

Building Digital Newspapers: Interdisciplinarity And Understanding Of The School Reality In The Final Years Of Elementary Education

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Abstract:

Background: This article aims to broaden the discussion on active methodologies (Moran, 2015) using Digital Information and Communication Technologies (DICTs) in the teaching-learning process with students from the public education system, as a way to develop practices of "literary literacy" (Cosson, 2019), which should be integrated into the curriculum, given that schools need to be connected to the cultural and political practices of the city.

Materials and Methods: The research was developed through the construction of a Digital Newspaper titled "Conscious Youth," using the Canva platform. This platform allowed students to engage in collaborative writing with a diverse range of discourse genres (Bakhtin, 2003), reflecting relevant events occurring at school and facilitating interdisciplinary practice.

Results: Writing a digital newspaper provided students not only with access to digital technology but also with the opportunity to reflect on the school environment and the democratic learning process. It enabled the construction of the "word-world" (Freire, 1990) by the students themselves. Throughout this process, critical production emerged regarding the school context, valuing diversity and plurality of viewpoints and reinterpretations of knowledge, both about historical-cultural heritage and experiences shared in students' narratives.

Conclusion: The research aligns with the Fortaleza Reference Curriculum Document (2024), focusing on a process of appropriation and transformation that leads to discoveries about the human condition itself. This approach enhances the meaning of the teaching-learning process, fostering a more comprehensive and reflective educational experience.

Keywords: "Word-world." Digital Newspaper. Education. Curriculum.

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I. Introduction

In this article, we aim to expand the debate on the importance of adopting active methodologies (Moran, 2015) for the construction of a Digital Newspaper in the final years of elementary school within the public municipal education system of Fortaleza. This collaborative writing experience, using digital technologies through the Canva tool, constitutes an exercise in interpreting reality from an interdisciplinary perspective with students who are digital natives. These students no longer access physical newspapers or, concerningly, distance themselves from library books, but instead, in the palm of their hands, through a smartphone, they encounter a world of opportunities offered by the internet. It is important to emphasize that this work was carried out in partnership with teachers who are part of the training core of the Municipal Secretariat of Fortaleza, District V,

along with teachers assigned to a school in the municipal education network, given the interdisciplinary and transdisciplinary nature of the work, which is continuously exercised with students from the early to final years of elementary education.

As emphasized by José Moran (2015), it is necessary to rethink teaching strategies in light of digital technologies, as the "standardized school, which teaches and evaluates everyone in the same way and demands predictable results, ignores that the knowledge society is based on cognitive, personal, and social skills, which cannot be acquired conventionally." As educators, we face the challenge of building projects that enhance the teaching-learning process in dialogue with the reality of our students, given that schools need to be connected to the cultural and political practices surrounding them.

Beyond a "banking education" (Freire, 2022a), we understand that the school is a democratic space for interaction and social inclusion, aiming to expand the repertoire of students' understanding of reality, fostering a more critical human formation that allows them to intervene in the construction of their own narrative as historical subjects. Thus, it is essential to constantly evaluate how the school curriculum contributes to our pedagogical practice, how new technologies can play a transformative role in the classes we teach, and how we can capture the curiosity of our students, who are increasingly immersed in the realm of digital technologies.

As Almeida (2017, p. 393) emphasizes, "the dissemination of ICTs, the rapid advancement of science, and social transformations make the curriculum framework assume new characteristics and present a multiplicity of references and methodologies." In this sense, we understand that access to new technologies is a necessary and urgent debate within the education system, as they affect the dynamics of the teacher-student relationship. We must also combat the misuse of practices that lead to fake news, cyberbullying, and other harmful behaviors, although we cannot ignore the potential to expand our teaching strategies that bring together knowledge within the school context.

In alignment with the Fortaleza Reference Curriculum Document (2024, pp. 16-17), among the specific competencies in Language for Elementary Education, there is a focus on the use of Digital Information and Communication Technologies "critically, meaningfully, reflectively, and ethically in various social practices (including school), to communicate through different languages and media, produce knowledge, solve problems, and develop individual and collective projects." The DCR-For emphasizes an understanding of languages as "human, social, and cultural constructions, dynamic in nature, recognizing and valuing them as forms of meaning-making of reality and expression of subjectivities and social and cultural identities."

