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Sandra Maria de Morais Gomes

UFRR

ORCID: <https://orcid.org/0000-0002-0357-550X>

Leila Adriana Baptaglin

UFRR

ORCID: <https://orcid.org/0000-0002-8137-0913>

ABSTRACT

This construction seeks to point out the directions of Educommunication in Higher Education through innovation processes and its interface with Mobile technology. The objective is to characterize the creation of the FOCA NA TV newscast as a hybrid

experience between professional equipment with the smartphone and the production and editing of articles made by students of the disciplines of Telejournalism of the Federal University of Roraima, UFRR. We show that Educommunication appears in the process, pointing out new forms of teaching-learning and reordering new methods for the institutions of Public Higher Education in Roraima. It points out how mobile technology impacts journalism and how Educommunication and its interdisciplinarity bring innovation through its interface with mobile technology.

Keywords: Mobile devices, Media convergence, Mobile journalism, Amazon, Educommunication, Innovation.

1 INTRODUCTION

The twenty-first century is one of ubiquitous mobility and communication. The transformation in audiovisual content begins, with products made for multiple screens and platforms, with videos produced in the square or vertical formats of mobile devices. For the digital natives of the virtual universe, it is a world in motion, with greater interaction and sharing, where the reader is more dynamic and critical, with greater access to different sources of information and knowledge.

In Higher Education, this characteristic represents the search for various ways to translate and assimilate learning "in a unique cognitive readiness to orient itself between the nodes and multimedia nexuses, without losing control of its presence and its surroundings in the physical space in which it is situated" (SANTAELLA, 2013, P. 20).

Digital Information and Communication Technology, TDIC, have transformed the world of communication, changing the experiences of users and producers of news and information. Hyperconnectivity experiences change the representations of social reality, creating formats and languages in the production, sharing, and reception of information. The construction of thought extrapolates the physical, analog, homogeneous environment and gains a digital, fluid, and heterogeneous dynamic, transforming the world and relationships. This factor is particularly important when we refer to the construction of news and scientific thought.

This aspect gains greater relevance concerning mobile technology, which drives new transformations of sharing and interaction through the transmission of content to multiple screens. This

is also a fact in the production of journalistic content. The function of the journalist, and especially his training, are part of the changes and transformations that the hyperconnected and ubiquitous world goes through. With TDICs, this new face of connection and sharing, collective intelligence, and participatory culture brings new faces and narrative possibilities. The convergence of media (JENKINS, 2009) comes to journalism and gains greater momentum with *smartphones*, whose consumption grows every year and becomes a strategic and efficient communication tool which penetrates all social strata and age groups.

According to the International Telecommunication Union, UIT¹, the United Nations specialized agency for Information and Communication Technologies, ICTs, the number of mobile phone accesses worldwide increased during the year 2021, with 110 subscriptions per 100 inhabitants. Broadband lines followed the upward trend, reaching 83 subscriptions per 100 people, led by developing countries such as the Americas and Asia-Pacific and then Africa.

In Brazil, data from the Getúlio Vargas Foundation also point to the growing trend in the use of mobile technology. The FGVcia Annual Survey, from FGV's Center for Applied Technology, points out that these numbers in Brazil have increased to 447 million Digital Devices in corporate and domestic use, which is equivalent to more than 2 digital devices per inhabitant in the country.

We consider it important here to highlight *the smartphones*, called smartphones, which already total 242 million units sold in Brazil in the year 2022. They represent more than one (01) device per person and if we add other portable devices, *notebooks and tablets*, there are 1.6 more portable devices per inhabitant (FGV, 2022).

In this perspective, the changes brought by mobility also affect the institutions that produce knowledge. Technologies diversify and prices become more competitive, gradually ensuring greater access. Universities are inserted in this context and play a fundamental role and seek to adapt to changes in the relationships between students, teachers and knowledge. The use of smartphones in the classroom is still a novelty and a challenge for the teaching-learning dynamics. Educational institutions work to balance the homogeneous dynamics for a heterogeneous context, which also affects the construction of scientific and technological thinking. In this new reality, in addition to technologies, new approaches and innovative practices should guide the production of knowledge and training (Giacomazzo, 2014).

