Transmedia Literacies in Professional Qualification Practices

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ABSTRACT: *This article aims to present a methodological theoretical proposal of acting in the teaching and learning process of the public school of basic education "Maria CintraNunes Rocha", situated in Franca, State of São Paulo. We propose to do it by interfering in literacy practices of its actors, which will be developed from the teachers practice. For this, we assume that they are directly related to the low performance of students since that in the formal educational practices, the teacher takes the role of mediator between students and knowledge. Tackling this issue, we propose a creation of a Transmedia Literacy Laboratory, structured as a digital platform that must be collectively build in a partnership between the university (researchers of this project: leaders, the collaborators, and tutored students) and the public school (school leaders, principals, supervisors, professors, students, and auxiliaries). The main goal is to act as a common space for converging researches, continuous teacher training, production and dissemination of scientific knowledge as well as dissemination of learning practices and objects oriented and aiming to improve the quality of primary education in the referred school.*

Keywords: multiplatforms, teacher training, teaching and learning process, transmedia literacy

I. INTRODUCTION

The aim of this article is to present the reflections from which we elaborate a proposal of performance in the education process and learning of a state public school of basic education, of the city of Franca-SP,Brazil, whose quality pointers are below of the goals proposed by the education office and the secretariat of the state of São Paulo.

These low indexes of efficiency of the school reflect the problems that Brazilian education has faced during the years: the International Program of Evaluation of the Student (PISA), published in 2013, disclosed that Brazil was in 58th place in the scale that concerns the performance of the students in three areas of knowledge (mathematics, reading and science.) The report of the Worldwide Economic Forum of Davos, published in 2016, identified that the low quality of the basic education "throw Brazil in the group of the 'lanterns' in the *ranking* of human capital", because 35% of the human capital of the country continues underdeveloped, mainly in the age group between 0 and 14 years old. Brazilis in 100º place between 130 evaluated countries.

Amongst the possible justifications for these indexes - beyond factors as the school evasion, the social inaquality, the lack of public politics that are more adjusted for education and the downgrading of the schools about the new devices of education - we consider, as well as Abrucio (2016), Gatti (2008, 2010), Bruns and Luque (2014), and Simielli (2015), that the teaching formation, either in the level of the initial and/or continued formation, is determinative for the learning deficit, and, therefore, for the quality in education.

The increase of the quality and the equity in the educational field depends on some actions. One of the crucial points it is related with the human capital and represents the creation of a solid career of teaching, with formed and well professionalized professors. To reach this objective, one of the the most important things is the formation and the perfectioning of the professors, either of whom goes to enter in the career or the ones that are still in it (ABRUCIO, 2016, P. 11.)

The researches on teaching formation starts to detach from 1980, with the purpose to measure the quality of the teaching work for the degree of schooling of the professors and for the courses of continued formation that they conclude. Currently, these researches start to have as mainly focus the identification of the skills and abilities that must compose the professional profiles, as it can observed in the orientations of the Curriculum Guidelines proposals by the Ministry of the Education.

In a bibliographical survey of the studies concerning the formation of professors, Abrucio (2016) verifies that it does not have a consensus between the researchers on which skills and abilities would affect more the performance of the students. Gatti (2008; 2010) and Abrucio (2016) had traced the profile of the students of the courses of graduation (Pedagogics, Languages, Mathematics and Science) and had verified that the majority of these future professors attended the Basic Education in public schools. They also belongs to the worse stratus of evaluation of the Enem (Nacional High School Exam) and to the families with minor socioeconomic status, this characteristics shows that just over half of them constitutes the first generation in its families that has access

to the superior education. It was central evidenced that 80% of the students of Pedagogics and almost half of the students of the other graduations has been studying in particular universities, in nocturnal courses and many of them has study through distance courses, where the students study predominantly by handouts with book summaries (GATTI, 2010, P. 40; ABRUCIO, 2016, P. 16.)