In this context, we understand that a Newspaper can incorporate students' experiences beyond the school environment, or it can value events and constructions carried out collectively. This is highlighted by the "Conscious Youth" Newspaper, created with 9th-grade students from the public municipal education system. This initiative also allowed for the integration of a variety of textual genres, including experiential reports, interviews, reading tips, news, poems, and chronicles. Additionally, there are plans for new editions aimed at strengthening students' connection to the school, which, in turn, enriches the teaching-learning process and contributes to the dynamism of the school curriculum.

Regarding the opportunity and value of self-expression through journalistic-media writing or even through Art—such as Painting, Literature, and other forms—there are significant narratives and experiences of "reading the world and the word" (Freire, 1990, p. 9), which we cannot ignore or dismiss. It is unacceptable to find students completing the 9th grade of elementary school without having read a book of literature, without having visited a museum or cultural heritage site, or without having had the opportunity to express themselves with proper artistic materials. In this sense, we find that the Newspaper provides strategies to incorporate a plurality of textual genres, bringing our students closer to the field of research.

In terms of "word-world," as emphasized by Paulo Freire (1990, p. 9), its construction is understood as a process of deciphering lived experiences within a specific context, in which there is an effort of recreation and production of reinterpretations that interact with experiences brought by narratives inserted in the "world of reading," in a process of appropriation and transformation that leads to discoveries about the human condition itself. This enhances the meaning of the teaching-learning process, as discussed in the article "The Right to Artistic Expression in the Construction of the 'Word-World': Reflections on Experiences Engendered in the Municipal Public School System of Fortaleza" (Chagas, Cunha, & Pereira, 2024).

Given the need to build an awareness of public heritage preservation and spaces that value the artistic-cultural production of the school community as a place of belonging and representation, we created the "Conscious Youth" Newspaper with the aim of broadening knowledge horizons by fostering ongoing dialogue and gradual improvement between Literature, Painting, and other fields of knowledge. We observed significant works in progress at the school with student participation that offer an interdisciplinary aspect.

II. Material And Methods

The methodology employed in this study was based on a qualitative approach, which is characterized by a thorough and detailed analysis of phenomena, enabling a more comprehensive and contextualized understanding

of the educational reality in the final years of Elementary Education. The qualitative approach is widely valued in scientific research for its ability to provide meaningful insights into the interactions, meanings, and experiences of those involved, all crucial elements for analyzing interdisciplinarity and understanding the educational reality. As emphasized by Amado (2017), qualitative research allows the investigator to approach the complexity of educational processes, offering a holistic and comprehensive perspective on contexts and pedagogical practices.

The research methodology consisted of a literature review, which served as a fundamental tool for knowledge construction in this work. Literature review is a widely applicable method in the sciences, enabling the collection and analysis of available academic and scientific works on a specific topic, thus facilitating the identification of gaps in knowledge and providing a theoretical basis for research (Cavalcante, & Oliveira, 2020). This procedure not only enables a deep understanding of established theories and approaches but also allows for a critical analysis of previous propositions, contributing to the advancement of knowledge in the field.

In the literature review, the most prominent authors in the development of the theoretical framework for this study included Bakhtin (2003), whose reflections on language and discourse were essential for elucidating communicative dynamics and the construction of meaning in the school environment; Cosson (2019), who emphasized the relevance of interdisciplinarity in the teaching-learning process; Paulo Freire (1990, 2022a, b, c), whose contributions to critical pedagogy and education as a liberating practice were fundamental for analyzing the educational reality; Cortez (1990), who addressed the relationship between theory and practice in teaching; and José Moran (2015), whose considerations on digital education and the incorporation of technologies in teaching were significant for understanding the challenges and opportunities in the construction of digital newspapers within the educational context.

