

GEOGRAPHY IN THE MEDIA AND MEDIA IN THE GEOGRAPHY: ROUTES FOR DISCUSSION

Geografia nas mídias e mídias na Geografia: caminhos para discussão

Geografía en los medios y medios en Geografía: caminos para la discusión



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ABSTRACT

This research aims at understanding how the contents studied by School Geography are present in three different types of media (printed newspapers, television and internet) and the way in which media artifacts are incorporated into Geography classes in basic education. In order to do that, we conducted a “bibliographic review”, a research methodology that consists of revisiting content previously published by other researchers about a particular object of study. These contents are present in books, monographs, academic articles, chapters of scientific books, master's dissertations, doctoral theses, articles in printed newspapers, magazines and/or texts available on the world wide web. In our case, we resorted to previously published studies on the relationship between media and Geography. It was found that, in general, the themes studied by Geography are presented in the media in a superficial, distorted and biased way. On the other hand, the insertion of different media languages in the teaching of Geography in basic education, if its use as a mere illustration is overcome, proves to be an auspicious procedure, as it can help students to understand the production of space (in its multiple dimensions) and contribute to the formation of critical readers in relation to media discourses.

Key-words: Media discourse; Basic Education; Methodologies; Classroom.

RESUMO

Este trabalho busca compreender como os conteúdos estudados pela Geografia Escolar estão presentes em três diferentes tipos de mídias (jornais impressos, televisão e internet) e a maneira como os artefatos midiáticos são incorporados às aulas de Geografia na educação básica. Para tanto, realizamos um procedimento de “revisão bibliográfica”, metodologia de pesquisa que consiste em visitar conteúdos já publicados por outros pesquisadores acerca de um determinado objeto de estudo. Estes conteúdos estão presentes em livros, monografias, artigos acadêmicos, capítulos de livros científicos, dissertações de mestrado, teses de doutorado, matérias de jornais impressos, revistas e/ou textos disponíveis na rede mundial de computadores. Em nosso caso, recorreremos a

<http://periodicos.apps.uern.br/index.php/GEOTemas/index>

estudos já publicados sobre as relações entre mídia e Geografia. Constatou-se que, de maneira geral, as temáticas estudadas pela Geografia são apresentadas na mídia de forma superficial, distorcida e tendenciosa. Por outro lado, a inserção de diferentes linguagens midiáticas no ensino de Geografia na educação básica, caso seu uso como mera ilustração seja superado, se mostra um procedimento auspicioso, pois pode auxiliar os alunos na compreensão da produção do espaço (em suas múltiplas dimensões) e contribuir para a formação de leitores críticos em relação aos discursos midiáticos.

Palavras-chave: Discurso midiático; Educação básica; Metodologias; Sala de aula.

RESUMEN

Este trabajo busca comprender cómo los contenidos estudiados por Geografía Escolar están presentes en tres tipos diferentes de medios (periódicos impresos, televisión e internet) y la forma en que los artefactos mediáticos se incorporan a las clases de Geografía en la educación básica. Para ello, llevamos a cabo un procedimiento de “revisión bibliográfica”, una metodología de investigación que consiste en revisar contenidos ya publicados por otros investigadores sobre un determinado objeto de estudio. Estos contenidos están presentes en libros, monografías, artículos académicos, capítulos de libros científicos, disertaciones de maestría, tesis doctorales, artículos en periódicos impresos, revistas y/o textos disponibles en la red mundial. En nuestro caso, recurrimos a estudios previamente publicados sobre la relación entre medios y Geografía. Se constató que, en general, los temas estudiados por la Geografía son presentados en los medios de comunicación de manera superficial, distorsionada y sesgada. Por otro lado, la inserción de distintos lenguajes mediáticos en la enseñanza de la Geografía en la educación básica, si se supera su uso como mera ilustración, resulta ser un procedimiento auspicioso, en tanto puede ayudar a los estudiantes a comprender la producción del espacio. (en sus múltiples dimensiones) y contribuir a la formación de lectores críticos en relación con los discursos mediáticos.

Palabras clave: Discurso mediático; Educación básica; Metodologías; Aula.

1 INTRODUCTION

It is practically a consensus among students, researchers and teachers, the premise that the contents, concepts and knowledge addressed by geographic science are not restricted to formal learning environments, as they are also present in other instances of society, such as, for example, in the different types of media (cinema, newspapers, magazines, television, internet etc.)¹.

