Project methodology and educommunicative practices in teacher training

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Abstract: This study aims to evaluate the contribution of a project of educommunication practices inserted in the fields of communication and education, for the teacher training process. By helping journalism students in their contact with the social reality, in this qualitative study and research-training method, a curricular update was performed with the implementation of a new discipline, modeled according to the project methodology, favoring an organic relationship between research and teaching activities. Based on the results of this study, and in the perspective of the development of new teaching methodologies, planning and action involving teachers, students, and community contribute to educational practices that encourage the commitment to social transformation.

Keywords: educommunication; project methodology; research-training; graduation; journalism.

Resumo: Este estudo tem por objetivo avaliar a contribuição de um projeto de práticas educomunicativas, inseridas nos campos da comunicação e educação, no processo de formação do docente. Auxiliando estudantes de jornalismo em seu contato com a realidade social, nesta pesquisa de caráter qualitativo e método pesquisa-formação realizou-se uma atualização curricular a partir da implantação de uma nova disciplina, modelada segundo a metodologia de projetos, favorecendo uma relação orgânica entre atividades de pesquisa e ensino. Dos resultados encontrados é possível afirmar que, na perspectiva do desenvolvimento de novas metodologias de ensino, o planejamento e a ação que envolve professores, estudantes e comunidade contribuem para uma prática educativa que incentiva o compromisso com a transformação social.

Palavras-chave: educomunicação; metodologia de projetos; pesquisa-formação, graduação; jornalismo.

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1. INTRODUCTION

Communication and education are sciences that, when articulated, create an interdiscursive space that constitute a new field of knowledge. Together, these areas present new possibilities of practices for educommunication, which seeks to "think, analyze, work formal and non-formal education within the communicative ecosystem."[1] For this reason, the concepts of educational communication and educommunication based on Freire[2,3] and Soares[4] were reviewed here. New methodologies were also considered that can meet the needs of the current reality, based on Demo[5], Behrens[6,7], Moran[8] and Morin[9].

In order to analyze the developments of educommunicative activities and their importance in teacher practice, this study proposed the development of a new discipline for the journalism program of a private university in Brazil. The intention with this discipline, called "Media and Education," was to evaluate the influence of project methodology in teacher training. For this reason, during the development, the teaching-learning process of the students was supervised through directions, mediation, knowledge and, especially, the teacher's didactic methodology. Then, this study highlights the need for teachers to observe the demands of society and then provide a better training to their students. The adoption of "Media and Education" in this context is a curricular update that allows the development of innovative methodologies, adapting the teaching-learning process to each new situation.

Therefore, the object of this study is the relationship between teacher education and educommunication practices in the teaching-learning process. Project methodology does not only aim to fulfill the specific reality of its target audience, it also supports training of those who develop it, since it joins theory and practice in a specific reality. For this reason, considering the interaction between the teacher and the students occurred in a learning environment, this study, which was supported by the Finep Innovation Program, was designed as a research-training.

Research-training as a method of intervention is characterized by a teaching and research process that takes places by sharing different narratives, in which aspects of communication and pedagogy are incorporated. This method involves a group of subjects who "learn while they teach and research, and research and teach while they learn."[10]

Regarding the results obtained, in the perspective of developing new teaching methodologies, planning and action that involve teachers, students and community broaden horizons and contribute to an emancipatory educational practice, driving a social transformation process.

2. COMMUNICATION AND EDUCATION

Communication and education are sciences whose theoretical fields are linked mainly by the process of mediatization in the school context. Interrelation

1. CITELLI, Adilson O.; COSTA, Maria Cristina C. (orgs.). **Educomunicação**: construindo uma nova área de conhecimento. São Paulo: Paulinas, 2011. p. 26.