The search for innovation must also reach the way of producing science in universities, where the production and expansion of knowledge takes shape with networks and the possibilities of sharing.

¹ Created by the United Nations, the International Telecommunication Union (ITU) is an agency specialized in ICTs. It is responsible for the development, management and standardization of information and communication technology (ICT). The ITU collaborates and coordinates, at an international level, the use of satellite orbits and the global radio spectrum, the interconnectivity of different technologies and the creation of ICT standards.

Different from the previous phase, called Mode 1 of scientific knowledge production, where the need to isolate an educational phenomenon to be studied was pointed out. In a broader discussion about contemporary scientific production, which exceeds the objectives of this article but we consider it pertinent to point out, in Mode 1 scientific research is carried out in a hierarchical, disciplinary and homogeneous way, where the results advance to satisfy academic and disciplinary interests, speaking to a specific community, with strict control.

This is the central role in the management and disciplinary structure of today's universities, including organizing teaching and outlining undergraduate curricula. "Thus, the disciplinary structure is the essential link that links teaching and research and that sustains the argument that, in universities, they are perfectly adequate and inseparable. In this sense, research not only contributes to the stock of specialized knowledge, but also to transforming it" (Giacomazzo, 2014, p. 57).

Today we advance to Mode 2, more socially responsible, where science is produced in the interaction of various actors, inserted both in the scientific field and outside it, forming networks for the construction of knowledge. New professional training architectures are produced with intensive use of ICTs and sharing of collaboration networks and organizational structures. For the authors, this new Mode will change the way universities have developed scientific research and teaching, producing new criteria for this. And it points out the new mode of production of knowledge where

The innovations in the educational context resulting from technological advances are about to happen, it is not yet really known what impact the explosion of *online networks* will have for universities. In this scenario, new didactic architectures of professional training with intense use of ICT and the sharing of organizational structures in collaboration networks are observed (GIACOMAZZO, 2014, P. 5).

In this context of TDICs, with new possibilities and challenges, television journalism has been tense with technological transformations and has responded by inserting new equipment into the daily routine of news construction. In times of media convergence, a journalistic product needs to have in its format the dynamism, with renewal of contextualized content and multimedia formats, thinking about the greater involvement, engagement and interaction of users and consumers of the news (Barbosa, 2012).

Cell phones or smartphones, e-readers, tablets, called mobile devices adapt to the rhythm and deadline of television journalism in particular, which responds by inserting smartphones to the routine of production in television news. Its ubiquitous characteristic makes the equipment an element that fits easily to the routines of journalistic production, in this context of Digital Journalism in Database, configuring the innovation, renewal and reconfiguration of journalistic doing (Barbosa, 2012).

In a mediatized society, journalistic making is reconfigured to assimilate digital media, which are interactive and allow both the producer and the receiver of content to alter the message. Mobile

technology brings a fast and horizontal narrative, and the production of news in this format has become increasingly common, points out the Digital News Project Report (2018). Added to this is the breakdown in the production and distribution of information, previously centralized and now dispersed throughout the network, where the domain of the production and dissemination of the news ceases to be of the journalistic companies, of the mass media. There is a fragmentation of information and audience, causing profound impacts on contemporary cultural processes.

This change is already being assimilated by TV stations and the COVID-19 pandemic has accelerated them, with increasing participation in interactive and mobile digital media. The Digital Technologies of Information and Communication, TDICs drive innovation in journalism being the most recent mobile technology, present in mobile devices, which in a single device enable the creation, production, and sharing of news, in addition to also changing the consumption of information (Teixeira, 2019).

About training, the changes caused by the TDICs are still in process. Universities have sought to insert themselves in the digital context of networks, but about teaching-learning there is still a long way to go. Under this aspect, we highlight that it is important to act beyond the equipment, identifying new processes and developing internal ecosystems that enable innovation, to achieve the institutional culture.

The innovations in the educational context resulting from technological advances are about to happen, it is not yet really known what impact the explosion of *online networks* will have for universities. In this scenario, new didactic architectures of professional training with the use of ICT and the sharing of organizational structures in collaboration networks are observed (GIACOMAZZO, 2014, P.24).

