

DIGITAL NARRATIVES: POSSIBILITIES FOR A WEB-CURRICULUM WITH STUDENTS OF THE COURSE OF PHYSICAL EDUCATION

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ABSTRACT

The development of web curriculum has been seen as a possibility when it relates the contributions of Digital Technologies of Information and Communication (DTIC) in the educational environment. New types of expression and production of digitalized knowledge are demanding innovative ways of organization and re-configuration of content and personal interactivity at school. Among innumerable possibilities, the elaboration of digital narratives has allowed their insertion as a prominent resource for the building of web curriculum. This paper is a research that aims to present the contributions of the usage of the software Toondoo, in the building of digital narratives with university students in the course of Physical Education in a private university in the state of São Paulo – Brazil. The theoretical discussions and the questioning of emerging topics in the contemporary world, as diversity, inclusion and the democratization of the sportive practice, were the background for the production of digital narratives. The results showed possibilities of the building of academic knowledge and its connection with the syllabus. An educational practice that gets closer to the context of the XXI century, attempts to articulate the teachers' knowledge to the new tools that are provided by mediatic resources and DTICs.

Key words: digital narratives; curriculum; higher school.

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1. Introduction

In the field of education, the use of integrated technologies to the curriculum can comprehend the most different ends, as, for example, the learning of a concept, of a process of interpersonal attitudes like in a discipline at school.

The challenging invitation is not only the one of getting to know the possibilities of the use of technologies, but also doing it critically, making the educational development possible, in a “human network of learning” (PRADO, 2006, p.107).

In order to enrich studies , especially when the Digital Technologies of Information and Communication (DTIC) are brought to the educational field , a similar attitude is required , as Freire (1996) reminds us , when he , at his time , discussed the importance of the teacher using the television to debate about it.

Carvalho (2008) questions the subject, reminding us that the fear for new technologies could lead us to “self – didaxis” as well as the end of the teacher’s role - it could lead people to a wrong discussion on reality, once critical intervention is a teacher’s fundamental role.

Kenski (2000, p.130) remind us how much we have lived the propagation of uncountable alterations in the circulation and access to new knowledge and that we have been constantly provoked by the mixing of images , movements and texts that not only mobilize our feelings but our thoughts as well. New forms of interaction with mediated communications are configured, and they make it possible the building and transmission of new types of language in our lives.

Almeida and Silva (2011, p.4) argue that the use of DTIC in education has already been showing a movement for integration to the curriculum “[...] of the repertoire of teachers and students’ social practices that are lived on a daily basis. From this imbrication between technologies and curriculum, a new word is formed- “web-curriculum”.

Then, the development of web-curriculum has already been seen as a possible reality when it comes to visualize the contributions of DTIC. Almeida and Valente (2012, p.58), highlight the use of digital narratives for the

explanation of concepts that allow teachers to identify the knowledge of students' common sense, and effectively help them.

With DTIC, new types of expression and production- that are digitalized and in the net – are instituted and they demand other configurations in the production of content and interactivity at school. The elaboration of digital narratives makes it possible for us to insert them as prominent resources for the building of web curriculum.

It is believed that , as Carvalho (2008) defends , the questions that had been arisen here , reflect the concrete results of the mankind's interaction with the interventions from his time, that , in turn , serves the cultural , social and cognitive needs of the society itself.

This paper aims to investigate the contributions of the use of the software *Toondoo* for the building of digital narratives with college students of a Bachelor Degree's in Physical Education , in a private university , in the state of São Paulo, Brazil.

2. Digital Narratives

The act of narrating follows humankind since the origin of its existence until nowadays. We are constantly in connection with narrative , whether it is in the action of telling and listening to a story , in the appreciation of a film , the news , in the radio among so many other types of narrative.

In being an activity that is inherent to the mankind , Carvalho (2008,p.77) reminds us that there is great diversity in the ways of narrating , as “[...] blogs, comic books [...] audiovisual and informatics resources ”.

Storytelling continues being a recurrent social practice , but the way it has been produced keeps a mix of midias , whose representation of knowledge implies in the enrichening and sophistication of the human activity (ALMEIDA; VALENTE, 2012).

The digital narratives have relevant social role whether in what concerns access as well as in the appropriation of new technologies and they can motivate and prepare children and youngsters in order to develop differentiated abilities. They are presented in different types (Movie Maker,

Second Life, Comic Books, etc.) and they are not only pastime, but also a tool for debates and social transformation. (REDONDO, 2010).

Promoting digital narratives has shown educational benefits that help students in their insertion in the 21st century as active individuals. The incorporation of projects with digital narratives in the learning, captivate students and develop necessary competences to deal with a world that, even more, has been organized in a complex way and that has been enriched with technology.