In cultural industry products – films, series and soap operas – we perceive realities that are far from our geographic spaces of daily living. In printed newspapers, we have different events, in different levels. While in the same edition of a newscast, we can find

¹According to Mallmann (2010), under the phonetic aspect, “media” is the representation of the English term media, originating from the Latin medium (whose plural is media). As meaning, media, from its first definitions, it refers to the middle, intermediate space or place where everything converges. Commonly, its use refers to the set of media, which includes newspaper, radio, television, cinema and internet (FERREIRA, 1999).

articles on weather forecasting, agrarian conflicts, sustainable development, deforestation in the Amazon, occupation of urban land, energy sources, means of transport, landslides in peripheral areas, atmospheric pollution, contamination of rivers, globalization and geopolitical conflicts. On the internet, as long as we know how to filter its content, there is a practically inexhaustible source of research and geographic information.

Thus, it is not a coincidence that, in preparatory courses for university entrance exams and similar ones, Geography teachers constantly indicate to students the contact with texts, reports and opinion articles published in traditional media vehicles and on the internet so that, in this way, they can stay “up to date” on the main events in Brazil and around the world.

According to Ladeira (2018), categories of analysis inherent to geographic science – such as space, territory, place, non-place, territoriality and scales – are also present in the vocabulary used by the main communication vehicles, with different forms and with different meanings.

Therefore, taking into account the reflections made in the previous paragraphs, this article aims at understanding how the contents studied by School Geography are approached in three types of media (printed newspapers, television and internet) and the way in which media artifacts are incorporated into Geography classes in basic education.

For this purpose, we carried out a “bibliographic review”, a procedure which consists of revisiting content already published by other researchers about a particular object of study. These contents are present in annals of events, books, monographs, academic articles, chapters of scientific books, master's dissertations, doctoral theses, articles in printed newspapers, magazines and/or texts available on the world wide web. Therefore, it refers to the “base that sustains any scientific research” (RIBEIRO, 2012, s.p).

Aiming to address the proposed theme in a synthetic and orderly way, this study, in its structure, in addition to the Introduction, presents the following topics: Geography in the media, Media in the Geography and final considerations.

2 GEOGRAPHY IN THE MEDIA

Before analyzing how the contents studied by School Geography are addressed in different types of media, it is important to emphasize that each communication vehicle has its own characteristics, certain peculiarities that, ultimately, will define the way it represents

reality and creates narratives. about the facts, which may influence the perception and understanding of the transmitted content.

Seen in this terms, McLuhan and Fiore (1967) said that “the medium is the message”, that is, the means of communication used to convey a message is as important as the message itself. For example, a printed book and a television broadcast can communicate the same information, but the book offers a more individualized, slow and reflective experience, while television provides a more immersive and instantaneous experience, since, in this vehicle, *emission* and *reception* occur at the same timethe , which results in the need to use a simplified language, easy to understand for the public.

The role of television is not necessarily to discursss the facts, as the very format of a newscast means that the news is not covered in depth. With the exception of major journalistic coverage or special reports, the stories on a television news show are on average one and a half minutes long, insufficient time to provide the historical or geographic context of most events. This superficiality in the treatment of news prevents the practice of a more dense and critical journalism (LADEIRA, 2018, p. 106).

However, in the television media, the coverage of certain events related to Geography (such as a geopolitical conflict), in order to hold the viewer's attention, tend towards spectacularization, which means being able to awaken the most varied feelings in the audience, such as hatred, fear, anger and hope. This type of approach, based more on emotional rather than rational aspects, can induce the viewer to adopt passionate attitudes towards the content broadcast on television, thus preventing more reflective and in-depth analyzes of the facts.

On the other hand, Thompson (1998) states that television images and texts created a “mediated worldliness”, responsible for altering our understanding of the world beyond the reach of our personal experience. Consequently, the geographic horizons of our understanding expand vertiginously, since they no longer need to be physically present in the environments where the observed phenomena take place.

In contemporary society, the idea of space involves, primarily, the shortening of distances, the planetary, the world. The media circulates a geographic perception that the world-space is instantly available to ordinary citizens. One has the impression that the media is constantly building bridges over space and creating an ambience through which everything can be seen, known and disseminated through facts and news (GUIMARÃES, 2007, p. 58).

