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Editorial

Ce deuxième numéro spécial de la *Revue des Interactions Humaines Médiatisées* continue la formule invitée, comme cela s'est déjà produit par le passé, pour la dernière fois en 2018. Il poursuit la parution entamée au numéro 23(1) et achève la publication de ces travaux.

Il s'agit donc d'un deuxième millésime atypique dans la production de la revue, qui abandonne temporairement sa forme habituelle de trois articles longs en varia. En effet, le numéro propose six articles plus courts, qui sont des versions retravaillées et complétées de travaux sélectionnés parmi ceux présentés lors du colloque international « Journalisme et plateformes 2 : information, infomédiation et *fake news* » organisé par l'axe 4 de l'IMSIC et qui s'est tenu à l'École du Journalisme et de Communication de l'Université d'Aix-Marseille (EJCAM), à Marseille, du 20 au 22 janvier 2021. Ce colloque international est le deuxième volet d'un rendez-vous « Journalisme et plateformes » dont le premier volet, « de la symbiose à la dépendance », a été organisé par le LERASS à Toulouse en 2019.

L'ensemble est consacré aux fake news, au fact-checking et à l'éducation aux médias et à l'information. Le numéro a été coordonné par Pauline Amiel et Alexandre Joux, qui ont effectué tout le travail de reviewing et de supervision scientifique. Ils présentent l'ensemble du numéro dans l'article d'ouverture. Nous les remercions pour l'exigence dont ils ont fait preuve dans ce travail.

Nous vous souhaitons à toutes et à tous une très bonne lecture et nous vous remercions de votre fidélité.

Sylvie **LELEU-MERVIEL** et Khaldoun **ZREIK**
Rédacteurs en chef

Communication strategies and education in the Federal District: issues for media literacy

Stratégies de communication et éducation dans le District fédéral: enjeux pour l'éducation aux médias

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Abstract. This paper presents theoretical reflections and empirical experiences on communication and education strategies in schools with the goal of analyzing how communication technologies, the right of access to information, and social mobilization have been used as instruments for training teachers and students at elementary schools in information and communication technologies, in the northern region of the Federal District (DF) in Brazil.

Keywords. Media Literacy, Brasilia, Educommunication

Résumé. Cet article présente des réflexions théoriques et des expériences empiriques sur les stratégies de communication et d'éducation dans les écoles dans le but d'analyser comment les technologies de communication, le droit d'accès à l'information et la mobilisation sociale ont été utilisés comme instruments pour former les enseignants et les élèves des écoles primaires à l'information et technologies de communication, dans la région nord du Brasília, District Fédéral (DF) au Brésil.

Mots clés. éducation aux médias, Brasilia, éducommunication

1 Introduction

Following the techniques systematized by John Thompson (2011), the first methodological step in verifying what tools of communication and social mobilization (Toro, 1997) are being developed in schools was to conduct in-depth interviews with managers, teachers, and students in institutions located in Sobradinho, Sobradinho 2, Planaltina and Fercal. These locations have a combined

population of approximately 1 million and were chosen for their socioeconomic characteristics that are representative of the Federal District as a whole.

Research was also carried out in two other regions: Fercal and Planaltina. The former is the most recent region of the DF, which was a part of Sobradinho and Sobradinho II. Although it has existed since 1961, it was only officially recognized as an administrative region in 2012 and is now “one of the largest revenue generators in the DF, as it houses two large cement factories, asphalt plants and mining companies” (PDAD, 2018, p.9). With a little more than 8 thousand inhabitants, most of the population of Fercal can read and write, but only a little more than a third of its inhabitants have broadband internet installed in their homes. Also, subscriptions to pay TV and other online services are significantly lower in both Fercal and Planaltina. Lastly, Planaltina’s reality is different from the other regions. Located about 38 km north from the capital of the country, it is the oldest urban center in the Federal District and the region with the lowest broadband internet access rate and the lowest subscription rates for cable TV and other online services, according to the Brazil National Household Sample Survey.

In this context, supporting teachers in these regions was one of the main strategies used to increase the number of interventions within the scope of media and information literacy (AMI), considering that the work of these professionals alone promotes full and equal education opportunities for all. The idea is to help to train teachers and students at elementary schools through the use of communication technologies, the right to access information, and social mobilization in an attempt to foster and strengthen educational processes organized and developed by school communities and offer innovative and creative ways of solving basic education problems in Brazilian schools.