3- Articulating topics in the process of education of a Bachelor Degree's student of Physical Education

One of the priorities in the Pedagogic Project of the Course of Physical Education that was studied in this paper was the one of integral and articulated education of students, having as its focus the Integrating Actions of continued education of citizenship. An articulated syllabus and questioning education are fundamental elements for the education of the teacher of Physical Education.

The Integrating Actions make it viable the development of topics that discuss diversified cultural practices, especially the ones with more emerging social problems. Such actions evoke topics such as: a) teaching of Physical Education aimed to Inclusive Education, Diversity (Brazilian culture and of gender), b) related topics as "Gymnastics for Everyone", "Environment" and "Citizenship". The disciplines that are part of the Board of Integrating Actions are: a) "Education, Culture and Society", b) "Project 1".

4- Methodological Trajectory

This paper is part of an ongoing research that also involves other Bachelor's Degree course at University. As it is a clipping, it only brings partial data provided by the students of Physical education.

We chose the qualitative research, based on the understanding that there is an inseparable relation between the world and the subjectivity of the individual who is involved. It encompasses the sharing with people and with the local facts that constitute the objects of the research, in order to obtain latent

and visible results that can be perceived with sensitive attention (CHIZZOTTI, 2006, p. 79).

Such approach makes it possible the explanation of the complexity of educational phenomena and it is configured as means for the effectiveness of the research in human and social sciences (LÜDKE; ANDRÉ, 1986).

Our start point is the adhesion to a work with the universe of meanings, beliefs and attitudes that correspond to a deeper understanding of the relations, processes and phenomena that cannot be reduced to the operationalization of variables (MINAYO, 2001, p.14).

The research was exploratory which is the herein used methodological strategy, and it is integrating part of the qualitative research – it has been widely used as a preliminary study that searches not only for a better familiarization with the investigated subject, but also the elaboration of hypotheses and the adjustment of the measuring instrument to the reality that is intended to be known (GIL, 1991).

Forty five (45) students participated in this research in the first semester of 2014. They attend the 01st year of the Bachelor's Degree in Physical Education in a private university in the State of São Paulo- Brazil. The students were divided into six (06) subgroups for the making of digital narratives.

Together with the texts used in the mentioned disciplines, the students questioned emerging topics from the contemporary world. The subgroups had a central topic that was about corporeity, sportive practice or recreation in connection with the topics from the Integrating Action. They used the Software *ToonDoo* (*online* and free) for the creation and editing of the digital narratives , and they created a) characters, b) sceneries, c) the script and the story's plot together with the approached concepts in the disciplines and in the Integrated Actions of the syllabus.

5- Digital narratives as a way of apprehension of curricular content – first analysis

Digital narratives can be configured as vehicles of contents . The study of a narrative implies the analysis of its structure (fact , character , time , space conflict and ending) ; however , in the scope of a paper , we will only deal with

some aspects of the production of the narratives of the students that were investigated.

After the theoretical discussions along the semester, the questionings and articulations with the topics of the integrating actions, there were made six digital narratives. The pictures below show cuts of two narratives.

5.1- Elaboration of avatars



Picture1.Avatares - Environmental Education



Picture 2. Avatars - Education of Gender

Picture 1: Toucan's Group – Zumbi, Timoteo, Toucan, Zeca

Picture 2 : All of them united by the gender equality

Students created different avatars for the narrative (Pictures 1 and 2). Above we presented the creation of nine avatars: a) Picture 1 – customized characters that role played “Turma do Tucano” (Toucan’s Group) that focused on an acting in the level of Non-Formal Education with Environmental Education; b) Picture 2 – customized characters that role played on gender equality in which the situation was the one in a formal educational environment – the sportive practice at school. The creation of avatars showed that students demonstrated, in an appropriate way, the building of characters that at one time represented themselves pictorially, other times as the result of the transformation or metamorphosis of the process of the building of the character for the intended narrative.

5.2- Questionings and articulation with the theoretical curricular field: from the sportive practice to environmental education and equality of sexes.

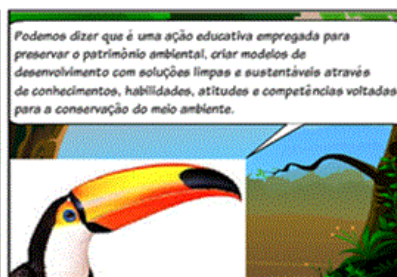
The disciplines “Education, Culture and Society” and “Project 1” provided a repertoire to students for the elaboration of digital narratives. After the creation of avatars, the subgroups spent more time in the questioning of the characters with the involved concepts. In this phase there was the articulation of

concepts: the ones of the narratives structure itself – conflict and ending – with concepts of education, culture and society.