The printed newspaper, despite not reporting the facts at the same time as they take place, presents more interpretative approaches, with a greater contextualization of the events in their causes and consequences.

In a single edition of a newspaper, several themes inherent to School Geography are present, in its multiple scales, from the local to the global scope. In local reporting, print newspapers generally cover news and events happening in a defined geographical area. In articles and editorials, there are discussions on topics such as climate change, natural disasters, migration, urbanization, regional development, natural resources, environmental conservation and geopolitics. In addition, newspapers also usually feature a weather forecast section, which is usually based on geographic information, which includes maps, graphs on temperature, precipitation, winds and other atmospheric variables.

However, when analyzing how climate issues are addressed in newspapers in the state of Bahia, São José (2019) found the following mistakes: conflicting information about the natural variability of precipitation, characteristics attribution of arid and desert climates to semi-arid climate, presentation of concepts of climate and weather as if they were interchangeable and alarmist and sensationalist news about phenomena such as “drought” and “global warming”.

It is also necessary to highlight that these “more interpretative approaches” of printed newspapers are not necessarily about neutral, unpretentious and/or objective discursive constructions. As observed by Ladeira (2018), in a discourse analysis procedure (related to the contents of the news of the great Brazilian press), the editorials, subjects, special reports and opinion articles of the largest communication groups in the country do not meet the demands of the community, represent only the interests of their advertisers and funders.

The media tries to appear neutral, but the lexical repertoire it uses, the granting of more space to one piece of news to the detriment of others, the way in which the coverage of an event is developed, the choice of the title of an article and the criteria for the positioning of a photo are examples of postures that reveal ideological positions and eliminate the idea of a possible neutrality of information [...] objectively, without any kind of interference from the observer's gaze. The news are social constructions about reality that gain materiality through certain discursive practices. Subjective values and the way of conceiving the world of the producer of a news will certainly influence, in some way, the construction of his text (LADEIRA, 2018, p. 246).

Finally, the internet, the last great human invention in the communication area, has certain communication peculiarities. Unlike previous media, on the World Wide Web, all its

users are not just consumers of information produced by a few vehicles; they are also potential content producers/distributors.²

Virtual space represents an immeasurably greater source of research than any other medium. Data cited by Castells (2014) indicate that 97% of the information on the planet is digitized, and of this percentage, 80% is available on the internet and other networks.

Today, humanity collectively has the capacity to store approximately 300 exabytes of information. This is approximately the total amount of information in a person's DNA, which is equivalent to 80 Libraries of Alexandria per person (GABRIEL, 2013, p. 26).

It is a fact that, with the advent of the internet, the production and contact with certain geographic contents have become increasingly accessible to people in addition to specialized professionals – undoubtedly, a considerable gain in terms of freedom of information.

However, a considerable portion of this content is produced without observing the minimum quality criteria, verification of information or intentionally aims to confuse digital media users, contributing to the phenomenon of misinformation.

Thus, it is commonplace to find ourselves confronted on the world wide web with certain lines of thought that contradict geographical knowledge established centuries ago, such as, for example, the so-called “Flat Earth Theory”.

According to studies (NEWTON, 1974; GAUSS, 2005) and images captured by satellite, the most adequate model to express the shape of the Earth is the geoid, an approximately spherical geometric shape, but which presents several deformations, differences in gravity in several of its points and accumulation of mass irregularly throughout its total volume.

However, for the “flat earthers” (as the “Flat Earth” supporters are known), our planet has a flattened shape, being covered by the dome-shaped firmament (dome).

To support their arguments, flat-Earthers claim that there is no gravity. The North Pole is located at the center of the planet, which is shaped like a circular disk. The stars are

² About the internet, Santos (2013) argues that the technological revolution brought about by this medium has brought about profound and significant changes in the different ways in which we produce, consume and relate to space. Digital technologies, along with transport and communication systems, reconfigure the spatial organization of society, creating a new technical-informational environment, characterized by the processing capacity, storage and rapid transmission of information, as well as by the expansion of communication networks and global integration.

“stuck” in the sky. The Sun is only 51.5 km in diameter and is at an altitude of 5,000 km, functioning as a kind of flashlight that illuminates each portion of the planet at certain times. The Moon is only four times smaller than the Earth (3,476 km in diameter) and is 384,400 km away from our planet. Unlike the heliocentric perspective, for flat-Earthers, the Sun and Moon are “inside” our atmosphere and revolve around the Earth. Antarctica is a wall of ice, which serves as a frame for the earth's surface, holding the water in the oceans.