2. FREIRE, Paulo. **Extensão ou comunicação?** São Paulo: Paz e Terra, 1983.

3. FREIRE, Paulo. **Pedagogia da autonomia**: saberes necessários à prática educativa. São Paulo: Paz e Terra, 2003.

4. SOARES, Ismar de Oliveira. **Educomunicação**: conceito, o profissional, a aplicação. São Paulo: Paulinas, 2011.

5. DEMO, Pedro. **Desafios modernos da educação**. Petrópolis: Vozes, 1995.

6. BEHRENS, Marilda Aparecida. Projetos de aprendizagem colaborativa num paradigma emergente. In: MORAN, José Manuel; MASETTO, Marcos Tarciso; BEHRENS, Marilda Aparecida. **Novas tecnologias e mediação pedagógica**. Campinas: Papirus, 2000.

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8. MORAN, José Manuel. **A educação que desejamos**: novos desafios e como chegar lá. Campinas: Papirus, 2007.

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10. SANTOS, Edmea. **Pesquisa-formação na cibercultura**. Santo Tirso: Whitebooks, 2014. p. 24.

between these sciences occurs in a larger spectrum that involves dialogue and that occurs through educommunication practices.

For Freire[11], education is rooted in a universe of communication, not in a simple knowledge transfer; therefore, it is a meeting of interlocutors in search of meanings. For Moran[12], education is fundamentally a process of communication and exchange of information between people. Essentially, communication and education converge into human interaction and articulate the theme of communicative citizenship[13].

Reflecting on the closeness of these scientific fields and stating that both occupy common territories means leveraging their full potentiality in the interaction of integrated actions that characterizes educommunication as a new interdisciplinary area. According to Soares[14], educommunication is the creation and development of "communicative ecosystems," described as open and creative, that occur in "intervention areas" of the new field of communication and education.

In addition, educommunication allows the implementation of educational communication policies in order to develop a democratic access to the production and dissemination of information, identify how the world can be edited in the media, enable the teaching-learning process, and promote communicative expression of the members of the educational community[15].

The context and interrelation that gather communication and education also encourage the insertion of new disciplines and content in training involved in these areas. Although the concept of discipline is still segmented, in an interdisciplinary perspective, knowledge is valued due to a relation among multiple instruments of knowledge. Learning how to relate the content of these sciences in a joint or integrated manner empowers their explanatory capacities, allowing a better perspective of the teacher performance through a critical and innovative approach. This fact also allows the emergence of a disciplinary reorganization and the constitution of new objects of study and knowledge, encouraging new realities in the field of social sciences.

Thinking of the professional future of teachers involving concepts of educational communication and educommunication is an important step towards the adaptation of an increasingly competitive and innovative market. Educommunication has enabled such interaction from praxis to promote paradigmatic changes in the interaction of citizens; after all, communication and education encourage the exercise of citizenship by enriching the interpretation of interlocutors of the reality they experience.

Through communication it is possible to find alternatives and bring education closer to the reality in which it is inserted. In this context, this study considered not only formal, but also informal education, present in the daily life.

Leveraging teacher participation in educommunication practices requires a new approach to teaching methodologies for the development of intervention strategies that provide students with greater ability to respond in complex realities.

11. FREIRE, op. cit., 1983.

12. MORAN, op. cit.

13. KAPLÚN, Mario. **Comunicación entre grupos**: el método del Cassete-Foro. Buenos Aires: Humanitas, 1988.

14. SOARES, op. cit.

15. SOARES, op. cit.

3. INTERVENTION THROUGH EDUCOMMUNICATION

The new processes and practices in journalism in the context of media convergence have resulted in questioning about the importance of journalism and journalists in the exercise of citizenship, which, as the journalist's primary social function, becomes obscured by communication technologies that bring significant changes to the practice of this profession, besides market demands.

For this reason, this study aimed to analyze the influence of educommunication on the training process of teachers when implementing a new discipline for the students of a journalism program from a private university in Brazil, after an adjustment to the program curriculum. It observed the need to redefine curriculum elements to focus on the essence of the profession and provide alternatives to those who work in this field. In order to handle the challenges of a global and complex society, change were made in the training of these students to help them respond to issues that will emerge in their lives, committed to improving the society and themselves[16].

