

# Classroom Activities

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## 1. INTRODUCTION

“Men are not formed in silence, but in word, in work, in action-reflection”<sup>1</sup>

“[...] dialogue is an existential requirement. If it is the encounter in which reflection and action of the subjects converge toward a world to be transformed and humanized, it cannot be reduced to the mere act of depositing ideas from one subject into another, nor should it become a simple exchange of ideas to be consumed by participants...”<sup>2</sup>

“Technologies are not mere transparent tools; they cannot be used indiscriminately. Ultimately, they materialize the rationality of a specific culture and a ‘global model of power organization’<sup>3</sup>

The activities presented in this edition are grounded in the themes of educommunicative dialogism and human emancipation, supported by the article “*Educommunicative dialogism in journalistic educational ecosystems*” by Antonia Alves Pereira. This discussion stems from doctoral research that integrated its theoretical and methodological framework with Freirean pedagogies, journalism pedagogy, and journalism as cultural emancipation, drawing on the work of Paulo Freire, Jesús Martín-Barbero, and Milton Campos.

In the same perspective, the article “Media literacy and the right to communication: a mapping of public actions and academic production” by Beatriz Becker, Beatriz Silva Goes, and André Pelliccione explores the idea that media literacy is an essential tool for understanding rights to information and communication. However, exercising citizenship also requires knowledge of the legislation and regulations that safeguard these rights.

We continue the reflection with the article “Digital technologies, teaching practice, and the health crisis: reflections on the work *Educomunicação no contexto*

1 FREIRE, Paulo. **Pedagogia do oprimido**. Rio de Janeiro: Paz e Terra, 1987. p. 78.

2 FREIRE, Paulo. **Pedagogia do oprimido**. 49th ed. Rio de Janeiro: Paz e Terra, 2010. p. 91.

*pandêmico,*” by Rogério Pelizzari de Andrade. The study examines topics such as the platformization of education and the influence of Big Tech companies on daily school life. It also addresses the social acceleration of time, intensified by the omnipresence of digital devices, proposing regulations to ensure ethical use of technologies.

The following topic is violence: the dark side of AI, addressed in the article “*Violência artificial: violência contra mulheres e o lado obscuro da inteligência artificial,*” by Simona Tirocchi. Specifically, the article provides a theoretical reflection on new forms of digital violence enabled by technology, focusing on the case of the Replika chatbot. According to the author, the qualitative and quantitative expansion of violence presents new challenges for media education, particularly regarding the need to design and propose preventive strategies suitable for this new context and to strengthen AI-specific literacy.

The reflection on dialogue continues with the article “Persistence, dropout, and return to youth and adult education (EJA): a study in a social school in the Vale do Sinos/RS,” by Sueli Maria Cabral, Daniela Erhart Loeblein, and Luciano Dirceu dos Santos. The study aims to analyze the main factors leading to retention, dropout, and return to Youth and Adult Education (EJA) among students attending a social school located in the Vale do Sinos (RS).

The classroom activities in this edition are organized as follows:

- Educommunicative dialogism: human emancipation;
- Media literacy and the rights to communication and information;
- Artificial violence, violence against women, and the dark side of artificial intelligence;
- Platformization of education and the influence of big tech on daily school life;
- School dropout: The EJA case.

3 MARTÍN-BARBERO, Jesus. **Dos meios às mediações:** comunicação, cultura e hegemonia. Rio de Janeiro: Editora da UFRJ, 1997. p. 256.

4 MOREIRA, Sonia Virgínia. Geografias da comunicação, uma disciplina. CONGRESSO BRASILEIRO DE CIÊNCIAS DA COMUNICAÇÃO, 40., Curitiba, 4-9 set. 2017.

5 SANTOS, Milton. O retorno do território. In: **OSAL:** Observatório Social de América Latina, ano 6, n. 16. Buenos Aires: CLACSO, 2005. p. 255-261.

## 2. FIRST ACTIVITY

### 2.1. Educommunicative dialogism: human emancipation

The article “Educommunicative dialogism in journalistic educational ecosystems,” by Antonia Alves Pereira examines how transdisciplinary immersion, educommunication, and Communication Geographies<sup>4</sup> can consolidate the formation of the journalistic formative ecosystem through the concept of educommunicative dialogism. According to the author, these concepts were developed following the identification of the placement of journalism courses within the “used territory,”<sup>5</sup> a notion referring to how hegemonic and subordinated actors utilize and interpret the geographic space differently.