Research conducted by the Datafolha Institute, in July 2019, pointed out that 7% of Brazilians believe that the Earth's shape is flat (FOLHA DE SÃO PAULO, 2019). In the previous year, there were 30 groups, 30 pages and 50 communities on Facebook dedicated to spreading flat earth ideas. These pages, groups and communities had more than 30000 members. Not by chance, on a Facebook page, aimed at education professionals, we observed the following statement from a Geography teacher:

I have several flat earth students: I've read books, shown images, videos and they don't believe the Earth is a geoid. And now?

In the same as the “Flat Earth Theory”, geopolitical falsifications in virtual space are notorious, such as the association between Nazism and the extreme left, the premise that the São Paulo Forum would have the objective of implanting communist regimes in Latin America or theories conspiracies such as “globalism”, “bionic world religion” and “new world order” (in this case, not referring to the post-Cold War rearrangement of international relations)³.

About the geopolitical falsifications present on the internet, in March 2019, on a social network, when commenting on a text that addresses the influence of youtubers on the public in general, and students, in particular, a Geography teacher reported the following classroom experience:

And they give a hell of a job in Geography classes. The other day we were talking about work and consumption, obviously Karl Marx came into the

³ “Foro de São Paulo” is the name by which the conference created in 1990 by leftist parties and social movements in Latin America and the Caribbean, such as the Workers' Party (PT) and the Cuban Communist Party, became known. Its main objectives are to propose alternatives to neoliberal policies and to promote Latin American integration in the economic, political and cultural spheres. Contrary to what is disclosed by some users of social networks, the “Foro de São Paulo”, was not a “secret organization” until 1997, there is no participation of the FARC (Revolutionary Armed Forces of Colombia) as an effective member or even this conference aims at the implantation of communism in Latin America. “Globalism” is a supposed revolutionary process whose objective is to implement a “New World Order”, commanded by a communist global government. To be viable, this government would need to impose a new faith on the world, replacing the “Judeo-Christian morality”. This is the “World Bionic Religion”, sympathetic to abortion and the “normalization” of homosexuality among children (METEORO BRASIL, 2019).

subject, the “dictatorship of Maduro” entered the agenda, and obviously Nando Moura and the guy from “Mamãe Falai” also appeared in the conversation, through a student. The problem is that she took over the class talking a lot, talking loudly, gesturing and, for a change, spewing nonsense and clichés. I had to be strict with her and made her behave herself. I remembered that she was only 15 years old, she barely knew the intricate political history of Brazil, even less the complex relations of oil geopolitics, and that she had to let go of all these certainties. Her colleagues thanked her and we were able to continue debating the topics. Boring, isn't it? But what can we do?⁴

This is not the place to discuss the teacher's attitude. We would deviate from our scope. However, this case illustrates the great influence exerted by the internet on the intellectual education of a considerable number of Brazilian students.

Therefore, using only the internet as a source of research and/or study can have negative effects, which should not be overlooked by education professionals. Therefore, it is fundamental that the teacher reflects and recognizes the dialectic character of this means of communication. The internet provides an auspicious means for social groups that hardly have access to traditional mass communication vehicles to disseminate their ideas on a large scale. Consequently, cyberspace can become an agent of liberation, as it allows texts and images of all kinds to circulate freely without going through the scrutiny of any editor, editor or censor (LÉVY, 1998).

On the other hand, anyone – regardless of their political stance, religious beliefs and philosophy of life – as long as they have access to the world wide web, can edit images, make montages, produce biased videos or reverberate false news on a large scale.

3 MEDIA IN THE GEOGRAPHY

Having made the necessary remarks about how Geography is present in the media, in this topic we will address some possibilities for incorporating media materials into Geography classes in basic education.

Before making use of media resources in the classroom, it is essential that the teacher bears in mind that media discourses and geographic discourses have their own peculiarities: they use specific languages, different approaches to reality and, above all, are aimed at different audiences.

As the messages transmitted by the major communication vehicles are intended for

⁴ Nando Moura and “Mamãe Falai” (code name Arthur Moledo do Val) are youtubers who are part of the movement known as “neocons” (new conservatives).

a wide audience (made up of individuals from the most varied social, educational, age, cognitive and economic levels), their language must be as accessible as possible. In addition, the very structure of the mass media - limiting the number of pages of a printed newspaper or the duration of a television news - prevents in-depth approaches to the various geographic events (LADEIRA, 2023).