This article is justified through the need for innovation in journalistic practice by identifying how mobile devices are inserted in the educational process, proposing an analysis of the process of production of a television news by academics of the undergraduate course in Journalism, inserting mobile devices in the construction of local television journalism, a technology present in the daily lives of students.

The experience has been based on the search for innovation in journalistic practice in the training of future professionals, following the contemporary technological development, according to the local reality, based on the characteristics of ubiquity, media convergence and participatory culture (JENKINS, 2009); (SANTAELLA, 2013); (VIZEU, 2009).; (CANAVILHAS, 2015).

The construction of this argument seeks to point out the directions taken in the use of Educommunication in Higher Education through innovation processes and its interface with Mobile technology. It is not sought here to point out the crises experienced by the model of journalism used today in most of the globe. Although such questions are an intrinsic part of practice, and especially of

training, journalism is not the objective of this article to scrutinize them or try to answer them. They guide us in the search for new ways of doing journalism and in the search for new languages and formats provided by the mobile platform.

At the same time, we understand that when producing for broadcasting on the television grid of University TV, the product fits the standards and technical procedures already established, giving the student specific production parameters, providing new narrative possibilities inherent to mobile devices.

Thus, in this work the proposal is to identify the practice as a fundamental element for the academic training of journalists, supported by the proposal to create a new product, not yet experienced in the local market, allied to the hybridity of mobile technologies (production through smartphones) and traditional media (open TV, University TV, open signal). We will explore the concept of Innovation and Educommunication, in addition to mobile technology. We observed that the proposal is innovative in all senses and its development and learning has been created from daily practice, elaborating new methods and formats, creating paths from the experimentations developed.

In this perspective, it is understood that mobile technologies can be introduced in the journalist's training space in the Amazon, mainly due to their accessibility and mobility. Therefore, it turns out that most students have some kind of mobile technology, especially smartphones.

In addition to easy access, according to Kenski (2012, p. 44), "the presence of a certain technology can induce profound changes in the way of organizing teaching." Because of this premise, it is understood the importance of discussing this theme so that one can reflect and consider teaching and learning alternatives with the use of these technologies. The integration of mobile technologies in pedagogical processes is called "mobile learning" or "learning with mobility", better known by its English term *Mobile Learning* or *M-Learning*. It contributes with new, unconventional pedagogical practices.

The challenge intensifies from the choice of carrying out the work in partnership with TV Universitária, responsible for the final edition of the product, the recording of the presenter and the biweekly broadcasting of the newscast, making it a hybrid product between mobile technology (production and preparation of the news) and traditional media of TV Universitária, open TV station, Responsible for the recording of the climb, final editing and placement of the product FOCA NA TV.

Foca na TV is thus characterized as an Educommunication experience in the era of mobile technology. This action has practical scope in the changes in various areas of journalism, acting in line with the Political Pedagogical Course Project, PPC, which points out the need to enable the permanent interaction of academics with sources, professionals and the varied audiences of journalism since the beginning of their training. "This aspect stimulates the student to deal with real problems, assuming

increasing responsibilities, compatible with their degree of professional autonomy" (PPC, 2015, Pg. 8). It is also in line with UNESCO's policy guidelines for mobile learning (2014, p. 7), which "believes that mobile technologies can broaden and enrich educational opportunities for students in diverse environments."

It is important to point out that Telejournalism is a narrative format that mediates and interprets society and its complexities and various nuances. We assume that television news reports and reflects the social reality, becomes a reference where everyone sees themselves, men, women, consumers, actors of a diverse, plural and complex society. It presents as a result a work done by professionals that presents reality within journalistic norms and rules, mediating the context. Under the aspect of theoretical knowledge, it fits into the concept of praxis, with its vision and mediation of reality. It is a form of knowledge that has the function of interpreting social reality (VIZEU, 2009).

About innovation in journalism, or Innovation Journalism is important to highlight some definitions for the term, explaining in which context we will refer to the term. Having been applied in the economic and industrial sector originally, the term Innovation refers to optimizing results to expand competitive advantages and, consequently, profit (Schumpeter, 1985).

