

EDUCATION IN THE RADIO WAVES: DESIGN PEDAGOGICAL OF PROGRAMS IN LIGHT OF THE SOCIO-CONSTRUCTIVISM.

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ABSTRACT

The development of a method for applying the pedagogical design socio-constructivist in educational programs in the elaboration of educational programs WEB for audio and radio is the focus of this study. For it is shown the importance of contextualizing each pedagogical project being developed, thus creating sense in relation to the environment and situation where it will be applied. From the valorization of the context is that we set out to show the features of socio-constructivism, as well as to develop the design method based on these principles. We then show how the new method was tested, with tests and results of the application of some radio programs built with the method developed by this research. Finally this paper looking for to drive in the implementation of this method those who wish to produce pedagogical radio with this perspective, as well as educational programs to EaD through radio.

Keywords: pedagogical design; radio web; audio web; education, communication; socio-constructivism.

INTRODUCTION

The contemporary demand enable individuals to deal, in an assertive manner, with the current requirements, giving them the conditions of stay, or even survival, in a society in a constant state of transformation, in which the public and private organizations differ in human capital and what this human capital is able to produce and innovate with their knowledge.

It is in this scenario of changes and urgent needs that the distance education presents itself as a type of education presents itself as a type of education adequate to meet the new educational demands required in the context socio-political-economic current.^[1] (BELLONI, 2006)

Accordingly, the Information and Communication Technologies (ICT) must be inserted in the educational context as tools allies for pedagogical mediation consciously planned in order to put itself the service of a process of teaching for the emancipation of the subject. And radio can become a strong ally in educational projects and distance education programs.

This paper presents a study from a praxeological approach that sought to conduct a methodology of pedagogical design socio-constructivist to project and construction of content digital of audio format or Web Radio, either in live productions or pre-recorded. From this perspective, the first step was to recognize the need for radio as a vehicle of communication and information, and no longer interpreted as a mere means of "mass" communication in the sense of conduction and handling, used unilaterally, to become itself a medium of communication committed to a educational-liberating process.

Given the institutional characteristics and profile of broadcasting, via web, and considering the lack of a systematic model of pedagogical design to support the productions of educational character, and socio-constructivist, was elected the following problem: what are the structural elements for a model of pedagogical design socio-constructivist dedicated to support the construction of educational programs for a web radio?

1 - The question of educational radio in Brazil:

In an attempt to respond to the proposed problem, we understand that it would be necessary to make a contextualization of the introduction of radio in Brazilian society, and admit, as a basis for reflection, historical and social context that is associated with human actions.

Thus, it is understood that the history of educational programs broadcast by radio happened in the middle of social tensions of each period, in a scenario in which the vehicle was presented as a new technology that would be affordable to a minority and would serve as instrument for propagation of the cultural and educational construction of the country. Thus, the first radio created in Brazil, the Radio Society of Rio de Janeiro, inaugurated in 1923 by Roquette-Pinto, was born with the intention of taking education to the popular layers.

But, it is necessary make a deep analysis about the ideals that nurtured educational programs and inquire about what educational format was underlying to them, because the social, political and economic scenario at that time was marked by the clash of the Republic Coffee-with-Milk, the discussion of urban social groups, such as the industrial bourgeoisie, the middle class, working class and the oligarchy of non-coffee growers (the dissenting) that required changes. They felt disadvantaged in the economic sector - it was privilege for coffee growers - and a political model controlled by the colonels who manipulated the system of elections. ^[2] (SILVA; BASTOS, 1983)

In the educational aspect, according to [3] Aranha (1996), the illiteracy rate was high, reaching 80% of the population. Extracts emerging of the bourgeois Brazilian society began to demand access to education, even though still connected to oligarchic values of prestige and scholarship. Given this context, the first's educational programs transmitted by radio expressed, in the middle of the modernist movement, the desire of artists and intellectuals in achieving a scholarly education, because they realized in this vehicle a way to influence the standards of education and communication. The Educational programs contained in its essence a strong elitist character, because they were designed by a group of intellectuals who aspired to strengthen the country's cultural industry - a way to undertake a project of

civilization, project built and produced by scholars who wanted bring to the people education that could raise their cultural standards.

Given the above, seeking to break with this historical model of passive radio communication, we developed a proposal for educational programs to be broadcast by that vehicle in the conventional or web format that is collaborative, grounded in socio-constructivism, in a dialectical perspective, social, forming an open system of interaction and construction of knowledge.

