasizes innovation and the intelligent use of resources that characterize the learning process.

Furthermore, the emphasis on research and collaborative group work provided a rich educational experience, where students became protagonists in collecting and analyzing information about the job market and researching professionals in the field. This protagonism not only enriched their videos, but also helped them develop a critical understanding of the opportunities in digital entrepreneurship.

Of the eight groups formed, only two did not provide clear information regarding the chosen example of digital entrepreneurship, losing 2 points in this section. One of the groups addressed the topic of digital games, but was unable to adequately explain how this proposal would be configured as an entrepreneurial initiative. The other group dealt with digital influencers, but was unable to clearly demonstrate what would characterize this activity as a form of entrepreneurship.

To illustrate these results, below are the testimonies of two of the six groups that achieved the maximum score in the assessment, followed by the reports of the two groups that did not achieve the total number of points. These testimonies were recorded during the conversation circle held after the presentation of the videos to the ninth graders, a space in which students were able to share their experiences and learning throughout the process.

Group 2: We enjoyed creating something that resonated with our own reality. The activity allowed us to connect school content with situations we experience outside of school.

Group 5: It was a challenge to create something attractive, it encouraged us to work as a group, we were excited to create the video about what we see on social media and from the influencers we follow.

Group 1: We chose to talk about digital games, but during the presentation, we realized we weren't able to clearly explain how this field relates to entrepreneurship. We needed to better organize our ideas and find clearer examples, because knowing how to play isn't enough.

Group 6: We believed that the topic of digital influencers was easy to explain, but during the activity we realized that we were unable to clearly demonstrate what makes this activity an example of entrepreneurship.

We noticed in the testimonies of the last two groups that the situations they experienced demonstrated the importance of deepening research and better organizing ideas to establish clearer connections between the proposed theme and the practice of digital entrepreneurship.

The adopted methodology had a positive impact. Considering that only two of the eight groups did not fully meet the criteria established in the evaluation rubric, 75% of the groups achieved the proposed objective.

In addition to the technical and conceptual quality of the videos produced, the students' involvement stood out, evident in the way they acquired the knowledge and demonstrated an interest in delving deeper into the field of digital entrepreneurship. The experience provided reflections on the multiple possibilities of this constantly transforming market, leading them to recognize the importance of being continually informed and prepared to deal with changes. In this context, the Life Project classes, combined with the adopted methodology, broadened students' perspectives on the future, reaffirming the fundamental role of this curricular unit in developing critical individuals capable of facing the challenges of the contemporary digital landscape.

Final Considerations

The experience developed with a second-year high school class highlighted student protagonism as one of the main results of the adopted methodology. Students demonstrated understanding of the different types of digital entrepreneurship, such as e-commerce, blogs, websites, information products, apps, games, and digital influencers.

During the video production and presentation stages, followed by a discussion group, the students themselves reflected on the methodology applied and pointed out that the content worked on is connected to their daily lives, reflecting the reality of young people who constantly interact with the possibilities offered by digital technologies.

The video-based teaching strategy allowed students to reflect on the challenges posed by the contemporary digital landscape, such as platform instability, excessive exposure on social media, pressure for quick results, and inequalities in access to technology.

Thus, it was evident that the implemented methodology met the objectives proposed by the BNCC for the Life Project Curricular Unit, by providing learning experiences.

We consider it pertinent, as a continuation of this investigation, to carry out a comparative study between classes that work on the same content with different methodologies. Or follow-up with the class, in the next series, with a resumption of digital entrepreneurship content. Such recommendations can offer relevant support for understanding the impact of these practices on students' interests, the development of their life projects, and the qualification of pedagogical approaches adopted in the classroom.

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Note

¹ Note Translation: In Brazil, in comparison with the American model, Educação Básica refers to: Educação Infantil (Kindergarten), to anos iniciais do Ensino Fundamental (Elementary School), to Anos Finais do Ensino Fundamental (Middle School) and Ensino Médio (High School). Therefore, we translate Ensino Fundamental as Elementary and Middle Schools and we do not translate Educação Básica, keeping the use of the term in Portuguese.

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Availability of research data: the dataset supporting the results of this study is published in the article itself.

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