According to Morin[17], hyperspecialization, that is, specialization closed in itself, that does not allow integration in overall issue, prevents the perception of the whole and the essential, affecting correct handling of particular problems that can only be proposed and considered in their contexts. The author points out the importance of joining knowledge for its contextualization, stating that breaking down disciplines does not allow the apprehension of "what is woven together, in the original complex meaning of the term."[18]

In order to analyze the practical developments of the activities related to the fields of communication and education, and update the journalism program curriculum, the discipline of Media and Education was inserted in the curriculum. To design this discipline, journalists were assumed to have an important role in educommunication, thus requiring a stronger ability to respond to the context needs, characterized by the insertion of media in different situations and communication as key points of the relationships.

With the proposal to add a contemporary and articulated social dimension to the curriculum, and observing the National Curriculum Guidelines for the higher education program of journalism[19], specifically art. 5 on the program student ability to "act as an intellectual producer and agent of citizenship," the discipline included cross-cutting themes.

When discussing relevant issues related to the emancipating power of communication, the perspective of adding cross-cutting themes to this discipline contributes to the selection and organization of global reality content. According to the Ministry of Education, cross-cutting themes are those that help "understand the social reality and the rights and responsibilities related to the personal and collective life and strengthening of the principle of political participation."[20] This way, they should be addressed in the existing disciplines.

Cross-cutting themes concerning citizenship in the area of communication for and with the community contribute to pressing issues of the everyday life.

16. ZABALA, Antoni. **Enfoque globalizador e pensamento complexo**: uma proposta para o currículo escolar. Porto Alegre: Artmed, 2002.

17. MORIN, op. cit.

18. Ibid., p. 38.

19. BRASIL. The National Council of Education. Higher Education Chamber. Resolution CNE/CES nº 1, of Sept. 27, 2013, sets the national curriculum guidelines for higher education program of journalism, bachelor's degree, as well as other provisions. **Diário Oficial da União**, Brasília, DF, Oct. 1, 2013. Section 1, p. 26.

20. BRASIL. Ministério da Educação. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais**: terceiro e quarto ciclos – apresentação dos temas transversais. Brasília, DF: MEC; SEF, 1998. p. 17.

Then, themes related to citizenship, in terms of its ethical aspects, health and environment were addressed with students and the community after a field study.

Considering the exercise of citizenship is not learned just in the classroom, the discipline of Media and Education particularly involved intervention in the community. More appropriate teaching methodologies were adopted to promote meaningful learning in different circumstances. Then, the exercise of journalism was placed together with the practices of cultural agents, teachers and communicators in the practice of educommunication actions.

4. ACTIVE LEARNING THROUGH PROJECT METHODOLOGY

The teaching and learning processes present a singular and personal character, "so that the problem of teaching is not basically in the content, but in how a student learns and, consequently, how a teacher should teach in order to produce such learning." [21]

The proposal of teaching with research, which enables knowledge search, creation and production, is a methodology that has already been developed to favor active learning, encouraging greater participation of the student as an investigator. For Kozanitis (verbal information)[22], it is one way to engage the student directly in thinking and problem solving through active or experiential learning.

In this sense, teaching is not centered on the teacher, and knowledge is not accumulated or stored only, going beyond simple memorization. Therefore, school is not the only place where education takes place. The current context requires the teacher acting as a facilitator of learning, a mediator[23], respecting the individual character of every student. The school environment expands and goes beyond the walls of educational institutions, which requires methodological processes that allow "learning how to learn."[24]

For Behrens[25], the project methodology based on teaching and research allows pluralistic learning, enabling differentiated articulations with each student involved in the process. In this sense, it favors significant learning situations in which the student assumes the leading role. It means replacing a model in which content was introduced to be memorized and repeated and only then it would allow the student to think critically and develop autonomous thinking.

In order to propose a project methodology for the teaching-learning process, Morin's perspective[26] to place everything in the planetary complex and context was also considered. It was the only way to articulate and organize knowledge for the thought reform, which is "paradigmatic and not programmatic," and where the realities or problems are increasingly multidimensional, transnational, global and planetary. Therefore, Morin states that, in order to make knowledge relevant, education must highlight: the context, the global, the multidimensional and the complex. The context places information and data so that they can make sense; the global is more

21. ZABALA, op. cit., p. 22.

22. Information provided by Anastassis Kozanitis in his lecture: "Teaching strategies and methods for active learning: helping students develop skills and thinking," conducted at PUC-PR, Curitiba, on July 26, 2016.