Startingfromthepostulate of the authors that say that the skills and abilities of the licensed ones in situation of initial formation "have weight on the learnings and its developments in professional performance" (GATTI, 2010, P. 7,) we ask: will the courses of initial superior formation manage "to fill the gaps inherited of deficit public basic education" in the next three or four years?Moreover, will they obtain these courses to transmit enough knowledge and experience for the formation and the professional performance of the future professors? Will the graduation courses, above all – the nocturnal courses that are made by distance, solve the problems of reading and production of texts that the licensed one has brought from basic education?What kind of literacies has a professor that formed by reading – predominantly - handouts and summaries?

In view of "the precariousness of the initial formation and the low cultural and social capital of the great majority of the mastership students" (ABRUCIO, 2016, p.11,) and building on the concept of literacy described by UNESCO, as "the key for the communication and the learning of all the types and a basic condition of access to the society of the knowledge of today", we believe that amongst the many factors that also cause the low indexes in official ratings of the school "Maria CintraNunes Rocha" and also the Brazilian basic education is related to the problems of literacy, that are associate to the difficulties in communication coming from the professors, once they are, in the practical of formal education, the responsible ones for developing and/or improving the abilities of the students, and they are also responsible to mediate the relation between them and the knowledge. The deficits in the literacy of the professors in exercise would generate, thus, the vicious circle in which the basic education finds itself: professors with difficulties in communication are forming students with communicative problems that, in turn, make it difficult and, many times, hinder a significant learning - "nobody teaches what it does not know."

The attentive examination of the verbal and writing performance of just-formed bachelors in Languages or candidates in competitions of ingression to graduation leave to foresee a series of difficulties in the domain of the communicative situations that are submitted to those that consider to work, next to the future generations (BRASIL/MEC, 2002, p.86.)

In this context, it is necessary to stand out the structural change for which the production and the diffusion of the information and the knowledge pass in the contemporary society, in all the spheres: the existence of a society in the web (CASTELLS, 1999), the construction of collective knowledge (LÉYV, 1999) in the most diverse media platforms for which the citizens migrate, the cultural and media convergence provides the rise of transmedia practices characterized for the dispersion of contents in diverse platforms in complementary and coordinated ways in which "each way makes its distinct contribution for the unveiling of history", (JENKINS, 2009, p.23) and that they enlarged and modifies for the participative culture of the users in fields as the entertainment, the education and the activism.

The existence of diverse platforms and accessible mobile devices to the users creates a media ecology (SCOLARI, 2009) that makes possible the individuals to produce and to consume texts of diverse medias through its communicative practices in the web. This process of construction and circulation of contents in these platforms can be understood as a new construction of literacy, in this case, concerning media, that results in a "set of basic and advanced abilities, relating individual aptitudes with social practices, crossing the border between the formal and informal knowledge" (LIVINGSTONE, 2012, p.13.)

This expansion of production practices and the dissemination of the knowledge in multiple platforms, as points Santaella (2010, P. 4) generates an ubiquitous learning, "an education that is so contingently, reorganizes the equation of education and learning, since it makes to emerge processes of learning without education."When working with students endowed with these abilities, the professors see themselves imbued of some new challenges and papers that go beyond the fulfilment of summaries proposals in the resumes.This professor must act as a "mediator-custodian" of the diverse informations that arrive through the students and go for them, by characterizing them, problematizing them, arguing and pointing the ways that are more adjusted to the promotion of ethical and aesthetic values and scientific knowledge that prepare them to be citizens and also as a professional.

The absence of the understanding of this process, as well as the detachment of pedagogical practices of the tranmedia literacy – that is already rooted in the daily life of the students - can also lead to the vicious circle responsible for the low performance of the students.