2 - Proposal for Pedagogical Design Socio-Constructivist

In reviewing the history of educational programs broadcast by radio we can infer that there was a deviation from a communicational perspective open to intervention, participation of listeners, in which there was a possibility of more open expression, not only in order to transmit, but also to receive, making the listener not only listen but to speak or say. In other words the radio could have been a spokesman for the society; however, the ideological and political interests prevented him from being used in all its communicative potential.

In order to redirect the radio to a democratic use, the proposal of the pedagogical design socio-constructivist that we developed is anchored in a conception of education as a socio-historical process and as liberating practice in the light of Freire's pedagogy - which discusses the contradiction between oppressors and oppressed from the dialectical materialist method of analysis of reality that suggests a problem-based education, which brings the dialogue in its orientation.

This way, the design for educational programs is communitarian, interactive, collaborative, collective, and not itself establish by social, political or economic prestige, and will not be a form of massification of education, but aiming at the integration of the academic community and its collective production of knowledge for society, where everyone can collaboratively build the route to be on the programming, respecting each citizen, being radio the space of resonance this collectivity. Finally, a proposed of the radio that combines the concept of education inspired in Freire and Vygotsky, in other words a radio socio-constructivist.

Therefore, the proposal is that the web radio must: be a point of convergence between the university and society in which knowledge can be built in the first linked to the real needs and interests of the second; be open to the participation of various departments and courses through their representatives (teachers, students, coordinators, employees), and society, different institutions, and professionals who want to collaborate in developing the programs, bringing answers or solutions to the problems presented, reported on discussions realized; having a layout and an interface that enables the conversation between producers, broadcasters and between the users / listeners, to facilitate handling and navigation, as well as exploration and research of content produced previously; submit a proposal multidirectional communication through which the user / listener may interfere with the message, manipulate it in order to build it before and during the process and express their opinions in various ways to improve the performance in elaboration of programs. In other words, a communication to promote cooperation, interaction and interactivity, which will happen via instant messaging, as MSN, Skype, e-mails and text messages (SMS), twitter and discussion forums that will set the guidelines and the key points of the programs.

It is important to note that in addition to technological resources, are essential have human collaboration, the interaction of a team of people articulated with the production of programs and at the same time with the academic community, with experts and with the community / listener. This human element is indispensable for the promotion of articulation between the radio, new technologies and educational proposal that wants to build. That is, we can confirm with the thought [4] Matta, when he says that "the technology itself changes nothing," but what changes is the intention of its use. Therefore, it is worth illustrating the value of the humanization of these technologies, the social, and the human action in the contexts.

3- The proposal of design of the programs, the categories of analysis, Methodology and Field Survey.

The proposal of the educational programs for conventional radio or web anchored in socio-constructivist theory comprises, principally, above all, the communication process as interactive, dynamic, culturally plural, established in the praxis of dialogue in order to promote international exchanges, right to express the thoughts of everyone in order to promote the process of constructing knowledge, understanding dialogue, according to [5] Freire (1987, p 78.): "How to meet men mediated by the world to say it, not exhausting, so the i-thou relationship. "Directed by these concepts, we prepared a proposal for four programs named: Pedagogy in Question; In peace with life; Debate Society; Filosofonia.

The proposal for the development of programs is that they should occur in an interactive way, breaking with the linear process of communication, in which listeners are no longer passive recipients, becoming active participants, interacting with the information, with the content transmitted and this is not something done, finished, predetermined by the issuer, but it can be transformed, recomposed, modified by the own process.

From this perspective, we developed the analysis categories: collaboration; interactivity; dialogism; and audience.

The methodology developed was the praxeological, since that it is anchored in interweaving of theory and practice, subject and object, consciousness and action, in other words, in the praxis.. ^[6] (CARVALHO, 2008).

The empirical field was composed of three radio stations. The Itapoan FM Radio (Commercial) - through which tested three programs: Pedagogy in Question, with the theme Bullying; In peace with life, with the theme of Co-dependency in relationships, and Filosofonia, whose theme was Moral and Ethical Values from the analysis of novels. The following was the Radio Comunitáriafm.com (in the neighborhood of Marechal Rondon in Salvador), from which four programs were tested: In peace with life, with the theme Depression; Debate in Society, with the theme Family Budget; Pedagogy in Question, with the theme the Pedagogical Mediation in the Family ; Filosofonia, which treated about the importance of philosophy in everyday life. The other station was Radio FACOM (UFBA), where it was performed a program - Pedagogy in Question, with the same theme described above.