III. Literature Review

Interdisciplinarity and Literary Literacy through the Digital Newspaper

In the first edition of the newspaper, titled "Conscious Youth" (a name chosen through a vote among the students), we organized the class into teams to select the main topics for research. The newspaper was structured in different sections, with the participation of teachers from various knowledge areas. The main topics were as follows: 1. Field class with a guided visit to the Photography Museum; 2. Santos Dumont at the Photography Museum, students' testimonies; 3. Reading tips and the concept of "Escrevivência" (Writing-Experience): Conceição Evaristo; 4. Production of chronicles: "From the Classroom to the Museum" and "Anti-Racist Chronicles."

We conducted workshops for reading and interpreting texts and images to sensitize the students' perspectives, as well as stimulating their critical sense, aiming at the de-naturalization of social inequalities. In this regard, we succeeded in providing guided visits to the Photography Museum at the Caixa Cultural and the Museum of Art at the Federal University of Ceará (MAUC), through which the students were introduced to artists who created their works in Ceará, thus broadening their horizons concerning the artistic and cultural realm.

This initial experience motivated the students to produce their own works, which also sparked the idea of documenting the moment through the literary genre of chronicles. Thus, the theme "From the Classroom to the Museum" became a highly accepted proposal among them. Consequently, we set as our goal the encouragement of research, aiming to provide the students with the opportunity to critically read the reality while being protagonists and active participants in the teaching-learning process, given that creativity is an indispensable factor for the effective foundation of skills: "reading the world precedes reading the word" (Freire, 1990, p. 19).

In this perspective, we understand that the act of reading is not limited to the apprehension of the linguistic code, which is also essential for literacy. Furthermore, we believe that non-formal spaces of teaching and learning, such as museums, public libraries, theaters, cinemas, and historical heritage sites, should not be a privilege for a few, as they expand both the reading of the world and the word, enabling the construction of new knowledge within schools or fostering critical thinking about the de-naturalization of social inequalities. These spaces and schools must be interconnected, promoting an education that creates a strong link between the mandatory curriculum components, as the school needs to be connected to reality.

Regarding the appropriation of technologies, Moran (2015) points to the integrative nature of spaces and times: "teaching and learning occur in a symbiotic, profound, and constant interconnection between what we call the physical world and the digital world." In this regard, the author emphasizes that hybridity is present in formal education, as it happens in the multiple spaces of daily life, including digital ones. Consequently, in the school setting, the most suitable space for implementing this active methodology was the Innovation Room, as it allowed each student access to the internet through a Chromebook. As a result, the Canva platform provided the students with greater dynamism for the creation of social media graphics, infographics, and visual content. Furthermore, the digital newspaper gained a distinctive identity for the class, as it offered attractive design templates that allowed for synchronous activity as production was initiated and collectively thought out in cooperative learning (Oliveira, 2024).

According to Rosa and Maltempi (2006, p. 61), in regard to the importance of Digital Information and Communication Technologies (ICTs) in education, "ICTs also enable the formation of a knowledge network that, interlinked in various ways, merges into a structure that fosters the expansion of creativity, imagination, memory, and, consequently, meaning." Thus, in the process of composing the digital newspaper, it is essential to listen to what our students think about the school reality so they can develop their thoughts critically, through dialogue, while simultaneously appropriating the technology itself.

Considering the process of reading and writing, whether in the form of a Digital Newspaper or literary works that expand the reading of reality, it is a fundamental strategy in the teaching-learning process due to its humanizing potential, which sparks curiosity and is firmly grounded in Paulo Freire's thinking (2022b, p. 25). In his view, education is a permanent process, primarily due to the unfinished nature of the human condition, as teaching and learning transcend all human activities: "Learning and teaching are part of human existence, historical and social, as is creation, invention, language, love, hate, astonishment, fear, desire, attraction to risk, faith, doubt, curiosity, art, magic, science, and technology" (Freire, 2022c, p. 24).