Currently, media and other information providers are fundamental to the exercise of citizenship and the strengthening of democracy, as it is through them that societies communicate with each other, hold public debates, and build a sense of belonging in the community. It is the citizens’ familiarity with media issues that leads to a better-informed decision-making, particularly due to one’s ability to “recognize the cultural, social and other contexts in which the information was created, and understand the impact of that context when interpreting said information” (UNESCO, 2016, p. 32). For this reason, a society which is media and information literate has greater chances to have a governance and participatory democracy. Conversely, a civil society or a dynamic civic culture cannot be sustained without a critical understanding of how media and information improve engagement, democratic debates, ethics, and the diverse expressions of citizenship.

Education is not different. Information and Communication Technologies (ICTs) have an impact not only on teachers and on students’ learning, but also on the assessment, transmission, and appropriation of diverse information. This intersection between Communication and Education is relevant as it has the potential for the two fields to communicate and provide pedagogical practices to schools. A critical understanding of communicational phenomenon and processes is essential for students and teachers to have the freedom of expression and the right to information. Even though these rights are upheld by the Constitution of Brazil, both require educational initiatives in order to improve that communication : from the need for free access and organization of information to its due processing and critical consideration. A democratic society that protects its social participation spaces has

no need for consolidated media and information literacy initiatives if it already has open information systems with free, independent, and pluralistic media.

According to the UNESCO report (2016), by teaching students to be media and information literate, teachers are performing essential actions towards forming rational and informed citizen awareness, which eventually also benefits society in general. For Soares (2011, p.15) it is communication in schools that provides “a path towards renewing social practices with the goal of increasing the forms of expression in all stages of human life, especially childhood and youth”. It is of note that this training can be developed through the use of advanced technologies, but this kind of training is not just limited to those who have access to these technologies; it can be applied to a wide range of contexts.

The teachers will then subsequently convey these skills to their students according to the teaching and learning conditions that are available. From this perspective, one can identify the particularities of each socio-cultural context which teachers are inserted in, as well as their challenges and capabilities regarding the exercise of citizenship, freedom of expression and information, and, above all, the strengthening of democracy. In addition, understanding how different kinds of students use and reframe media products and events in their own lives means the learning process between communicators and teachers is mutually beneficial. It is as much about understanding problems and concrete solutions as it is about collective learning, where teachers, communicators and students work towards common goals. When literacy or media and information literacy are made a priority, the citizens are better conditioned to understand how media works, which allows them to reflect on what ethical values and principles in media and other information providers mean to them. According to Buckingham (2012, p.52), the skills needed to use ICTs “are not equally distributed among people and do not arise simply because they have access to technology”. Individuals collectively involved in AMI processes acquire skills that enable them to assess media services and responsibilities more confidently and, above all, the possible appropriations, and engagements with them.

More effective communication techniques and using ICTs for learning were important for directing the research group’s activities. Intervention through technological mediation and media literacy in educational spaces “is a viable and practical alternative for the use of technologies in the classroom, both in behavioral (student interest) and didactic (content presentation) issues” (Soares, 2008, p.7). Thus, the objective is to expand the learning process itself so that teachers can “use traditional and new media technologies to relate them to learning inside and outside the school, especially for those students who do not or cannot attend school” (UNESCO, 2016, p. 34)”.

2 The research

In order to answer the question “How are schools communicating?” the research group applied questionnaires and analyzed social media profiles created by teachers and students, to understand not only what the communication process was like inside the schools (1), but also which news channels school communities use to inform themselves about their city (2), and how students communicate their opinions and/or produce education and community content (3). 20 qualitative interviews were conducted, and then quantitative indicators were defined to prepare and apply 120

questionnaires. It is relevant to state that this research was carried out in two periods: before and during the coronavirus (COVID-19) pandemic. As a result, the field activities, the type of information and data collected were impacted by this change. When analyzing school communication, we must understand that there is a difference between its different areas and the possibility of use, which reminds us that communication is not limited to technical tools used, just as social networks are not the technological platforms used to connect people on the internet.

One of the ways that school communication can be analyzed (out of other possible approaches) is through the way that individuals within the school environment communicate with each other, and how different segments of the school community communicate internally and with others (teachers, career counsellors, students, fathers, mothers, and guardians). Another possible approach is to analyze how the ICTs are used for Distance Learning (DL). Discussions about the possibilities and difficulties each of currently available tool and platform present was a priority for several education networks in Brazil and in the world. One of the main difficulties is the inequality of internet access, especially in the poorer sectors of the society or for those living in more remote locations.