23. SOUZA, Suyanne Tolentino. **Ensino-aprendizagem na cibercultura**: a mediação pedagógica na modalidade vídeo na educação superior. 2014. 291 f. Dissertação (Doutorado) – Pontifícia Universidade Católica do Paraná, Curitiba, 2014. Available from: <http://www.biblioteca.pucpr.br/tede/tde_busca/arquivo.php?codArquivo=2960>. Accessed on June 1, 2017.

24. DEMO, op. cit.

25. BEHRENS, op. cit., 2000.

26. MORIN, op. cit., p. 33.

than the context, it involves the whole and its parts; the multidimensional involves complex units of the human being and society; and the complex refers to the inseparable elements that constitute the whole.

5. STUDY DESCRIPTION

This study was developed using the research-training method, focused on the theoretical-practical relation of the teacher in his/her practice. This type of study allows an effective participation of the teacher in the activities and flexibility in terms of content investigated. The priority is teacher training, not data collection. Then, it is possible to produce, expand and improve knowledge about pedagogical practices through an investigation on the teacher in his/her own work environment.

The discipline of Media and Education is inserted in this perspective of reflective, critical and transformative practice. In the learning context, through such curricular modernization, different tools were used for the research and pedagogical exercise of data production: participant observation, research memories and professional practice.

The study environments were the classroom and the communities served, involving the training of 22 students regularly enrolled in the first semester of 2017. The discipline of Media and Education was incorporated in the second half of 2016 at a higher education journalism program of a private university in Brazil. The discipline was based on the principle of "learning how to learn,"[27] especially on the proposal of teaching with research through a project methodology. According to Behrens[28], a project can mean both the object to be produced and the method that characterizes it.

Both the methodology adopted in the discipline and its product, developed by the students with the communities where the mediation took place, are referred in this study as "project." Table 1 shows the two stages involved in the action-proposal of the discipline.

Table 1: Dimension of discipline implementation in a global context

Action-proposal of discipline and intervention in the community	Implementation of a project methodology in educommunicative activities.
	Knowledge relevance in the planetary complex.[29]

Source: Developed by the author.

27. DEMO, op. cit.

28. BEHRENS, op. cit., 2008.

29. MORIN, op. cit.

The methodological procedures for the investigation were defined as the categories presented below in Table 2 and 3.

Table 2: Action-proposal of the discipline and intervention in the community

Action-proposal of the discipline – implementation of project methodology	Theme
	Problematization
	Development
	Application
	Evaluation

Source: Adapted from Behrens[30,31].

Table 3: Parameters of the discipline action-proposal analysis

Action-proposal of the discipline – planetary complex	The context
	The global
	The multidimensional
	The complex

Source: Adapted from the principles of relevant knowledge proposed by Morin[32].

6. DATA ANALYSIS AND DISCUSSION

The discipline of Media and Education was developed in a theoretical-practical manner to meet the market needs and develop critical-reflexive thinking of future journalists in a global context. The purpose was to show students that theory and practice are inseparable, while experience enriches teacher training.

The discipline was implemented so that the methodology developed by the teacher in the classroom could also be used by the students while conducting the project in the community. The investigation followed the pedagogical contract that included critical analysis and discussion about communication and use of media as tools for community education and contribution. Active methodologies were also used with the development of projects. The discipline was based on two fundamental pillars: nonviolent communication and pedagogy of affection.

Nonviolent communication refers to an empathic process of understanding that facilitates harmonization of the whole, enabling cooperation and mutual support, valuing everyone's feelings and opinions[33]. Pedagogy of affection refers to student development as a humane person, involving respect for freedom and appreciation of tolerance, based on the principles of free will and solidarity. Its objective is the full development of students, training them for the exercise of citizenship and qualification for new occupations in the labor market.

