Enhancing basic education through transmedia: Using media for teaching in Blumenau/SC-Brazil

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ABSTRACT

The overall aim of this article is to present educational proposals focusing on transmedia in education in the municipality of Blumenau/SC. Transmedia refers to the practice of expanding a narrative or content across multiple platforms, allowing for a more immersive and interactive experience for the public. The research is classified as exploratory, descriptive, with a qualitative approach, and is being carried out in the Postgraduate Program in Education (PPGE/Furb). As a result of the work, two distinct proposals emerged: one with video production and another with podcast production, both focused on transmitting cultural elements of the city. The aim is to encourage teachers to reflect on the use of media in education, increasing student engagement. It is hoped that these innovative approaches will enrich teaching and promote learning that is connected to local culture. The study thus seeks to stimulate the adoption of more dynamic and contemporary pedagogical practices in Blumenau schools, fostering interaction between media and education.

Keywords: Education, Transmedia, Culture, Teaching, Blumenau.

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INTRODUCTION

Transmedia, a concept from the field of communication (SCOLARI, 2019; JENKINS, 2022), has proven to be an effective approach for disseminating information and narratives in various contexts. Transmedia refers to the practice of expanding a narrative or content across multiple platforms, allowing for a more immersive and interactive experience for the public. This approach promotes the active participation of the recipient, encouraging them to explore different aspects of the story or concept through different channels, such as movies, books, games, social networks, and other media.

In recent years, transmedia has been applied in the field of education (CUNHA, 2020; NIETO-BORDA, 2021; HAVRILOVA et al. 2022), in which various educators have explored its possibilities to enrich the teaching and learning process. Teachers have been using transmedia elements to engage students more deeply by offering different entry points for understanding a specific subject. This has proved particularly effective in the digital age, in which students are increasingly immersed in a range of platforms.

However, it is important to consider that it is no longer feasible to neglect the impact of the media on young people's daily lives. Amid the many changes that our society has undergone over the last few decades, the media revolution stands out as one of the most influential (CITELLI, 2000; SETTON, 2010). The channels of communication channels and information technologies not only intervene in personal spheres but also have implications for "cultural, communicative and educational processes[4]" (BELLONI, 2005, p. 32). They perform a fundamental role in disseminating society's values and norms, a function that also brings us to another setting of equal importance: the school.

The relationship among media and education is established throughout their processes from the outset, as outlined by Moran (1993), pointing out that "education is fundamentally a process of communication, of interaction, of relationships betwixt people[5]" (p. 9). In addition, Baccega (2009), Setton (2010), and Martín-Barbero (2011) share Moran's view, emphasizing that, with the dissemination of the media, both the school and the family are no longer the only institutions in charge of the educational role and moral construction of young people.

Braga and Calazans (2001) explain that both have repercussions on our lives since education and communication are intrinsically present in all aspects of society and aspects of society and, on certain occasions, intertwine. Therefore, according to the perspective of Soares (2011a), both spheres play the role of communicating as educating. Setton (2010) adds that these two fields face a

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[4] Our translation: "processos culturais, comunicativos e educacionais".
[5] Our translation: "a educação é fundamentalmente um processo de comunicação, de interação, de relação entre pessoas"

challenge which is the uncertainty as to whether their interests and intentions will be matched by the public/students.

This article arises in response to questions regarding potential proposals for the application of the transmedia approach in the educational context of the municipality of Blumenau/SC. The research presented here comes from the Postgraduate Program in Education (PPGE), of the Regional University of Blumenau (Furb) through the research group Communication and Media Education (Furb/CNPq). The general aim of this work, therefore, is to present educational proposals focused on transmedia for basic education in the municipality of Blumenau.

The use of transmedia in education aims not only to improve the quality of teaching, but also to the quality of teaching, but also to captivate and involve students in an innovative way. By creating more engaging and interactive learning experiences, it is hoped that students will develop a deeper understanding of the concepts covered, while at the same time being encouraged to at the same time as being encouraged to explore different forms of expression. González-Martínez et al. (2019), point out that transmedia has been increasingly used in education, but there is still much to be explored in this area.

Although there are many different approaches to use of transmedia in education, there is little empirical research into the effectiveness of this approach. In addition, the authors highlight the importance of considering the implications of using transmedia in education in order to ensure that students are acquiring the necessary skills for the early 21st century.