Thus, when we teach, we take on the challenge of interacting through dialogue. In doing so, we learn both by sharing literary works and interpretations of artistic collections, as well as by questioning a student's artistic work or a journalistic research project that involves various fields of knowledge. The Digital Newspaper itself offers the potential for the continuous improvement of the teaching-learning process, as the school is an organic space where events unfold to generate outcomes beyond the planned ones.

Therefore, it is unacceptable for the school to refuse to question the reality in which students are immersed. It is also essential to provide spaces for the exhibition and publication of works created by the students themselves, since teaching also involves a permanent struggle for autonomy, which drives the teaching-learning process and allows for thinking about the human condition in its radicality:

The radicality of my being, as a person and as a mystery, does not, however, allow the intelligence of myself to be confined to the narrowness of a single angle that only seemingly explains me. It is not possible to understand me merely as class, or as race, or as gender, but, on the other hand, my class position, the color of my skin, and the gender with which I entered the world cannot be forgotten in the analysis I make, of what I think, of what I say. Just as the social experience in which I participate, my formation, my beliefs, my culture, my political option, my hope cannot be forgotten (Freire, 2022a, p. 19).

The articulation between the content learned in school and the knowledge from the social experience in which students participate is the great challenge of the teaching-learning process, especially concerning the connection between reading the word and reading the world, which is necessary for "literary literacy." The historical-cultural legacy of humanity cannot be restricted in access, nor can we underestimate the artistic and intellectual capacity of our students. In the newspaper, the section dedicated to literary reading is indispensable, as shared reading enables the dissemination and appreciation of writing talent.

Regarding the commitment of the teaching-learning process to literary literacy, Rildo Cosson (2019) emphasizes the humanizing nature of literature as a fundamental content of the school curriculum, beyond being a subject without discussion, contextualization, and articulation with other subjects. By engaging with the school reality, the literary text, as we seek in this strategy through the "Digital Newspaper," can broaden the horizons of the reading and comprehension process, since, according to Cosson (2019, p. 29):

The greatest secret of literature is precisely the unique involvement it provides us in a world made of words. The knowledge of how this world is articulated, how it acts upon us, will not eliminate its power; rather, it will strengthen it because it will be based on knowledge that enlightens and not on the darkness of ignorance.

In the world constructed by words, Rildo Cosson (2019, p. 17) believes that through the exercise of reading and writing literary texts, "we find the sense of ourselves and the community to which we belong. Literature tells us what we are and encourages us to desire and express the world for ourselves. And this occurs because literature is an experience to be lived." In the Digital Newspaper, we aim to develop, alongside students, both literary and journalistic production, and thus, we consider it essential to incorporate distinct textual genres and multiple productions to build an experience intended to be shared with the school community.

Rildo Cosson (2019, p. 23) emphasizes that literary literacy is the school's responsibility, a social practice, and that, by distancing itself from its essential function of "building and rebuilding the word that humanizes us," the teaching of literature fails when it does not allow for this shared experience that transcends reading the world and the word, especially when the literary is used solely for historiographical analyses, linguistic analyses, or any analyses that undermine the experience of literary literacy in favor of inappropriate schooling that transforms literature into "a simulacrum of itself that negates more than confirms its process of humanization" (Cosson, 2019, p. 23).

For Rildo Cosson (2019, p. 28), it is a misconception to regard literary reading as an individual activity that cannot be shared, as literature, being an indispensable field for human formation, is revitalized through the sharing of readings:

The effect of proximity that the literary text brings is the product of its deep insertion in a society; it is the result of the dialogue it allows us to maintain with the world and with others. Although this experience may seem unique to us in certain situations, its uniqueness lies more in what we bring to the text than in what it offers us. This is why we read the same book differently at different stages in our lives. All of this becomes more evident when we realize that what we express at the end of reading a book are not feelings, but the meanings of the text. And it is this sharing that makes literary reading so meaningful in a community of readers.

Thus, Rildo Cosson (2019, p. 30), by valuing a concept of human formation in the process of literary literacy, aligns with Paulo Freire's thinking, especially concerning the construction of "word-world," as literary literacy aims to go beyond simple reading, "because it provides us, like no other type of reading, with the tools necessary to know and articulate the world made of language."