In relation to the contents of Geography, on the other hand, they are guided by the scientific approach to the multiple spatial phenomena, either through the discipline's key concepts (listed above), or through the so-called "geographical reasoning", based on the following principles: location, connection, extension, causality, arrangement and order, analogy and differentiation (CASTELLAR; DE PAULA, 2020). Thus, unlike media discourses, geographic discourses are characterized by in-depth analyzes and reflections on reality.

While a geopolitical conflict, for example, will be briefly reported in international news (usually without mentioning its causes); in geographic studies, on the contrary, its multiple facets will be analyzed: historical conditions, spatial dimensions, main characteristics of the social actors involved, possible relations with the economic context etc. (LADEIRA, 2023, p. 148-149).

Remembering Leão and Carvalho (2008), as long as the reference for their reflection is geographic knowledge, the teacher can transform any media text into useful material for their teaching practice, as it is not the message contained in the media that gives meaning to teaching of Geography, but the opposite. School institutions must be prepared to incorporate the language of the large media, making use of it without being dominated by it. Nor should the educator merely deconstruct or endorse the ideologies present in the media.

It is not uncommon for primary and secondary school teachers to recommend that students read newspapers so that they "know the reality", "know what is happening in the world", "be aware of what is happening in different places". This suggestion, without some accompanying warning, has negative effects. Immediately associating mediated information with reality makes one believe in transparency, that is, in the absolute correspondence between the text and the fact (BARROS FILHO; MEUCCI, 2016, p. 159).

As a result, it becomes necessary to know the media language so that teachers and students are active interlocutors and not passive recipients of the discourses disseminated by the mass media. Therefore, it is expected that the teacher has satisfactory notions about

the possibilities and restrictions of the media supports that he intends to use in the classroom, taking into account the basic elements of the communication process – knowledge, discourse, images and writing – and their interrelationships with political, economic, and technological factors.

According to Fischer (2007), knowing the production processes of audiovisual materials, the different forms of reception and use of information, narratives and interpellations from television programs, films, videos and internet texts are eminently pedagogical practices and indispensable to the contemporary educator. It is, therefore, a question of apprehending each media artifact in a holistic way, in its historical, communicational, marketing, political concreteness, and also as material that is produced and disseminated according to a certain technical apparatus that, by itself, also produces effects on us.

In this moment of selection of media material, the teacher has to know which Geography he intends to teach. What does it seek to elucidate the facts by establishing causes and consequences? Or the one based on material produced by the media to sell an idea or conception of the world? Or is it just a matter of using the space of the Geography class for the exhibition of spectacle journalism? Without the space of re-signification of the media language, the Geography class serves as a rental for the media discourse; thus, a process of deterritorialization of Geography is configured. Briefly, this means that, in the selection and incorporation of media material, the teacher must be sure of what he intends to teach Geography (LEÃO; CARVALHO LEÃO, 2008. p. 42).

The association between newspaper and geographic science, as long as it is carried out in a critical and reflective way, can bring significant contributions to the teaching and learning process. As stated in the previous topic, in a single edition of a journal, several themes inherent to School Geography are usually present. As well as the classes of this discipline, the newspaper is interspersed with everyday life, with social relations and with nature and, mainly, with perceptions about the production of space (CYGAINSKI, 2012).

According to Katuta (2009), the use of printed newspapers in the classroom can help students understand the production of space in its multiple scales, as this vehicle of communication registers, from the most varied perspectives, geographies at the local, regional and global levels.

In turn, Gonçalves (2004) points out that the practice of reading a newspaper in the school environment usually arouses the attention of students, given that such media addresses current issues and of public interest, contains approaches to facts that occurred

in the world and emphasizes great issues of political and social life.

Following the same thought, we can add that thematic maps, illustrations and infographics, among other illustrative resources present in newspapers, when expressing information that combines text and image, can help the teacher in his explanations about conflicts and current geopolitical facts that are not yet understood. covered by textbooks.