In order to be able to breach this logic, we consider to study the problems originated in the reality of the selected school, considering that the center of the questions of education and learning (basic nucleus of the teaching work) is established in the level of the literacy of the citizens, understood from Scolari (2014) as transmedia literacy: a concept-key integrator of multili (ROJO, 2009; 2012) that different contemporaries social

practices demand, as an competence and an ability of guardianship of contents.That is, more than a communicative ability of reading and production of texts, the citizens need, over all in the culture of the mobility and the free access of contents, to be capable to select sources of information, to transform information into knowledge, to analyze data, to monitor web, to produce, to share and to store knowledge.

Thus, delimiting our target of research concerning the literacy of the actors of the School Maria Cintra, we conceive that the profile of the professor must contemplate the composed transmedia literacy in three (3) categories: a) academic literacy: interaction with the founding theoretical texts of the initial and continued formation; b) professional literacy: interaction with the didactic-pedagogical sorts, as documents, Parameters, Resumes, objects of learning etc.; and c) daily literacy: interaction with the journalistic sorts, advertising, of entertainment, revealed in the diverse medias and modalities in contemporaries social practices.

From this point of view, the initial hypothesis of which we start is that the deficiency of the professors in relation to one or all the three types of literacy makes difficult the theoretical formation, as well as the adhesion to the pedagogical proposals and new objects of learning and the interaction between professor and student (CÂMARA, 2013.)

It is important to detach that we do not cite the artistic texts in none of the three types of literacy because we consider that the art must permeate during all the formation and teaching performance, that is, must be the bedding of the initial and continued formation of the professors, acting as distinguishing of quality in educative practices realized since the basic level until the superior.

Before the intensity and the fast transformations for which the society passes, mainly the ones caused for the technological advances, it is essential that the schools and its actors catch up, since these innovations cause significant changes in the ways of being, feeling, thinking and acting of the citizens. However, we adopt as a premise the fact that it is no use to the school to invest only in physical technology, with the acquisition of computers, for example, as well as the substitution of notebooks and books for *tablets*, or the available of digital platforms of learnings. Much less to limit itself to some courses of qualification in computer science, if the citizens (professors and students) that will go interact and use these technologies will not be they, before everything, reading critics and, consequently social actors of these transformations.

II.   THELABORATORY

Of this point of view, the objective of our proposal is to act in the quality of the process of education and learning of the school "E.E. Maria CintraNunes Rocha," starting from the improvement of the literacy practices of its professors, in order to contribute for changes of the educative practices of this school, through the implantation of the Laboratory of transmedia literacy, conceived for the actors of the public school in partnership with the university.

The laboratory will be structuralized as a place of production and application of research, of educative practices of continued formation of the professor, and creation of innovative situations of learning. We think that this model will provide to the professors and the students effective chances of update and reinvention of its forms of life, as well as possibilities of creation of discursive connection networks that will allow the improvement of its literacy and the increase of its motivation. Another profit derived from this model will be the adhesion and the enrollment to the school activities and, consequently, to the knowledge, allowing the improvement and the development of its literacies and its processes of learning.

Under this perspective, the laboratory is placed as a proposal of public politics, because it acts as an action-pilot, and it will have to extend the capacity of theoretical methodological democratization of the process of education and learning considered from the perspective of the literacy in the work situation, spreading through the Laboratory of transmedia literacy, its tools of work and knowledge and the practices produced collectively. This practical must allow the autonomy and protagonism to the actors professors and the students of the public school, in order to create the possibility of implementation of this model in other schools of the school board of the city of Franca, São Paulo.

This proposal fits in the area of applied Linguistics, considered on the basis of Celani (2008) as an area:

[...] In view of that the language permeates all the sectors of our social life, politics, educational and economic, once that is constructed by the social context and plays an instrumental role in the construction of the social contexts in which we live, it is implicit the importance of the applied Linguistics in the equating of problems of educational order, social, politics and also economic (CELANI, 2008, p. 20.)