Considering the need to develop a pedagogical project that offers the conditions for the process of "literary literacy," enabling a broad literary experience that also involves an interdisciplinary approach, we will now highlight the "Conscious Youth" Digital Newspaper project, currently being developed in regular schools and full-time schools in the outskirts of Fortaleza.

A Necessary Intervention

This attempt at literary literacy, which must be ongoing, brings forth a discussion aimed at expanding and refining an intervention plan that has been under development at the Santos Dumont Municipal School, part of the public network in Fortaleza. Our goal is to broaden the horizons of Portuguese language and literature teaching through an interdisciplinary perspective, as we promote the interaction between Literature, Arts, and History. We also highlight the experiences shared by students, which involve other subjects and projects. The "palavramundo" (word-world) is a process that goes far beyond the classroom, as it must not be disconnected from the daily life and social issues of the school community, as seen in the newspapers created by the students themselves.

To better integrate the Digital Newspaper project, we organized the students into teams in the Innovation Room, which is equipped with computers and tables suitable for a methodology that fosters research, dialogue, and the development of critical thinking, particularly through the use of technology via the Canva tool. This tool was selected because the students were already familiar with it from the "Juventude Digital" (Digital Youth) project. We reiterate José Moran's (2017) concept of the dynamic nature of the learning process, which is multiple, continuous, hybrid, formal and informal, organized and open, both intentional and unintentional, and which therefore requires an intervention that enables a critical reflection of reality:

Learning is active and meaningful when we progress in a spiral, from simpler to more complex levels of knowledge and competence in all dimensions of life. These advances take place through various pathways with different movements, times, and patterns, which integrate as dynamic mosaics, with various emphases, colors, and syntheses, resulting from the personal, social, and cultural interactions in which we are immersed (Moran, 2018, p. 38-39).

Throughout each semester, the spiral progress highlighted by José Moran (2018) can be observed as we organize the teams with activities ranging from simple to complex, fostering interactivity through ongoing dialogue. We discuss and choose the topics for the newspaper based on the school's reality and events, such as the "Literary Showcase" and the "Conscientizar Project" within the Inclusion Program. We also promote the literary works produced throughout the semester, allowing us to work with multiple textual genres, including chronicles, opinion articles, interviews, reviews, and experience reports.

Regarding the genres of discourse, as Bakhtin (2003, p. 282) states, they are constructed "almost in the same way as the mother tongue is given to us, which we master freely until we begin the study of grammar." In this sense, under the concept of polyphony, each act of enunciation is composed of several "voices." For Bakhtin (2003), each act of speech is filled with assimilations and restructuring of these various voices, meaning that each discourse is made up of voices that "dialogue" within it. Therefore, this polyphonic dialogue is constructed historically and socially. In this regard, discourse genres undergo changes as a result of the historical moment they are embedded in, which highlights the importance of studying ICTs (Information and Communication Technologies) in the current school context.

Each social situation gives rise to a genre with its peculiar characteristics. Due to the multiplicity of communicative situations generated by the use of language, we can understand that the genres will also be unlimited, given the dynamic nature of language itself. Bakhtin (2003) links the formation of new genres to the emergence of new spheres of human activity, each with specific discursive purposes. This insight is relevant for reflection within the classroom context, which is also dynamic and undergoing significant transformations that affect the very process of teaching and learning.

Image 1 – 9th Grade Students Preparing The 1st Edition Of The Newspaper



Source: Researchers' Record

As illustrated in Image 1, the room cannot accommodate an entire class, so we organized the three teams (one for each 9th grade) with 7 to 10 members each. In the first edition of the newspaper, we selected five main topics, the productions for which could be done by any of the more than 90 students attending the 9th-grade classes. The teams organizing the edition could participate in writing chronicles and poems, opinion articles, and reviews, as well as selecting images and organizing the page layouts.