The difficulty with connectivity concerns not only students from lower-income families; it can be a problem even for schools and teachers. Within the scope of this work, there are several issues intrinsic to this subject which we perceived in the course of our research, such as the impact that regional issues have on the use of ICTs and other platforms, the problematic internet access in some schools, in addition to other creative and voluntary alternatives to face these challenges. One example is the Queima Lençol Elementary Education Center, located in a rural area of Fercal which is not serviced by any landline operator. The school is thus served by a low-quality internet radio that only works intermittently and is greatly affected by changing climate conditions such as rain and wind. Cellular phone signals are also not reliable as there is only one provider operating in the region, and its signal is only accessible in some parts of the school property.

Thus, a virtual workshop held with teachers from Queima Lençol Elementary Education Center in Fercal was only possible because the school's teachers and workers used their own funds to pay for it. At the time, they complained that difficulties in communication were hindering pedagogical work and contact with the school community as a whole. They also related the problem to the technological resources of the school; it does not have a computer lab and heavy rain destroyed its portable projectors used in the classrooms. We can say that this school stood out for being a rural school which was heavily impacted by connection problems and its lack of even a basic structure.

We noted that not only did financial, political and regional conditions have a significant impact on the school and its forms of communication and interactions, but there were also cultural aspects that had an influence as well. Some of this is evident in the teachers' notes at Queima Lençol Elementary. When asked about radio and *streaming* services, the teachers described how some students complained about the musical content played at the school radio, particularly the music played during the break time. They explained how students complained about the international music and asked teachers to play *fórró* (a popular style of music in the community). We now turn our attention to Elementary Education Center 08; a school located in the urban area of Sobradinho II. This school has internet connection, a computer lab,

a projector, and tablets used in student workshops. The teachers' workshop was also conducted online and despite the school's high level of connectivity, the students that attended it are from poorer communities, often with little or no connectivity outside the school environment. It is noteworthy that, during the pandemic, the school has held a series of *live videos* on the school's Instagram profile, which is administered by the school principal and a student. *The live videos* encompass educational content and subjects related to physical and mental health, with dance classes and DJ presentations. The teachers talked about how important it was to keep channels of communication open during the pandemic so that students can maintain an emotional connection to the school.

Face-to-face workshops were held before the pandemic in the neighboring region at Elementary Education Center 03, located in the urban area of Sobradinho I. Virtual meetings were also conducted during the pandemic in order to complete our research. Our research group addressed issues related to the importance of communication and the use of ICTs in the school for media literacy. The teachers explained how they use the school's online profile to conduct live internet broadcasts for their students, focusing on physical and mental health issues. They also made it a point to tell students about the importance of maintaining physical activities, reading, and regulating the time spent on social networks and the consumption of media information.

The Arts teachers at the CEF 01 School (known as Centrinho) in Planaltina, the largest of the four administrative regions in our analysis, are conducting specific activities. The school is in the process of creating *TV Centrinho*, an initiative to produce videos on topics related to school subjects and daily life. The project is headed by one of the teachers who uses his own equipment and helps the school to purchase video equipment. The school has a radio room, but it has not been used for some time. Teachers reported using *Whatsapp* also as a pedagogical tool in the classroom to write a theater or video script, and then simultaneously revise and modify it with the use of projectors.

Teachers and managers from these regions create profiles and pages on social networks to distribute educational and scientific content. In addition to social networks, some teachers use messaging applications (*Whatsapp*) to communicate and send content to students. This has repeatedly been cited as one of the main forms of communication within each school segment (groups of teachers, and groups of students). There is still some disagreement among segments about using it for communication purposes. Teachers are concerned about students participating in these *Whatsapp* groups as their personal contact information is easily available. They are also concerned about some of the types of content students might share

2.1. Analysis of Instagram school profiles

For this study our research team analyzed four Instagram accounts. They are profiles created by teachers of the analyzed schools in the four administrative regions in the north of the Federal District (Fercal, Sobradinho II, Sobradinho, and Planaltina). The table 1 below shows the date of inauguration of each profile:

Profile	First post
@ced_fercal	Sep 12th 2019
@cef03_de_planaltina	May 14th 2019
@cef03sobradinho	Nov 20th 2019
@cef08_de_sobradinho	Sep 05th 2019

Table 1. *Inauguration of schools profiles on Instagram*

The official Instagram account for the Centro de Ensino Fundamental 03 in Sobradinho (@cef03sobradinho) is managed by some of the school’s teachers. These posts informed about projects developed by students, teachers, and school staff, as well as bulletins and notes from the school board. In addition to these institutional-based posts, there are also posts with messages encouraging discussions on social issues. The posts with the highest number of student comments are photographs of students presenting their projects at one of the school’s events. Our analysis revealed that this is a profile with institutional objectives that intends to bring the institution closer to its students either through photographs of students and the school or discussions that promote citizenship and education outside the classroom.