This activity is designed for university professionals working with media and journalism practitioners. It follows the pedagogical sequence below:

1) Propose individual and/or group study reading of the introduction “Journalism programs as engines of educational territories” and reflection on the following concepts discussed in the article:

- Territories;
- The meaning the author attributes to “configuration of vulnerable territories”;
- The significance of the “pronouncement of the world”: “Places and the pronouncement of the world as social emancipation and collective empowerment [...]”;
- Conclusion with the Freire and Martín-Barbero citation:

According to Freire<sup>6</sup>, the condition for existence in a pronounced world emerges from the problematization of pronouncing subjects, which leads to a new form of pronouncement. As a strategic space for the intersection and interaction of communicational ecosystems, Martín-Barbero<sup>7</sup> observes the educating city through project-maps, policies, and intercultural educational projects.

- Journalism courses based on the citation:

Curriculum projects and the perspectives of course coordinators contributed to this assessment, which sought to situate daily practice within Freirean praxis, journalism pedagogy<sup>8</sup>, and journalism as social emancipation<sup>9</sup>.

- Ecosystems as cited:

Communicative ecosystem—a concept employed within the educommunication paradigm to describe the communicational environment of dialogical interaction spaces, encompassing social actors in the decentralization of voices, horizontal relationships, social dialogue, and ensuring access to technological and media resources that should be available to all for the exercise of citizenship.

- Educommunicative dialogism:

The concept of educommunicative dialogism elevates the ambiance of the formative space, defined as a sensitive experience that expands the relationships among dialogical subjects within the journalistic formative ecosystem.

2) Synthesize the opinions and then explore the themes in the article, recording what you consider most relevant for each and how each is addressed, taking into account the considerations outlined above.

- 3) Conclude with the following question:

6 FREIRE, Paulo. **Pedagogia do oprimido**. São Paulo: Paz e Terra, 2018. p. 108.

7 MARTÍN-BARBERO, Jesus. **A comunicação na educação**. São Paulo: Contexto, 2014. p. 142.

8 MEDITSCH, Eduardo; KRONBAUER, Janaíne; BEZERRA, Juliana Freire. (org.). **Pedagogia do jornalismo: desafios, experiências e inovações**. Florianópolis: Insular, 2020.

9 OLIVEIRA, Dennis de. **Jornalismo e emancipação: uma prática jornalística baseada em Paulo Freire**. Curitiba: Appris, 2017.

- What is your opinion on the author’s assertion: “The concepts of the journalistic formative ecosystem and educommunicative dialogism are fundamental for journalistic training”?

4) The article begins with a discussion of pedagogical-communicational practices interacting with Freirean, emergent, and journalism pedagogies, aligned with the dialogical-citizenship dimension.

It then addresses the educommunicative indicators of the formative trajectory within a sociocultural context. Subsequently, it explores educommunicative itineraries and knowledge pathways as dialogical and civic processes aimed at strengthening formative spaces. Finally, it presents a rationale for the choice of the term *itinerary*.

For each theme, select the author’s argument that you consider most important to support her thesis. Some examples are presented below; record your opinion:

- On pedagogical-communicational practices:

Education as a practice of freedom<sup>10</sup> was present in Marques de Melo’s didactic-pedagogical actions, serving as revolutionary practice and resistance to the military dictatorship and the imposition of the Minimum Curriculum on Social Communication courses, as well as in her practice as communication pedagogy.

- On educommunicative and Freirean indicators;
- Analyze figure 2: Educommunicative itineraries for formative spaces;
- On the cartography of educommunicative indicators:

The contribution of an educommunicator—that is, a mediator with educommunicative competencies—is fundamental in the journalistic formative ecosystem, helping to create opportunities for dialogue, even when only gaps or openings for listening and engagement are present.

On the purpose of educommunicative itineraries:

The term *itinerary* denotes a path to be followed in a formative trajectory, structured with didactic, methodological, and educommunicative elements to render the curriculum flexible, interdisciplinary, and open.

5) In the final considerations, which the author presents as unfinished, provide your opinion on the following highlights:

- Through the application of educational itineraries, uncertainties may be permeated by a sense of hope, offering a horizon for a dialogical-citizenship experience as an expression of the pronouncement of the world;

10 FREIRE, Paulo. **Educação como prática da liberdade**. São Paulo: Paz e Terra, 2019.

- Emancipatory journalism materializes without the fear of transgressing what has conventionally been called “journalistic neutrality,” allowing for the assumption of multiple perspectives to strengthen the initial stance with an ethical and authentic commitment.