Indeed, in the first edition of the newspaper, we presented five sections, which summarized the experiences discussed among the students who participated in the teams. The first section is the editorial, written by one of the project advisors, titled "For a Conscious Youth." Next, we presented the "Conscientizar Project," coordinated by the Special Educational Assistance Teacher, which facilitated a debate on issues of respect for others, ranging from gender diversity to social inequalities, involving students from the 6th to the 9th grade.

The third section presented students' testimonials about their guided visit to the Photography Museum, accompanied by illustrations from the class and photographic records of Santos Dumont, after whom the school is named. This was a very important experience, as many students had the opportunity to visit a museum for the first time. The impact of the guided tours contributes to the teaching-learning process, as evidenced in the article "The Possibility of Museum Education: An Exchange Based on the Art of Descartes Gadelha" (Chagas, Cunha, & Ferreira Neto, 2024).

As expected, the final section features written productions resulting from the activities developed during the semester. Due to the diversity of genres, we worked on journalistic genres, including research exercises and the presentation of didactic sequences for each textual genre (news, experience report, review, summary), as well as literary genres (poems, chronicles). The chronicle was the genre explored in this edition, with two themes for writing: "Antiracist Chronicles" and "From the Classroom to the Museum."

The next edition of the magazine is already being planned by the teams. The project aims to publish a newspaper every semester, and this continuity allows for the refinement of strategies. Therefore, we understand that the success of this experience lies in the fact that, even though the newspaper is a traditional means of transmitting essential readings for specific contexts, we were able to implement innovative strategies for collaborative writing and shared reading on a broad dissemination scale. This is possible because the document can be shared among students and in various groups, including with parents. Thus, "Juventude Consciente" enables a broad connection with the school community that would not be achievable without the digital medium.

IV. Conclusion

These considerations are provisional and are part of a dynamic process aimed at integrating the ongoing improvement of studies on methodologies that seek strategies to incorporate new technologies into the classroom and broaden the dialogue between the school and the school community, in the pursuit of access to the cultural spaces of the city, starting from the context of each student. In this regard, according to the principles of the Fortaleza Reference Curriculum Document (DCR-For), our goal is to include, educate, and transform.

To this end, it is necessary to think of a curriculum that transforms the reality of our students, and for that reason, we draw from Paulo Freire, as we understand that the reading of reality is crucial for ensuring that the reading of the word does not merely involve the recognition of linguistic codes. In this sense, thinking about the school and the democratic learning process of students involves sparking an essential reflection regarding the performance of the curriculum in contemporary society.

The curriculum, in the conception of Miguel Arroyo (2013), is a "territory in dispute," as it is the central and most structuring space for the function of the school. Because of this, the curriculum is the most enclosed, most regulated territory, even though it is also the most "politicized," "innovated," and "resignified." The right to cultural appropriation is a fundamental condition for ensuring the full consolidation of democracy in contemporary societies.

In this context, given the technological landscape where information is a valuable commodity, including misinformation which is relentlessly propagated, raising awareness among our youth about the process of constructing news, journalistic pieces that involve complex issues, is an exercise that requires continuity and improvement.

In the "Juventude Consciente" newspaper, we seek to engage students from public schools in Fortaleza with the aim of ensuring their access to information, critique, art, and text production, in order to value memory and democratize the appropriation of knowledge historically produced by humanity. The basic assumption here is the construction of identities that express the peculiar ways of being in the world.

This is translated, for example, in the understanding and recognition of the importance of the city's historical-cultural heritage, as a means of accessing artistic expressions materialized in urban spaces and various cultural manifestations. It is an opportunity for young people to understand, through the "reading of the world," the meanings inscribed in these "places of memory."

We emphasize, as a matter of urgency, the need to recognize that the integral formation of students does not occur solely through formal education, confined to the school space. It must also extend to non-formal learning environments such as museums, public libraries, theaters, and popular cultural manifestations.

The school must be connected with these spaces and should seek strategies to bring the knowledge produced within the school community back to the community itself, as was the proposal behind the creation of digital newspapers, since we need to critically assess the use of new technologies.

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