As two of the stations do not have an educational character, the programs had to be modeled and adjusted according to your profile, seeking to integrate educational content to a format communicative that would approximate of the contexts of these stations. In this sense, we anchored in the ideas of ^[7] Kaplún (*apud* DEL BIANCO, 2009, p. 60) that consider that educational programs cannot be disconnected from the lives of people, but must be dialectical with their reality in order to promote intellectual ability and social conscience.

The research instruments were formed by the programs produced and broadcast by the stations, trying to evaluate the occurrence of the categories that were deemed to constitute the basic features to pedagogical design for the programs in the perspective socio-constructivist. And the data collection instrument was composed of a questionnaire that should be answered by those responsible for the production of broadcasting station, the presenters (speakers), the academic community and the listeners of the stations.

4- Results

As a result, the research demonstrated the feasibility of interactive design in programs implemented not only in community radio. And, paradoxically, the categories established for the analysis of the programs with a proposal social-constructivist such as collaboration, interactivity, dialogism and audience could be observed in the programs carried out on commercial broadcasting station - in Itapoan FM (which has no intention of develop educational programs). This fact could be shown because the programs were "tested" within an existing program in the station for over a year - The ZUMZUMZUM, in which communicators often require the direct participation of the audience - and also because the station has an technology that improves communication and interactivity of the listeners with the same: 04 telephone lines for direct access, e-mail, text messages and twitters.

From this fact we can show that for any program to achieve notoriety, and especially, audience it needs a residence time in the air, in order

to raise the active participation of listeners in order to gain the "trust" them. This confidence can only be achieved with the continuity of the program, which requires an effective production, a continuous search for improvement of the themes. Thus, besides the technologies needed for public participation, for exchanges, is an important and indispensable a pedagogical mediation, in other words, human action is relevant, because only humans are able to analyze, innovate and change the contexts.

The programs developed in broadcasting station Rádiodomunitariafm.com, of Marechal Rondon - with reach in the region and on the Internet - did not obtain an effective participation of the listener in order to prove the analysis of categories. This fact can be justified by lack of technological resources in the minimum station a phone line hybrid with phone connection to the desktop audio, and because the programs have been tested at times when the broadcaster does not normally have communicators in the air - time when the recorded programs are running not allowing the participation of listeners.

The program performed on FACOM Radio, reaching the college of communication and the Internet, also failed to demonstrate the effectiveness of the categories because it was scheduled at a time when students were downtime and period of the paralisation of employees in university.

However, after being recorded and made available on the podcast in the site www.praticandoead.jimdo.com, the people who were invited to participate in the research could hear the programs and talk their opinion about them. Whereas the themes were contextualized in the reality of public communication was the prospect of dialogue, open, cooperative, allowing "words" of the subjects and interactivity. Moreover, the themes have led to reflection and change of attitude.

CONCLUSION

The conclusion that follows is intended to point to routes to be followed in a process of awareness, since such awareness is part of a quest for educational practice engaged with the contemporary communication

resources. These resources should encourage the use of radio as an area of dissemination of knowledge in order to transform their use at least in the university context, more committed to the struggle for access to knowledge that can contribute to the processes of social change, overcoming the barrier a commercial use and eminently capitalist, with which tends to strengthen the existing social order.

The study indicates the possibility of using ICT in support of a teaching / learning process focused on the development of critical consciousness, particularly with respect to the use of radio / radio web as a vehicle of disclosure, propagation, dissemination of ideas, values of an educational proposal aimed at the emancipation of the subjects; allows also the overlapping between of the potential of ICT and socio-constructivist theory, to direct the pedagogical practices in an interactive, collaborative and dialogical form.

We can also signal the possibility of using the radio web in projects for programs of distance education, an distance education that is rooted in epistemological foundations focused on the construction of knowledge in a critical, conscious, collaborative and away from the bourgeois ideals of belief in digital technologies as a solution to the problems of humanity.

In this context it is important to show that the experimental phase of the research has come to prove the idea that not only the technologies are able to promote changes in any context and, more specifically, in educational contexts, they are important as tools to facilitate. But the essence of the whole educational project aimed at building knowledge bases grounded in socio-constructivist is in human action. They are the people that make the difference are the people who can direct the use of ICT in educational contexts in order to develop pedagogical practices that lead to social transformation.

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