In this new stage of our research, we seek to contribute for the magnifying of the field of studies on the relation between education, entertainment and medias, understanding them in the triadic relation - professional formation, pedagogical practices and new literacies - generated for the contemporaries technological, cultural and media evolution.

The relevance of this proposal is in its innovative character when approaching the capacity of literacies of the professors in their work situation, relating them directly to its professionals practices and the performance of the students. It contemplates, thus, since the planning of lessons, the production of knowledge and situations

and objects of learning, until the practical application of these objects in classroom, from a flexible and active methodology, establishing theoretical foundations and activities of Inter/multi/trans/indisciplinary and considering, as shown in PCNs+, the school is shown as a space of continued formation.

III. THEORETICALANDMETHODOLOGICALFOUNDATIONS

Our proposal is based on an inter/transdisciplinary epistemological representation, placing itself mainly between the studies of Applied Social Sciences, the studies on literacies, the research on teaching formation and process of education and learning, from the studies of the Applied Linguistics and the theoretical and methodological model of analysis of the discursive semiotics. It is organized from the perspective of the tripod of professional formation, pedagogical practices and literacies, three nucleation dimensions on which will circulate the categories of analysis: ability of communication; life forms; interaction; communicative practices; Tic; audiovisual; transmedia.

In the field of the researches in the area of the Social Communication, the main discusions occur in relation to the breaking boundaries in the production processes and cultural circulation, what it results, according to Jenkins (2009), in hybrid models inserted in a universe of cultural and media convergence and in a scene of propagated medias. The author affirms that this convergence cannot only be understood as a technological process, but cultural and cognitive:

The convergence does not occur by means of devices, for more sophisticated that they come to be. The convergence occurs inside of the brain of individual consumers and its social interactions with others. Each one of us constructs proper personal mythology, from pieces and fragments of extracted information of the media flow and transformed into resources through which we understand our daily life (JENKINS, 2009, P. 30.)

This context makes possible a participative model of culture, where the citizens are not conceived as simple "passive" receivers of daily prebuilt messages, but as coauthors in the communicative practices, intervening them, molding them, sharing them, spreading them, resignifying and remixing contents and forms for networks of social groupings, constituted of human and not human actors and media platforms. Significant transformations, propitiated, as shown in Segata and Latour (2012, P. 35), "for the mobility of the actors and the flow of information, as networks, with its 'flows, circulations, alliances, movements."

In this scene, we adopt as a perspective of analysis to investigate the practical of contemporaries literacies, under the point of view of interaction schemes, enrollment and beliefs established in the media communicative practices that configure themselves with new aesthetic, new ethics, new sorts, new interaction schemes and, therefore, new literacies. We conceive, with Santaella (2010), that these technological innovations of the scholars practices structuralize the social organization "because they are structuring the space-secular relations which the thought and the sensitivity of the being is conform" (SANTAELLA, 2010, p.1.)

The possibility to carry through a semiotics study of the practices, strategies and forms of life that characterize the transmedia literacy, of the point of view of interaction schemes, is based on Fontanille (2013, P. 132), according to which interaction schemes and enrollment are organized as systems of beliefs that direct our expectations of reading. For the author, each practical of interaction and interpretation leaves "tracks", "memories", systems of beliefs that are updated in each new situation of interaction with new objects.

Fontanille (2013, P. 134) still affirms that in the institutionalized cultures these systems of beliefs create standards, preset contracts of readings, instructions of interactions converted into standards and aesthetic sorts, and the problem that configures on interaction schemes front to the convergence of the contemporaries medias is the difficulty to keep the congruence of the beliefs schemes, in view of the continuous transformations produced of by the symbolic borders of the diverse hardwired societies.

It is in this context that the transmedia literacy incases, establishing belief schemes, with convergent and also hybrid interaction and enrollment, by means of different ways of production and circulation of communicative practices, and therefore they demand new competences and scholars abilities. As it affirms Tfouni (1995), there are degrees of literacy that are determined in accordance with the features of the sort, of the type of the text, of the media, of the languages.