The Instagram account for CEF 08 in Sobradinho II (@cef08_de_sobradinho) publishes information about the school, such as exam dates, book deliveries and school T-shirts. The posts are released regularly, and they are always of a positive and encouraging nature.

The official Instagram account for Fercal Educational Center (@ced_fercal) is regularly updated with posts about projects and initiatives, commemorative dates, and cultural events held inside and outside the school. It uses an informative and advertising approach (to serve the school). This is not a page dedicated to memes, which is evident by the fact that the posts do not contain any. We assess the attitude of the school community as positive for not violating any ethical or moral standards, although it contains photos of the children on its page. The posts focus more on the Fercal Educational Center’s curriculum, but also include cultural events (posts about commemorative holidays held at CED Fercal) and social mobilization (posts about school actions to defend the school and Fercal itself). The issues covered on this page relate to the community which the page is connected to.

The Instagram profile @cef03_de_Planaltina is entirely dedicated to the CEF 03 in Planaltina school and the activities it develops. This Instagram profile spreads information about school activities and social mobilization in hopes of encouraging students to participate. It also shows how welcoming the school is and how it engages its students in school activities, proving to be a school that supports its students. Institutional profiles are more difficult to find on Facebook, and when they are found, they tend to not be updated. In addition, institutional profiles on Instagram have very few comments or none at all, unlike most Facebook pages which always have high comment and share rates.

In order to identify the reach and engagement rate of these profiles, first of all we compared the number of posts, followers and following for each page, and the changes in these numbers in one year (June 2020 and June 2021).

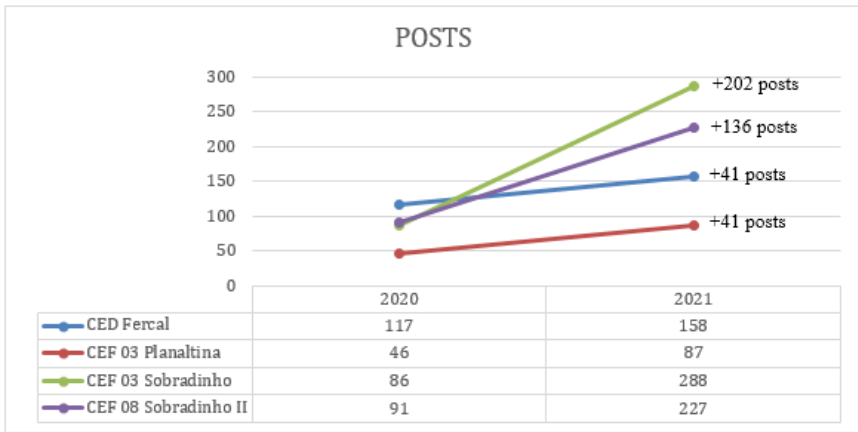


Figure 1. Number of posts published during the period of one year

In the figure 1 above we can see that the four pages have been fed of contents during this period of one year, into a pandemic context. If we compare the quantity of posts published in this period, we will note that two of them (*@cef03sobradinho* and *@cef08_de_sobradinho*) had published more than 100 posts (202 and 136 posts in one year, respectively), while both *@ced_fercal* and *@cef03_de_planaltina* published 41 posts each during this period. Below, we can compare how was the increasing of followers in each page (Figure 2).