Newspapers and magazines, when reporting a fact, such as, for example, the conflict between Jews and Palestinians, do not limit themselves to reporting the latest events; it is common to publish tables with the chronology of the war. Newspapers and magazines reconstruct the events. [...] In the written press, in addition to seeking information about the fact, the teacher will have a greater opportunity to compare the different opinions of intellectuals and specialists. In editorials, columns and interviews the fact is approached in more depth, which will allow seeing the same fact close to its totality and from several angles (LEÃO; CARVALHO LEÃO, 2008, p. 63-64, 68).

However, like all didactic-pedagogical artifacts used in Geography teaching, it is important that thematic maps and infographics are incorporated in a planned manner, so that they can add value to the information present in a given text and do not become mere page decorations. In other words, it is necessary to work with newspaper materials in the classroom not only as texts for reading, but, above all, to understand them as texts for study, as clarified by Souza (p. 93, p. 2006):

The critical reader goes far beyond the decoding of words or phrases, he is not satisfied with the first meaning that comes to him from the meanings. He must be able to question, recognize possible meanings, investigate the intentionality of the author of the message, but also compare with his own life collection. The critical reader is a co-author of the message, as it produces meanings within the possibilities that the messages, with their forms and contents, offer.

Another frequent resource in pedagogical practices is television. For Ferrés (1996), including television in the school routine can make the teaching process meaningful for the student, since the act of watching TV is generally an activity to which he dedicates a considerable part of his time and, with television being an essential decisive in the formation of the collective imagination of the new generations, learning from this means of communication will facilitate and reinforce learning, extending the educational process beyond the school walls.

According to Napolitano (1999), the introduction of televisual resources in the

classroom must be accompanied by support materials (introductory texts, generative texts, sheets, analysis scripts etc.) that provide brief expositions on the themes under discussion. However, it is fundamental that the school does not simply reproduce the common way in which TV is watched. As the students' initial tendency is to conceive this source of learning as a continuation of the daily act of standing in front of the TV, it will be up to the teacher to appropriate this expectation to transform it into a pedagogical activity.

Thus, the student will realize that the experience with television material is linked to the subject content, and it is not a mere illustration activity, without its own meaning. For this purpose, it is essential that the teacher try to exploit in his teaching practice, the way in which a television program addresses a given topic, how it organizes social “reality” and, in the case of television news, recognize its codes, languages, strategies, development narrative, text/image articulation and communication supports.

The internet, on the other hand, provides new possibilities to transform the classroom into a geographic territory that opens up to the world. According to Giordani (2016), Digital Information and Communication Technologies (TDICs) – such as computers, tablets and smartphones – can materialize windows to an “infinite” knowledge, allowing travel to distant places, seeking, knowing, being present in other spaces, so physically distant, but virtually so close⁵.

According to Belloni and Gomes (2008), by using TDICs pedagogically, children and young people can develop new ways of learning and new cognitive skills (often unknown or ignored by teachers) that tend to favor cooperative learning, as they expand the possibilities of interaction between teachers and students, in a network of relationships that facilitates students' perception of their own cognitive processes.

Thus, when properly used, TDICs enhance interactions in the school environment,

⁵ On the importance of digital culture for the teaching-learning process, the National Common Curricular Base (BNCC) presents the following excerpt: “The more diversified the work with languages [in Geography teaching], the greater the repertoire constructed by students, expanding the production of meanings in reading the world” (BRASIL, 2018, p. 363). In that same document, “in specific competence 4”, related to the discipline Geography, we aim to: “Develop spatial thinking, making use of cartographic and iconographic languages, different textual genres and geotechnologies to solve problems involving geographic information” (BRASIL, 2018, p.365). In “competence 5”, the scope is: “Develop and use research processes, practices and procedures to understand the natural, social, economic, political and technical-scientific and informational world, evaluate actions and propose questions and solutions (including technologies) for issues that require scientific knowledge of Geography” (BRASIL, 2018, p.365). In the proposal for secondary education, as competences are distributed by areas of knowledge, “competence 4”, from the area of applied human and social sciences, points out that it is necessary “(EM13CHS404) To identify and discuss the multiple aspects of work in different circumstances and historical and/or geographic contexts and their effects on generations, in particular, young people and future generations, taking into account, currently, technical, technological and informational transformations” (BRASIL, 2018, p.563).

creating more dynamic and democratic learning environments than the traditional classroom, favoring collaborative learning:

Learning environments rich in ICT can significantly contribute to the development of autonomy, both in socio-affective and cognitive terms. Such environments can be informal, at home, when children make playful use without adult intervention, or realize that they are more competent than the adult; or formal ones, at school, especially if associated with collective learning projects of interest to children [...] The pedagogical use of ICT can enhance motivation and psychological readiness to learn, without which there is no learning. This potential is extremely important for disadvantaged children and adolescents, for whom access to ICT at school is a source of feelings of self-esteem, a necessary condition, although not sufficient, for learning (BELLONI; GOMES, 2008, p. 736- 738).