The study, part of a larger research project, aims to provide a set of specific transmedia proposals for basic education in Blumenau. In doing so, it is intended that this work can serve as a guide for teachers of various subjects, inspiring them to explore innovative and effective approaches to teaching. Through the implementation of these proposals, it pursues to enhance the educational experience of and promote a dynamic and stimulating learning environment. The larger research project to which this work is linked is entitled *Interdisciplinary transits of education and communication - part III: use of accessible technologies in teaching and learning in the municipalities of the Médio Vale do Itajaí* (Regional University of Blumenau, PPGE/Furb).

TRANSMEDIA AND EDUCATION

The intrinsic relationship between the etymological concepts of communication and education is undeniable since education depends fundamentally on communication and, likewise, communication plays an educational role in itself. By delving into these two domains, we sought to investigate the use of the transmedia approach in education, its possible areas of study, and applications, anchoring ourselves in these two fields.

This relationship has become increasingly evident, especially in a scenario of media diversity. In this context, transmedia emerges as a tool to support both spheres, enabling the development of innovative pedagogical practices within educational environments.

For a comprehensive understanding, it is important to contextualize the origin and meaning of the term transmedia, which derives from "trans-media composition", a term coined in 1975 by American composer Stuart Saunders Smith, based on his work "Return and Recall". However, this inaugural reference was only the starting point.

Kinder's (1991) considerations in the early 1990s served as the basis for subsequent studies, which gradually expanded the original conception. In 2003, Jenkins expanded this concept to transmedia storytelling in an article entitled "Transmedia storytelling: movie characters from books to films to video games can make them stronger and more compelling". He consolidated these and other studies in his seminal book "Convergence culture", published in 2006 and released in Brazil in 2008 as *Cultura da Convergência*, now in its third edition in 2022.

In this work, Jenkins (2022) explored the concept of transmedia based on an analysis of movie franchises that have expanded their universes beyond the screen, culminating in narratives (transmedia storytelling). These narratives have become stronger and have found growing space in schools, a favorable environment eager to embrace new pedagogical ways of acquiring knowledge.

In contemporary times, the media are numerous and play a crucial role both in our daily lives and in education. However, they have evolved significantly, particularly in the way knowledge is presented to students. Given that students are deeply involved with technology, it is essential that these media are integrated synergistically into the educational process. Although the use of technology in education has been discussed extensively and there is a continuous and there is a continuous effort to bring them closer together, there is still a disconnection that could be overcome through a more comprehensive exploration of their diversity. In this sense, transmedia emerges as a powerful ally in making the educational process more dynamic and meaningful.

Through a literature review, González-Martínez et al. (2019) found that there is a relationship between transmedia and education and identified different approaches for use in teaching. The authors considered that some of the approaches identified in the papers include the use of multiple platforms to engage students in different forms of learning; the creation of transmedia stories to encourage student participation; and the use of transmedia games to promote learning.

Through a theoretical and empirical analysis of an educational project educational project in music and its implementation to improve the transmedia competence of music teachers in a locality, Havrilova et al. (2022) point out that with the creation of this initiative, conducting a survey to study teachers' interest in transmedia activities and disseminating the experience of developing and implementing the project of the project, became effective and improved the quality of teaching.

Sime and Themelis (2020) analyzed educators' perceptions of how and why visual technologies affect their identity in distance education. The results that transmedia identity management is an important part of the teacher's presence in distance education and that they need to develop skills in critical visual literacies to manage their identity effectively.

Transmedia, therefore, reveals itself as a vast terrain of educational and communicational possibilities, a fundamental ally in the task of making the search for knowledge not only effective, but also captivating. Especially with children and young people - often called "digital natives" due to their technological immersion since birth -, optimizing this connection becomes imperative. There is therefore an urgent need to transcend the traditional pedagogy of transmission, embracing a participatory approach that empowers students through active methodologies.

PROCESSES AND METHODS OF EDUCATIONAL PROPOSALS

This study is characterized as exploratory and descriptive research of a qualitative nature. In this context, we seek to understand the potential of the transmedia approach in education. In view of this approach, this paper seeks to present innovative transmedia educational proposals, which exploit the integration of different media to enrich the learning process in the municipality of Blumenau.

One of the proposals in focus is the production of videos related to tourism routes. Through this transmedia approach, students will be involved in the creation of audiovisual content that highlights cultural, historical, and geographical aspects of Blumenau, offering a comprehensive and in-depth view of the region. This initiative will not only increase student engagement, but also stimulate creative and collaborative skills, while promoting contextualized and immersive learning.