For Scolari (2014), the researches on transmedia literacy dedicate to promote forms of transmission of "media abilities" so that the citizens carry through communicative practices of critical interpretation and production. Considering the citizens as agents who create, interfere and share contents in the environment of networks, the author believes that "*la alfabetizaciónmediáticapuedelimitarse al análisiswoollen critic producción el lenguaje of average los*" and considers the concept "*transmidialiteracy*", translated for us as transmedia literacy. If transmedia (MASSAROLO et al., 2013, P. 264), that is, the cultural production, of this point of view, occur in different types of medias - from book to the mobile media - demanding, therefore, types of different reading abilities, as it points Santaella, we decide, in this proposal, to conceive media literacy as the concept key to integrate the multiliteracy that different contemporaries social practices demand, as competence and ability of guardianship of the contents. That is, more than being capable of communicate in different social practices of uses of the languages, in the different social spaces in which they circulate, it is necessary, over all

in the culture of mobility and the free access of contents, to the ubiquitous learning, that the professor and the student are capable to select and to dialogue of a critical form with the information sources, to analyze data, to monitor networks, to share and to store knowledge.

Of the point of view of the experiences of professional formation, the immersion in the digital universe opens new spaces and forms of learnings in which the speed of the contemporaries cultural transformations determine new forms of relation with knowledge (Lévy, 2011), and starts to demand, each time, formation practices more continued that are composing, next to professional acting practices, the new forms of life of the professor.

In this aspect, we understand for pedagogical practices of the professor a transmission/mediation/guardianship process of one be and one to do of the education professional, organized according to a social addresser responsible for the legal, philosophical and pedagogical bases of this process.

What support our reflections - regarding the formation and performance of the professor - are the orientations and norms of official documents (Curricular Parameters, Curricular National Lines of the courses of formation of professors for the basic education, Resume of the state of São Paulo) (XXX, 2014), the report of the TPE "Formation of professors in Brazil - diagnostic, politics and strategies agenda for changes" -; the research of Gatti on the relative legislation to the teaching formation and the socioeducational characteristics of the graduates of the courses of Pedagogics, Portuguese language, Mathematical and Biological Sciences; the studies on the concept of reflective professor and searching professor, from Pimenta and Ghedin (2012), whose proposal points out in the origin, the fundamentals and characteristics of the concepts of reflectivity as an integrant of the shock between modernity and postmodernity and in the critical to the generalized expansion of researches in the field of formation of professors.

Understanding with Pimenta and Ghedin (2012, p.15), that the "democratization of education passes through the professors", and that the equity must be a goal for the improvement of the quality of the periphery schools, we consider to reflect, from the research on popular education and teaching, forms of the professor to mediate the social and concrete inequalities that the students of the school Maria Cintra face.

IV. CONCLUSION

We presented, in this article, our proposal of development and application of a transdisciplinary and interinstitutional theoretical and methodological model (university and public school) of improvement of the competences and abilities of the actors of the basic education school under the perspective of transmedia literacy, in order to assist in the quality of the education of the public school, enriching and making advances in the studies carried through in the area of basic education, entertainment and medias.

We wait that the interference in the scholars practices of the actors of the school Maria CintraNunes Rocha is capable to improve the quality of the education and learning process of the school. We also believe that the practical identification and the analysis of the transmedia literacy practices of the professors and the students will contribute for the increment of the mediation processes, interaction and enrollment of these citizens to educational practices of the school and establish a methodology of continued formation that handle the complexity of contemporaries educative practices, under the perspective of the transmedia literacy.

The strategies targeted to the improvement of the quality of basic education need, above all, to promote actions that aim to become the professors competent, of the point of view of its literacies, because we believe that only this way these professionals will be capable to carry through significant pedagogical practices, with autonomy and protagonism, promoting, this manner, a more efficient and significant learning on the part of the students.

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