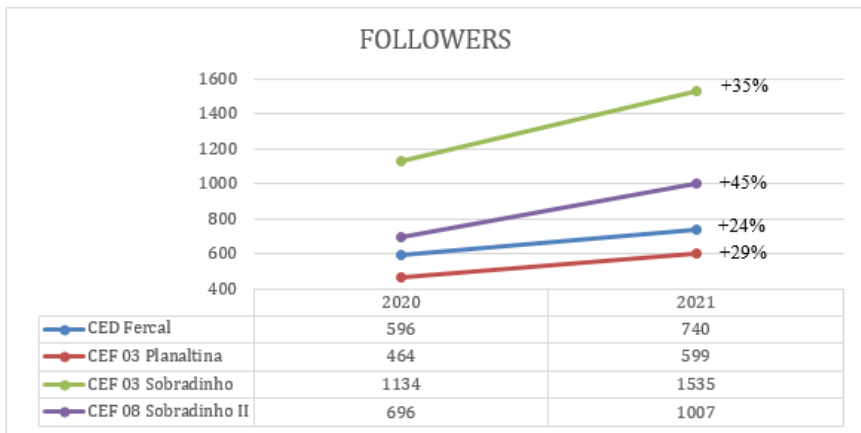


Figure 2. Number of the followers of the schools profiles

As we can see (table 2), all of them have increased the number of followers, in different proportions. The rate of followers increases in the same period varied between 24% and 45%. If we put together the data of both graphics above, we can

compare how the frequency of published content in the pages could influence on the increasing of followers.

Profile	Posts in one year	Rate of followers increase
@ced_fercal	41	24%
@cef03_de_planaltina	41	29%
@cef03sobradinho	202	35%
@cef08_de_sobradinho	136	45%

Table 2. Numbers of the posts and followers' increase by school

In this case we can infer that the frequency of publishing was not the only influencing factor to the increasing number of followers, but we can perceive that the two most active pages had attracted more followers. Publishing activity could be a mobilization and an engagement instrument to the school community. In addition, with the data of the graphic below (Figure 3) we can comprehend that another strategy used to engage followers on this platform is following potential stakeholders, such as students' profiles, in these cases.

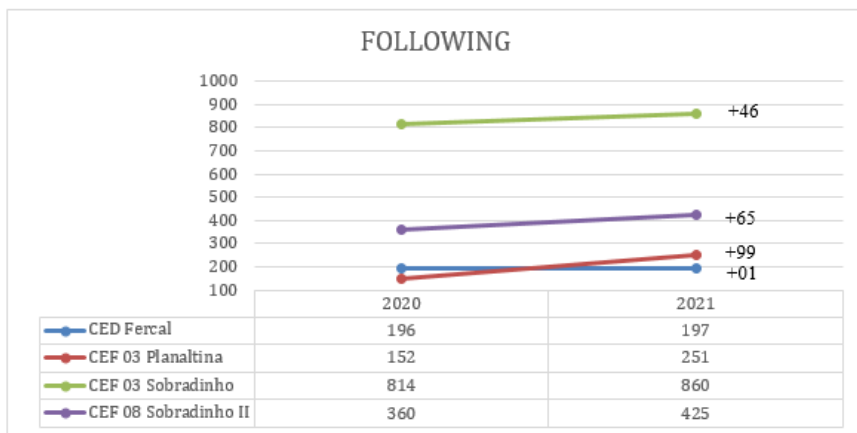


Figure 3. Schools and engagement

Here we can notice that the page of *CEF 03 Planaltina* had followed more profiles in a period of one year, in comparison to the other pages analyzed. If we compare it with the data from the page of *CED Fercal*, which followed only one new profile in one year, we can infer that this proactive posture of following potential stakeholders' profiles could influence a most significant increase on the number of followers. The same we can notice on *CEF 03 Sobradinho* and *CEF 08 Sobradinho II* profile data. The effort of *CEF 08 Sobradinho II* page managers could explain the rising rate of followers during the period of one year.

3 Conclusion

We should think about the communication process within schools as a continuous movement, one which requires the use of ICTs and all forms of media. We need to recognize that establishing contact with teachers, students and the community will help us understand more about the production, distribution and access to different types of information. By better understanding the mediator role of mediator that schools play between each of the school segments (students, teachers, fathers, mothers and community), this work might be able to reach all parts of society and increase social mobilization in the broadest sense.

In addition, a better understanding of the reality in which these schools exist is important as it leads to honest and open discussions about communication strategies and education and social mobilization. As we have demonstrated in this paper, there are many challenges regarding this theme as media literacy activities and the intersection of communication and education are often separated from theoretical reflection. These factors demonstrate that being aware of the disparities in schools is essential for consolidating actions and moving towards better results, especially for schools in rural areas and the countryside.

Thus, what we need is to continue to educate teachers, managers, and students on issues of ethics and communication. We also recognized the importance of contacting parents and guardians to establish a dialogue and educate on ethics and communication, and not limit these issues to the production, distribution, and access to media content.

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