Another innovative proposal focuses on the use of themed podcasts during the Oktoberfest. Through this approach, students will be encouraged to explore aspects of the historical, cultural, and social aspects of the town's traditional festival. The production of podcasts will enable research, scriptwriting, and narration, developing oral communication research and organization skills. In addition, this proposal aligns with the festive atmosphere of the Oktoberfest, providing a unique opportunity for students to actively celebrating their local culture while learning in a participatory way.

VIDEOS IN EDUCATION

This pedagogical proposal aims to develop an innovative and collaborative approach to collaborative approach to learning for basic education students, focusing on audiovisual production as a means of investigating and publicizing the tourist potential of the city of Blumenau. The initiative will consist of dividing the class into four groups.

The project will be presented to the students as an opportunity to deepen their understanding of Blumenau and its cultural, historical and geographical peculiarities. Through research and exploration of the topic, students will be encouraged to identify the region's main attractions, traditional festivals, distinctive cultural elements, and relevant aspects of the local historical heritage.

Division into groups: In order to encourage collaboration and cooperation, the class will be divided into four groups. Two of these groups will devote themselves to designing and writing the itineraries, while the other two will be responsible for directing and recording the videos.

Preparation of the itineraries: The groups responsible for creating the routes must engage in a creative and well-founded approach, articulating ideas and building detailed itineraries covering various aspects of tourism in Blumenau. In addition, these may include historical information, local curiosities, interviews with the community and testimonials from tourists.

Training in directing and recording techniques: In order to equip the groups responsible for directing and recording the videos with relevant technical skills, basic instruction in filming and video editing techniques will be offered. The aspects covered will include of framing, lighting, audio capture and other preponderant factors in audiovisual production.

Preparation and rehearsals: The groups will be given adequate time to prepare the essential elements for the recording, such as costumes, equipment, and sets. In addition, the groups responsible for devising the itineraries will have space to hold rehearsals with the actors and presenters with the aim of improving the execution of their proposals.

Shooting the videos: Based on the itineraries prepared, the directing and recording groups will take charge of the filming, working in coordination with the actors and presenters to obtain high quality results that adhere to the creative proposals. Filming can be carried out using equipment found at the school, such as cell phones, tablets, and cameras, adapting to the context of the school.

Editing the videos: Once the recordings have been completed, the directing and recording groups will join forces to edit the videos, adding elements such as soundtracks, visual effects and creating a coherent and attractive final montage. In this context, the teacher will be able to provide guidance on video editing, to improve the result.

Presentation of the videos and teacher evaluation: The final presentation of the project will take the form of a special presentation session, in which the videos produced will be in the class and, if possible, shared with the school community. This moment will not only allow the work carried out to be appreciated but will also provide space for students to share experiences, knowledge and celebrate their achievements.

The evaluation of the project will be holistic, covering not only the performance of the groups in carrying out the tasks, but also their ability to collaborate, creativity, commitment and assimilation of the concepts worked on. In addition, the degree of knowledge acquired by the students about

tourism in Blumenau will be examined and their ability to communicating their discoveries through audiovisual format.

In addition to the internal presentation at the school, the videos resulting from the project can be on the institution's digital platforms, extending the reach of the experience to members of the community and beyond. With this initiative, students will not only strengthen their research, writing and audiovisual their skills in research, writing and audiovisual production, will become agents Blumenau's tourism potential, contributing to the recognition and appreciation of their city. This proposal aims to provide students with an enriching opportunity for practical and collaborative learning, allowing them to explore the fascinating universe of tourism in Blumenau through audiovisual production. By working in groups, drawing up scripts, directing and recording videos, the students will develop essential skills for their personal and professional lives, while at the same time promoting the cultural and historical wealth of their city.

PODCASTS IN EDUCATION

This educational podcast project will be entitled "Oktoberfest in Blumenau: A Festival of Germanic Culture" and is an educational proposal to involve students in an immersion in the German cultural tradition present in the city of Blumenau. Through the production of a podcast, students will have the opportunity to explore and share information about the famous German festival, Oktoberfest, which has become one of the most emblematic region's most emblematic and eagerly awaited celebrations.

Blumenau, founded by German immigrants in 1850, carry in their streets, architecture, and festivities the marked influence of German culture. The Oktoberfest, with its origins in the Munich, Germany, dates back to the 19th century, when it was first held in 1810. Over time, it adapted to the Blumenau context (1980s), becoming a unique event that celebrates the traditions and values of this culture.