Picture 3 shows a scene about an animal group in the Brazilian fauna that is under extinction. They are the protagonists of the story and they have the purpose to create a socio-environmental acting, based in the work of Non-Governmental Organizations.



Picture 3. Sports and Non Formal Education



Picture 4. Sports and Environmental Education

Picture 3 – “Sirs, I propose the creation of a project that is focused on Environmental Education, using as a bigger acting vehicle, non-formal Education.

Picture 4 – “ We can say that an educative action used to preserve the environmental patrimony , create developmental models with clean and sustainable solutions through knowledge, abilities , attitudes and competences aimed to preserving the environment.

In Picture 4, it is aimed the elucidation of a first conceptualization regarding Environmental Education and, what calls attention, is the actions students take through the bias of Non Formal Education as effective proposal in order to rouse more sustainable environmental practices with the physical educator’s actions.



Picture 5. Sport and Gender (Scenes 18 and19)

Picture 5 “Hi Lola. Didn’t you play?” “I went there, teacher, but the boys rejected me. They wouldn’t pass the ball to me”. “How come? Why?” “They said I am a girl, I do not know how to play, and I disturb them and that I should be playing dodgeball with the girls”.

In Picture 5, when approaching the sportive practice at school (Formal Education), the subgroup surfaces the matter of gender that is implicit in the soccer match, stating the conflict through the exclusion of the main character in the story.



Picture 6 –Sportive Practice and the Equality of Genders (Scenes 34, 35 and 36)

“No boys! I want you to learn, understand e become, in the future, men who know how to respect a woman. I want you to be conscious of women’s role in the society, which is also fundamental! You did not want to let them play! Did you know that it is a woman who is the person who has been five (05) times chosen the best player in the world?”

“Yes, teacher. She is Marta! She plays better than many men!”

“Yes, as Joana D’arc, the heroine in the Hundred Year’s War; Olga Benário, political activist; Francisca Prager Fróes, doctor and feminist; Leopoldina de Habsburgo Lorena, Empress of Brazil; Ricarda de Almeida Brito who participated in the Paraguayan War; Alice Tibiriçá, social activist and pacifist; Polyanna Rabelo the only woman diver in the Firefighters Corporation in Brazil and also Dilma Rouseff, the President of Brazil”

In Picture 6, the scenes show how students aim to relate education and gender at school and focus, through the sportive practice, in the gymnastics field which is a privileged place for the promotion of the culture of acknowledgment of the plurality of identities and behaviors that are related to differences. Students bring to the narrative the questioning of the relations of power between boys and girls that is, very commonly, steeped in the curricular conceptions and in the school routines.

6- Final Considerations

The digital narratives that are produced by students showed possibilities of the building of academic knowledge and connections with the curricular content.

Such productions, regarding the academic knowledge, will be possible once the teaching encourages such reconstructions. Youngsters tell their

experiences in the social networks in the form of digital narratives, by mixing videos, texts, images, among other resources, and give us interesting information on the way how we can re-create types of texts that improve university students' learning.

DTIC have already been incorporated in our culture and they are part of the contemporary social practices, by resignifying the educative relations. According to Almeida e Silva (2011, p.3) they make it possible a new environment not only in the classroom but also in the school; and it implies in changes in the “[...] management of time and space, in the relations between teaching and learning, in the material for pedagogic support, in the organization and representation of the information through multiple languages”.

An educative practice that aims to get closer to the context of the 21st century, generally searches for preparing in the articulation of teachers' knowledge to the new technology that is made available by media resources and DTIC, and, also searches for the adjusting of both to its diverse contents, may they be of concepts, attitudes or work procedures.

Going further in its direction can take us to the broadening and improvement of virtual environments and computer *software*. Headways , in this way , may boost real possibilities for the creation of new digital genders that are result of these evolutions and , allow us to visualize the building of web – curriculum. In consonance with what Kenski (2007) claims, that the act of reading and producing texts is historically transformed and it culminates, for example, in the production of a hybrid text which uses resources for orality and of icons, to be the closest the possible from natural conversation. The advent of the electronic text makes us closer to a new type of language – the synthesis and mediation between what is oral, written, imagetic and digital.

To seize upon academic knowledge in connection with the textual genders that are arising in the virtual media , is seen as something very well done , not only for students but as well to new academic researches of this kind. To adequately introduce digital narratives to didactic and pedagogic questions is one more role for the school and the teacher , because it is a challenge that is imposed que we take the role of participant individuals in the transformation of the society.

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