30. BEHRENS, op. cit., 2008.

31. BEHRENS, op. cit., 2000.

32. MORIN, op. cit.

33. ROSEMBERG, Marshall B. **Comunicação não violenta**: técnicas para aprimorar relacionamentos pessoais e profissionais. São Paulo: Ágora, 2006.

7. ACTION-PROPOSAL OF THE DISCIPLINE

The action-proposal aimed to identify the principles of relevant knowledge and how they were articulated in the discipline. During its implementation, using a project methodology, the suggested stages proposed by Behrens[34] were considered with some adaptations (Table 4).

Table 4: Stages of project methodology proposed by Behrens[35], adapted to educommunicative application.

Project methodology stage	Description	Educommunicative activities proposed
Theme	Project presentation and discussion with guiding questions for theme development.	Project presentation and discussion. Project: "Educommunicative actions in the community."
Problematization	Definition of the problem situation and general objective – what is the goal to be achieved? Explanation of how the project will be developed.	Contextualization of themes that involve the discipline; theoretical and exploratory lectures by means of active methodologies.
Development	Search for answers through individual and collective activities proposed by the teacher.	Individual research and collective production. Planning of actions.
Application	Project conducted in the community reality.	Insertion in social practice. Activities performed with the community. Development of planned actions.
Evaluation	Evaluation of learning acquired – process evaluation through portfolio monitoring and development.	Portfolio presentation. Production of individual reports. Presentation to the group.

Source: Developed by the author.

7.1 Stage of project presentation and discussion

In this first stage, the researcher and advisor of developed projects clearly presented the discipline and its didactic contract. The following topics were addressed: study topics for the semester; description of the activities to be performed by the students before, during and after in-person meetings; methodological procedures and learning situations; and evaluation processes.

To develop learning through project methodology, the discipline planning was discussed with the students, allowing reviews and reformulation of proposed stages, as required. Accepting opinions of students in a dialogic relationship was considered an important tool for successful knowledge production.

In the first meetings some questions were discussed with the students: What is your social role as a journalist? How can you contribute to the place or society where you live? What legacy do you want to leave as a communicator?

34. BEHRENS, op. cit., 2008.

35. Ibid.

These questions written on a letter of invitation addressed to each student encouraged their participation in the discipline and the implementation of changes. As communicators about to graduate, they found it difficult to answer these questions. The discipline project was named "Educommunicative actions in the community."

7.2 Stage of problematization

Although an initial question had been proposed by the teacher, several other questions were expected to arise during discipline development. In this stage brief theoretical explanations were provided and several exploratory activities were conducted.

Some lectures were held in the first two months. In these activities, flipped classroom was used as a resource for students to read texts from different authors and submit their questions to the teacher. Then, the main authors who studied the dialogic field of communication and education were addressed, encouraging students to seek more information and enrich the process of knowledge construction.

7.3 Stage of development

Although described separately, problematization and development took place as parallel activities. In this stage, students performed individual and collective research activities.

In study 1, after the presentation of a timeline on the relation between the areas of communication and education involving the main authors of the theoretical field, the teacher invited the students to study more about such authors. The study was developed in small groups and later presented to all classmates.

In study 2, following a script, the students analyzed an organization that developed educommunicative activities and presented it to all classmates. The presentation and subsequent debate originated the need to supervise the activities to be implemented in the community through a systematic study to promote effective interventions.

7.4 Stage of application

Throughout the process, the teacher proposed that students should actively participate in their community, identify knowledge there and problems they faced in their daily activities. Just like the teacher sought to emancipate the students in the classroom, she enabled students to reproduce such practice in the community. The goal was to show students the importance of collaborative actions.

Then, based on Peruzzo[36], the main assumption of the discipline was selected: active listening is important to produce community communication. The author also proposed that it is fundamental not to **do for** the community, but to **do with** the community.

After the first five weeks of the discipline, the teacher left the students free to work in a single community, such as a neighborhood, or to search a place where they wanted to develop the activity. It was the process of intervention in the reality. In the studied year, the students chose to work in different communities.