The emergence of the podcast marked a revolution in the way people consume audio content in the digital age. Although the idea of audio on demand already existed, the term podcast was coined in 2004. This format allows individuals and organizations to create audio programs that cover a wide variety of topics and that can be streamed and broadcast and downloaded over the internet. The simplicity of production and accessibility to listeners have democratized communication, opening up space for diverse voices and enriching education.

The importance of podcasts in education is significant. Firstly, it provides an accessible and flexible alternative to learning. Students can access high-quality educational content at any time, adapting it to their busy schedules. Furthermore, podcasts make it possible to deepen knowledge in

various disciplines, offering an expert wisdom and engaging debates that complement formal education.

Another key aspect is the diversity of content. Podcasts cover a wide range of topics, from history and science to foreign languages and entrepreneurship. This means that students have access to a variety of perspectives, making learning more enriching. In addition, the intimate nature of audio allows listeners to connect emotionally with the topics, which can increase engagement and retention of information.

It can be affirmed that, in a mediatized society, the podcast offers a platform for under-represented voices in education. Educators, researchers, and experts who may not have access to large budgets or traditional media can share their knowledge and perspectives through podcasts. This enriches the educational landscape, promoting a diversity of ideas and experiences.

Medeiros (2005) reveals that the concept of the podcast was already ready. Using audio recording software and a microphone, Adam Curry, ex-VJ of MTV, produced 30-minute programs, adhering to the traditional format of radio shows, incorporating openings, news, music, and vignettes. This content was made available on the internet for public access (MEDEIROS, 2005, p. 2).

Bonini's (2020) analysis situates the years 2004 to 2011 as the "first era" of the podcast, characterized by its amateur character and often non-profit objectives. Subsequently, in 2012, the so-called "second era" emerged, directing podcasts towards a more commercial aspect, coinciding with the moment when the format gained notoriety and popularity in the United States.

> From 2012 onwards, podcast productions in Europe and the United States witnessed significant improvements in their quality, culminating in an increase in audience, popularity, and financial return. Much of the content have been conceived and produced by renowned professionals who previously public radio stations. One of the notable innovations was the creation of episodes in a narrative radio format, exploring themes that ranged from "light/unusual stories" to documentaries and storytelling in general[6] (CHAGAS; SANTIAGO, 2021, p. 7)

The growth in podcast consumption is driven by a number of factors related to its practicality and agility, in parallel with the relatively lower mobile data costs compared to viewing content on YouTube. The technological evolution has contributed to a significant transformation in the radio industry, including the language itself. In the early days of podcasts, there was question arose as to whether they should be classified as part of radio or as an entirely new and undefined modality (PRATA, 2008). The author also emphasizes that, in order to be considered radio, the podcast lacks

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[6] Our translation: "A partir de 2012, as produções de podcast na Europa e nos Estados Unidos testemunharam melhorias significativas em sua qualidade, culminando em um aumento de audiência, popularidade e retorno financeiro. Muitos dos conteúdos foram concebidos e produzidos por profissionais de renome que anteriormente se dedicavam a emissoras de rádio públicas. Uma das notáveis inovações foi a criação de episódios no formato de rádio narrativo, explorando temas que iam desde "matérias leves/inusitadas" até documentários e narrações de histórias em geral".

the essential element of real-time transmission to the audience and the society in which it is inserted (PRATA, 2008, p. 75).

In addition to its innovation and media aspects, the podcast embraces the concept of convergence, introduced by Henry Jenkins (2022 [2006]). Convergence is defined as an interconnection between media and technology, which is constantly evolving. Jenkins (2022) argues that convergence transcends mere technological change, as it involves a comprehensive relationship between technologies, industries, markets, genres and audiences.

Convergence not only transforms the way the media industry operates, but also influences how consumers consume news and entertainment. Jenkins emphasizes that convergence is not a future event to be awaited, but a current reality, driven by the multiplicity of channels and the mobility of new computer and telecommunications technologies (JENKINS, 2022).

The author adds that convergence not only changes media production, but also reconfigures the way people consume media content. Therefore, it is many of the aspects surrounding the podcast concept can be understood in the light of Jenkins' reflections.

