

## **DESIGN OF A PARTICIPATORY COMMUNICATIONAL, EDUCATIONAL AND CULTURAL PROPOSAL IN THE CONTEXT OF TEACHING-LEARNING**

**Tadeu Rodrigues Luama<sup>1</sup>**

**Jorge Miklos<sup>2</sup>**

**Maria Fúlvia Gomes Morilhas<sup>3</sup>**

<sup>1</sup> PhD in Communication (UNIP). Professor at Centro Universitário Belas Artes. Member of the Research Groups Media and Imaginary Studies (UNIP), Mediatic Narratives (UNISO) and Ludic Media (UNISO). Lattes: <http://lattes.cnpq.br/9843149945310666>. ORCID: <https://orcid.org/0000-0001-9875-2208>. E-mail: [tadeu.iuama@belasartes.br](mailto:tadeu.iuama@belasartes.br).

<sup>2</sup> PhD in Communication and Semiotics (PUC-SP). Professor in the Postgraduate Program in Communication at Universidade Paulista. Member of the Research Groups Media and Imaginary Studies (UNIP), Media and Religion (INTERCOM) and vice president of ABCiber. Lattes: <http://lattes.cnpq.br/5573271976478452>. ORCID: <https://orcid.org/0000-0003-3371-7297>. E-mail: [jorgemiklos@gmail.com](mailto:jorgemiklos@gmail.com).

<sup>3</sup> Translator. Undergraduated in Literature at FFLCH-USP. Email: [fulviamorilhas@yahoo.com.br](mailto:fulviamorilhas@yahoo.com.br).

## 1 INTRODUCTION

Nowadays is a disruptive time. The interactivity and connectivity of individuals reached levels never imagined three decades ago. Much of the knowledge accumulated by humanity is literally at hand (for any individual with access to a smartphone and internet connection). If the clash of generations is a recurring theme in the history of mankind, at the present time it gains other airs: on one hand, a generation that does not understand that it has in its hands, since birth, access to an excessive amount of knowledge; on the other, past generations that are not suited to a reality in which the role of transmitting knowledge has been delegated to devices connected to big data.

It is in this context that we propose a change of look, in the sense of turning to the role that participation starts to play in the development of effective proposals for the teaching-learning process. In a society guided by mediatization, it is healthy to think that every educational process is also a communicational process (and vice versa). In addition to the Educommunication buzzword, this proposal goes beyond the instrumentalization of the means of communication for educational use. We propose, instead, to think about the dynamics of educational and communicational relations that seem to us more pertinent in a society based on information technologies, since we understand that it is not about the use of communication technologies as tools, but rather, above all, of a paradigmatic change.

We aim to think about the design of a participatory communicational, didactic and cultural proposal. Such a possibility evokes discussing the influences and implications on communication, didactics and the culture itself. Such an option is justified, above all, by the immediate context in which we live, in which, although widely equipped by the most diverse gadgets (which supposedly should only make our lives easier), we find ourselves in frequent (increasingly) crises of communicational institutions and educational.

Supported by a phenomenological view, we adopted the literature review as a starting point for our essay writing, aiming at the exchange towards synthesis, and we list our perceptions of communicational, didactic and cultural needs so that we can interpret a possibility of experiencing the world in a participatory way.

## 2 DEVELOPMENT

When we think of a world based on digital technologies, a common association is with the idea of interactivity. However, our effort here is to establish another, less obvious and explored relationship. This seemingly paradoxical relationship leads us to reflect that the greater number of options potentially indicates to the individual his effective impossibility of participation: the more choices are presented to the subject, the more he perceives himself as the object of a dynamic marketing objectification. We also emphasize that such dynamics permeates several spheres of our social life: we interact with media productions, with the commodities offered by the market, with the products of the cultural industry and with an education,

sometimes manufacturing. All this interaction that guides these relationships, we are concerned, seems to hide an absence of participation.

Our theoretical framework encompass Martin Buber, Vilém Flusser, Juan Bustos, Vicente Romano, Victor Ventosa, Paulo Freire, Kristoffer Haggren, Leo Nordwall, Gabriel Widing and Elge Larsson. The first two provide cross-sectional views, which permeate the entire paper. Subsequently, we talked about participatory communication, with Bustos and Romano, about participatory didactics, with Ventosa and Freire and about a participatory culture, with the other authors.

### 3 CONCLUSION

Our conclusions point to an inexorable relationship between communication, didactics and culture with regard to participation. Our journey through the thinking of different authors, more in order to design possible scenarios than to enclose reality in theories, seemed to show us a path: for there to be a cultural change, we need to teach people to participate - and such teaching seems to depart the adoption of an equally participatory stance in our communication processes. For this to happen, there is a design concern, in the sense of proposing alternatives for our way of experiencing the world.

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