The whole process was built through collective discussion and production. After the first visit to the community, through a critical and constructive analysis of the realities where the projects were developed, the students started with in-person meetings under the guidance of the teacher. At that moment, collective, critical and reflexive discussions of team members were held. These meetings were called "work meetings."

7.5 Stage of evaluation

The evaluation was gradually conducted throughout the discipline in individual and group activities. The idea was to develop in students their ability to use, apply, integrate and re-signify knowledge to return to the starting point and answer the same initial questions proposed by the teacher.

Collective production was built through the following activities: analysis of authors indicated by the teacher for group presentation; production of a case about a non-governmental organization (NGO), public interest civil society institution or organization; exercises conducted after text reading; mapping, diagnosis and community intervention; production of a portfolio with the activities developed.

The resulting portfolios followed a basic guide but they had a different presentation, as the teams worked in different communities and performed specific activities according to the realities they found. After describing the stages of the project methodology adopted in the discipline of Media and Education, reflective processes were created, allowing students to research, develop field actions, argue and defend their ideas. That knowledge they developed became relevant as it showed:

- The **context**, through the problem addressed by the students in different communities. It was historically located and built, connected with the investigated universe. The students started by analyzing the experiences brought by the community.
- The **global**, which refers to the relations between the whole and the parts, involving the community beyond its context. The organization involving the community showed their commitment to the environment and society as the structural axis of all activities developed during the semester. The project allowed students to understand their social participation as

36. PERUZZO, Cicilia M. Krohling. Revisitando os conceitos de comunicação popular, alternativa e comunitária. In: CONGRESSO BRASILEIRO DE CIÊNCIAS DA COMUNICAÇÃO, 29., 2006, Brasília, DF. **Anais**... Brasília, DF: Intercom, 2006. Disponível em: <http://www.unifra.br/professores/rosana/Cicilia%2BPeruzzo%2B.pdf>. Acesso em: 3 out. 2017.

educommunicators. The conclusions about the actions performed in the communities were not limited to the places that received interventions; they also allowed generalization regarding the actions performed, which was important for knowledge construction.

- The **multidimensional**, which involves the complex units of the human being and society; revealed by the connections of the real world and the problems extracted from the realities, going beyond economic interests and involving different dimensions (social, biological, environmental and others).

- The **complex**, present in every activity in which the teacher contextualized the discipline and what would be developed in it, and also during its development. When the discipline was accepted as a teaching object, it was possible to apply knowledge about how one learns, and then determine the methodology in its social role. In this sense, the focus was on all individual and group skills that had to be developed to achieve the proposed goal. The ability to relate new content to existing knowledge enabled solutions to the complex systems that students found in the communities.

8. FINAL CONSIDERATIONS

The current situation demands continuous transitions in the activity of any professional. This study alerts and opens new possibilities that require pulling down barriers so that sciences can operate closer to one another, allowing full development of teachers in their work. Therefore, a pressing need to understand the transition in terms of economy, society, organizations and individuals is observed, so that teachers, using activities that combine communication and education, can favor a teaching process that is effectively able to prepare students to deal with their own reality.

There is not a single model for working with educommunication in communities, but it involves central peculiarities. After this study, when applying educommunication, one can find different ways to act in a community.

In this perspective, new educational actors and scenarios are required. Education has to be better associated with research to eliminate the paradigm of repetition, incorporating active methodological processes guided by questions that embrace the concerns of a global context.

A pedagogical practice that is consistent with the reality of the university and society, which adds and transforms knowledge into a systematized, innovative and holistic view, allows the recovery of fragmented education. Teachers should be open to encourage their students to have multiple experiences, which should be allowed in different educational institutions to ensure student contact with society. Acting in the community as an educational agent values communication and justifies the primary exercise of any profession, particularly for teachers.

Project methodology, as analyzed in this study, can be used in different areas of knowledge, and it can be used in the development of educommunicative activities. This methodology considers the pedagogical processes of creation, collaboration, autonomy, respect and responsibility, and its objective is to educate for life and allow a true redefinition of educational content and spaces. Communication and education are eternal processes, always unfinished and continuously flowing, and renewing with every new educommunicative practice.

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