In this context, the main objectives of the educational project are to encourage group work, research, and student creativity. Divided into groups, they will delve into different aspects of the Oktoberfest in Blumenau, such as its traditions, typical food, costumes, dances, and the economic impact on the city. This multifaceted approach will allow them to develop research skills, gain a deeper understanding of Germanic culture and learn to work collaboratively, respecting collaborative way, respecting the diverse perspectives and contributions of each member of the group.

Creativity will also be a key element in the project, as the students will be challenged to create a captivating and informative script for the podcast. The task of transforming complex information into accessible and engaging content will require them to develop their oral and written communication oral and written communication skills. By exploring the language of audio, students will increase their communicative skills, learning to use intonation, rhythm, and sound effects to create an engaging experience for listeners.

In addition, the project also aims to foster interest in culture and traditions, both of Brazil and other parts of the world. Through immersion in German culture and the exchange of information and experiences during the project, the students will be able to see how different cultures enrich and shape a community's identity.

The stages of the project are carefully planned to ensure maximum educational experience. In the initial phase, students will be introduced to the Oktoberfest theme and German culture. Research will be encouraged and guided, with access to various sources of information, including books, articles, videos, and interviews with members of the Blumenau community.

On the basis of the information gathered, the groups will start working on drawing up script. This stage is essential, as it will be the basis for creating the podcast. The students will be encouraged to use clear and attractive language, making the content accessible to the general public. In addition, the structure of the podcast will be carefully planned, dividing the episodes into interesting and relevant topics for the audience.

The next phase of the project will involve recording the podcast episodes. The students will have the opportunity to use recording equipment available at school or even in their homes. This flexible approach will allow all students to participate in the production process, regardless of the resources available.

After the recordings, the students will learn basic audio editing techniques to make the podcast more professional and attractive. Adding soundtracks, adjusting volumes, and cutting out unnecessary pauses will guarantee a quality product, capable of captivating and entertaining the audience.

Finally, the episodes will be reviewed and approved by the teachers involved in the project before being published. The episodes will be published on a podcast hosting platform or on the school website.

The importance of sharing the podcast on social networks and inviting friends and family to listen will also be emphasized, seeking to broaden the reach of the production and greater connection between the school and the community.

After the podcast has been published, there will be a classroom discussion about the creation process, the students' experiences during the project and what they learned about German culture and the Oktoberfest festival in Blumenau. This stage of reflection will allow the students to express their opinions, share learnings and appreciate the results of their teamwork.

The project will provide a unique opportunity for students to explore and share information about this iconic German tradition in Blumenau. Through the podcast, they will develop research, communication and teamwork skills, while connecting with their cultural roots and valuing Brazil's ethnic diversity. At the same time, the initiative will encourage interest in culture and traditions, enriching the educational experience and strengthening ties between the school and the community.

CONSIDERATIONS

This work focused on proposing transmedia approaches in Blumenau, with a special focus on the city's culture. To achieve this goal a literature review was carried out that explored key concepts in the area, the proposals to be discussed. Two distinct proposals emerged as a result of this process, one centered on video production and the other on the creation of podcasts, both aimed at teaching cultural elements of the city.

One of the proposals outlined a tender for the production of videos that delve into the cultural and historical nuances of Blumenau. By adopting a transmedia approach, this approach, this proposal seeks to involve students in the exploration and visual representation of these aspects, allowing them to develop a deeper understanding of their cultural heritage while improving their creative and storytelling skills.

The second proposal focused on the production of podcasts as teaching vehicles for specific cultural themes related to the city, with special emphasis on the famous Oktoberfest in Blumenau. This approach not only capitalizes on the growing popularity of podcasts, but also encourages students to deepen their research, develop oral communication skills and oral communication skills and create narratives. By taking part in the local festival, students not only learn about Blumenau's culture, but also actively contribute to the celebration of their collective identity.

Studying transmedia in education takes on an importance in our digital age, in which where interconnected media and technological immersion are prevalent. The approach not only diversifies the teaching and learning process, but also captivates and involve the students, making education more relevant and meaningful in a world increasingly mediated by technology.

During the preparation of this work, several questions emerged, provoking a more in-depth reflection on the transmedia possibilities to be explored. A possible extension of this study could focus on the intersections between history and tourism in Blumenau, exploring how the transmedia approach could be applied to enrich students' understanding of the municipality's history and its relevance to local tourism. By diving into these complementary areas, we could uncover new layers of learning and enrich the educational experience even more, opening doors to greater engagement with Blumenau's culture and historical heritage.

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