### 3. SECOND ACTIVITY

#### ***3.1. Media literacy and the rights to communication and information***

From the perspective of educommunicator training, the article “Media literacy and the right to communication: a mapping of public actions and academic production,” by Beatriz Becker, Beatriz Silva Goes, and André Pelliccione, explores the idea that media literacy is an essential instrument for understanding the rights to information and communication. However, exercising citizenship also requires knowledge of the legislation and regulations that guarantee these rights.

This activity is targeted at media professionals, basic education teachers, and students. A suggested study plan is presented:

1) Individual or group reading of the article’s introduction, recording the terms considered relevant.

- Some examples are provided; add others based on your reading:
- Fake news on platforms and social networks;
- News literacy;
- Informational ecosystem;
- Media environment;
- Digital literacy.

2) Synthesize the remaining terms selected by the group.

3) Next, research each term online using AI tools, noting the references. Recommended platforms include Gemini and Perplexity. Attention: ensure that each query is clearly formulated.

4) After reading the next section, “rights to communication and information: reference documents in Brazil and abroad,” identify the main documents presented in the study.

5) In the section “Exploratory Mapping,” analyze the tables cited in the article, selecting at least one article from each table for group reading and discussion:

- Table 1: Mapping of articles on media *Letramento Midiático* in national journals, strata A1–A4 (Qualis 2017–2020);
- Table 2: Mapping of articles on media *Alfabetização Midiática* in national journals, strata A1–A4 (Qualis 2017–2020);
- Table 3: Mapping of articles on News Literacy published in national journals, strata A1–A4 (Qualis 2017–2020);
- Table 4: Mapping of articles on the *Direito à Comunicação* published in national journals, strata A1–A4 (Qualis 2017–2020);
- Table 5: Mapping of articles on the *Direito à Informação* published in national journals, strata A1–A4 (Qualis 2017–2020).

#### 6) Considerations:

In their final considerations, the authors indicate that the exploratory mapping revealed a higher concentration of academic production over the last three years on media literacy, media education, news literacy, the right to communication, and the right to information in 2023.

They further note that, although much work remains to be done and human rights remain fragile, these rights also constitute a horizon, established as the principal language for defending human dignity today and as a necessary form of resistance for the humanization of the neoliberal capitalist system<sup>11</sup>.

Reflecting on the article you selected in item 5 for reading from each table, do you agree with the authors? Cite at least one supporting argument.

## 4. THIRD ACTIVITY

### 4.1. Artificial violence, violence against women, and the dark side of artificial intelligence

The development of digital technologies has complicated the debate around defining “gender-based violence” or violence against women. *Violence and the dark side of AI*, addressed in the article “*Violência artificial: violência contra mulheres e o lado obscuro da inteligência artificial*,” by Simona Tirocchi, proposes a theoretical reflection on new forms of digital violence enabled by technology, with a focus on the case of the Replika chatbot.

This activity is aimed at social media professionals, teachers, and social communicators.

#### 1) The reading is organized around the following topics:

- The need to strengthen specific AI literacy, given the qualitative and quantitative expansion of violence, with the aim of enhancing prevention strategies;

11 LIESEN, Maurício. *Comunicação e Direitos Humanos, elementos para um jornalismo responsável*. Curitiba: InterSaberes, 2020.

- The advent of the internet, followed by the rise of social media and digital platforms, has expanded the range of violent behaviors, including gender-based and political violence;
- Not only cyberbullying—one of the first widely recognized and studied forms of digital violence—emerged as an extension of traditional bullying, but broader definitions of cyberviolence have also gained prominence;
- The article proposes a theoretical reflection on new forms of digital violence enabled by technology, with particular focus on the Replika chatbot.

## 4.2. Search for Meaning

According to the author, Replika is an artificial intelligence chatbot that simulates human conversation and interaction. It offers friendship and emotional support, assisting users in exploring their thoughts, managing anxiety, and developing coping skills.

2) The article presents a detailed study of research addressing or highlighting digital violence against women. Record some of these studies and summarize their content.

3) In the section “*Assédio sexual “artificial”: quem é o agressor?*” Discuss the Replika case. Examine the phenomenon of artificial sexual harassment, which presents a unique dimension of human-technology interaction, particularly in the context of AI-controlled chatbots. For instance, Replika is cited as an example. Why is the chatbot considered a case of sexual harassment?

4) How can we combat forms of violence against women (and other vulnerable groups) and prevent those facilitated by emerging digital technologies?