In the case of School Geography, the incorporation of digital technologies as mediators of the teaching-learning process can provide greater participation, interaction and involvement of students, given that, in this process, they tend to use their prior knowledge in relation to DICTs for the construction of geographic knowledge, which, consequently, can promote a satisfactory understanding of the studied content.

DICT play an important mediating role in the relationship between the subject and the object at issue, giving it meaning. It is important to consider that the teacher is not secondary in this relationship: he is the one who will organize significant situations, mediated or not by DICT, that promote learning; what changes is the focus, which is no longer on the teacher to focus on the student's activity, who becomes a promoter, due to his role in the relationship with knowledge, of his learning (PEREIRA, 2017, p. 52).

In relation to the exercise of otherness, an essential practice for teaching Geography, digital technologies provide the opportunity for the student to be in contact, even if virtual, with communities from other states or even countries, which can make it easier for young people to understand and accept realities, cultures and way of life that are different from their own (JARDIM; CECÍLIO, 2013).

However, it is necessary to overcome the instrumental and mechanistic view on the incorporation of digital technologies in geographic education, taking into account, above all, the human factor. No digital device is capable of replacing or even diminishing the importance of the teaching presence, given that the student, in his knowledge construction process, needs content mediators to better organize all the information he receives.

The use of different types of digital media is innocuous if the teacher does not have the appropriate training, preparation and knowledge to work with them in the classroom.

There is no point in introducing new technologies in school institutions if pedagogical practices are obsolete, anachronistic, uninteresting and do not dialogue with students.

A class with the aid of digital technologies, but without adequate and well-defined planning and scripts, can become a purposeless class, both for the student and for the teacher himself. It is not enough to change didactic support, without, on the other hand, modifying anachronistic educational practices. In this way, the use of TDICs will not play its transforming role and the teacher will only be presenting a facade of modernity, remodeling the “old” into new artifacts, since the apparent modernity can hide a traditional, repetitive and tiring teaching, based on the mere reception and memorization of disconnected information.

4 CONCLUSIONS

The ideas discussed here do not consist of a kind of compendium, guide or instruction manual of pre-programmed teaching practices on how to work with media materials in School Geography (as if they were possible unique solutions to be applied in different and complex educational realities). Aware of human fallibility, we do not consider our statements on this topic to be hermetic, uncritical, complete or absolute. Therefore, as the subtitle of our article indicates, we only seek to list potential paths for discussions about the relationship between media and Geography teaching.

Thus, it is up to the teachers – based on the different school realities and the characteristics of their students – to define how, when and what type of media material to use in certain teaching practices. It is also important that more academic research be produced on the relationship between media and School Geography, addressing, among other issues, examples of pedagogical experiences with printed newspapers, television programs and materials present on the internet.

During this study, we started from the premise that Geography classes can constitute an important opportunity for a critical counterpoint to the discourses and contents present in different types of media. Therefore, it is expected that the media artifact, in its pedagogical use, is not conceived as another complementary resource, but as an object of study to be systematized in its discursive content.

This type of paradidactic material, by itself, does not have a pedagogical character to be incorporated into the classroom dynamics. This means that a television station does not make a program about the African savannah or addressing the melting of glaciers in the

Arctic, for example, thinking that such productions will be used in Geography classes in basic education, but with the objective of reaching a wide audience. Only after due teacher mediation, media productions can become supports for the teaching and learning process in Geography.

However, if the teacher uses media material in the classroom, without carrying out the proper critical analysis, he will be collaborating, even unconsciously, with the propagation of biased narratives about reality. Or, as already warned by Leão and Carvalho Leão (2008), the teacher who incorporates texts from newspapers, television programs and/or materials taken from the internet into his pedagogical practice without promoting their due re-significations, will transform his classes into yet another transmission belt. for media discourse.

Ultimately, the incorporation of different types of media in the classroom is important not only to bring the didactic content closer to the students' reality, but, above all, to encourage them to critically observe geographic aspects present in the contents distributed by the means of mass communications.

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