5) The article concludes with the topic: *Letramento em ia e educação de gênero: combatendo a violência artificial por meio da cultura*, addressing the dimensions of analysis and evaluation.

The author explains that the “analysis” dimension may involve developing strategies to critically examine communication and AI codes, addressing several elements of the communication process (Who are the actors? What audience models do they target? Which codes do they employ?). This aspect also encompasses the ability to identify stereotypes and biases.

Additionally, the “evaluation” dimension refers to the capacity to assess AI-generated content, including originality, creativity, and accuracy.

## 5. FOURTH ACTIVITY

### 5.1. School dropout: The EJA case

The issue of school dropout is the focus of the article: “Persistence, dropout, and return to youth and adult education (EJA): a study in a social school in the Vale do Sinos/RS,” by Sueli Maria Cabral, Daniela Erhart Loeblein, and Luciano Dirceu dos Santos. The study aims to analyze the main factors leading to student retention, dropout, and return in a group of learners enrolled in a social school located in the Vale do Sinos (RS), Brazil.

This activity targets educators, teachers, and policymakers in the field of education.

The following didactic sequence is proposed to study the problem of dropout:

1) Record the historical trajectory of EJA in Brazil by reading the section “*Trajectories and functions of youth and adult education in Brazil*” in the article, identifying the cited documents and their objectives;

2) Based on the document review, write a profile of the typical young EJA student;

3) The research data analysis is presented in three categories. Read and record what you found most impactful in the students’ testimonies for each category, providing justification:

- Category 1 – Retention: Future perspectives and motivation for continuing studies;
- Category 2 – Dropout: Causes of school dropout, including personal and professional commitments;
- Category 3 – Return: Motivations for returning to EJA, including the pursuit of personal and professional development.

4) In the final considerations, the authors highlight the following points. Would you add any additional insights based on the students’ testimonies?

- Respondents identified future prospects and motivation for continuing studies as factors contributing to retention in EJA;
- Regarding dropout, respondents cited the difficulty of managing multiple responsibilities, including work, family, and study;
- Respondents’ motivation for returning to EJA was the pursuit of personal and professional development, including completing secondary education and continuing their studies.

## 6. FIFTH ACTIVITY

### 6.1. *The platformization of education and the influence of big techs in daily school life*

The article “Digital technologies, teaching practice, and the health crisis: reflections on the work *Educomunicação no contexto pandêmico*” by Rogério Pelizzari de Andrade is a rewriting of the preface of the book *Educomunicação no contexto pandêmico: desafios do ensino remoto*<sup>12</sup>. According to the author, the book concludes a year marked by extensive discussions about the effects of digital communication devices and social media, particularly among young people. The book results from the work of the research group *Mediações Educomunicativas*<sup>13</sup>. The author argues that the work raises issues that contribute to the debate on the impacts of the health crisis caused by COVID-19 on formal education, considering technological mediation in school activities and the possible consequences of excessive and unregulated use of these devices and their communicative languages.

The activity presented here is intended for basic school teachers, educators, media professionals, and information technology specialists.

1) Read the book’s introduction on the *Mediações Educomunicativas* research group website;

2) Record the main ideas presented;

3) Research the meaning of “platformization of education” and “big techs”;

4) According to the author, the work engages with contemporary issues that, in recent times, have moved beyond the academic sphere and begun to appear in everyday news. These include:

- The overt presence of algorithms in human interactions;
- The lack of regulation of big tech companies and the control they exercise over our personal data;
- Changes in the consumption and access to information;
- Research these topics using AI tools and record your reflections.

5) The book highlights the harms caused by the indiscriminate exposure of children and adolescents to screens, especially smartphones; the precariousness of working conditions; physical and mental health problems associated with the accelerated pace of social life; violence against education professionals; and the platformization of education. Do you agree?

Consult Law No. 15.100/2025, enacted in January 2025, which regulates the use of cell phones in schools. Record the key points considered in the law and its objectives:

12 CITELLI, Adilson. **Educomunicação no contexto pandêmico: desafios do ensino remoto**. Ilhéus: Editus, 2024.

13 GRUPO DE PESQUISA MEDIAÇÕES EDUCOMUNICATIVAS (MECOM). Escola de Comunicações e Artes da Universidade de São Paulo (ECA/USP). Coordenação: Prof. Dr. Adilson Citelli.

- What are the benefits of this law for children and adolescents?
- What has the media reported about the law?
- What are the main criticisms from young people regarding Law No. 15.100/2025?

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