Contemporaneously, the term can be applied in the management and development of an institutional culture, aimed at obtaining better results, from the definition of objectives and goals, creating ecosystems focused on innovation among the various audiences of the institution. Innovation is critical to survival in an ever-changing world. For journalism, this fact is intrinsic to its concept, to insert itself into this modern society.

New digital resources, Social Networks, new platforms and transmedia narratives bring in themselves both possibilities to reinvent themselves and gain new readers/viewers and represent new, and increasing, challenges. For companies and professionals. The novelty of this is that the public also reinvents itself, participates, narrates. Concerning the training of new professionals, journalism courses/academia have observed and seek to participate.

Here we present as the only certainty the fact that the crisis now experienced offers us multiple opportunities ranging from observing what is conventionally accepted and offering the concrete possibility of seeking new paths in journalistic practice. Concerning training, the exercise of creating formats that enable the exercise of creative practice, with the technical support of the professional language of television.

Part of this response movement is in the production of research in the area, which points out reflections and paths. Forward, natives and digital navigators.

2 EDUCOMMUNICATION IN HIGHER EDUCATION IN THE AMAZON, INTERSECTIONS AND UNDISCOVERED POTENTIALITIES

Faced with these transformations and tensions, it is important to look at the regional aspect and its characteristics. Especially for the Amazon, whose importance is global and whose size goes beyond borders. It was formed by the International Amazon (Continental Amazon) covering 9 (nine) countries: Brazil, French Guiana, Suriname, Guyana, Venezuela, Colombia, Ecuador, Peru and Bolivia. Most of the International Amazon, 60% of the territory, is Brazilian and belongs to the so-called Legal Amazon, which represents 58.4% of the total area of Brazil. It is formed by the states of the Northern region: Acre, Amazonas, Rondônia, Roraima, Pará, Amapá, Tocantins, Mato Grosso and the western portion of Maranhão.

Two aspects are fundamental to approach the Amazon in its international context: Biodiversity (flora and fauna and its rich biome and mineral riches) and its Sovereignty. The attention aroused and the growing importance of the region on a global scale have threatened the sovereignty of the Amazonian countries (Mendes, 2001; Aragon, 2013; Amin, 2015).

With the globalization process intensifying, from the 1980s, the need for resizing in the search for new technologies, products, natural resources, to ensure that the main countries kept their economies strong. "to the point that the very sovereignty of the Amazonian countries over their respective Amazons is questioned for the sake of the common good or the environmental balance of the planet (Aragón, P. 9, 2018).

For the Amazonian reality, this aspect is amplified to the point that the Amazonian countries lose their sovereignty with the region and its natural riches, having their competences questioned in the name of what the authors call the common good or "environmental balance of the planet". "It is in this new scenario of international competitiveness that the Amazon has come to play a central role" (Aragón, 2018, p. 24).

Talking about Education in the North region means pointing out technological gaps and educational policies that fall short of the region's needs. The expansion of public higher education in the Amazon brings contradictions and few advances. Silva (2019) points out that, about REUNI,² there have been advances even if one considers the cut in investments.

² Support Program for Restructuring and Expansion Plans of Federal Universities (Reuni), which aims to expand access and permanence in higher education, doubling the number of undergraduate students in ten years, from 2008. With this, it would allow the entry of more than 680 thousand students in undergraduate courses, with adhesion of all federal universities in the country, presenting a restructuring plan, elaborated according to the guidance of Reuni. The actions involve increasing vacancies, new night courses, reducing the cost per student, curricular flexibility and combating dropout. (Source: Ministry of Education/Federal Government)

The number of students enrolled and the regions reached with the expansion of universities was significant, representing greater access to communities in the region. However, the process was stalled due to the cut in investments, observing the infrastructure, hiring technicians and teachers, which made it impossible to properly consolidate. Quality was impaired, as well as the consolidation of the expansion and strengthening of the public university in Northern Brazil (Silva, 2019).

In addition to the cut, researchers point out another delay for Education, whose scope does not discuss the quality of teaching-learning or its alignment with concepts of modernization and innovation, for the formation of critical and autonomous citizens. Based on the number of enrollments and the number of students for each teacher in the classroom, authors point out that the expansion of the higher education network aims at the massification of the system, leaving little room for quality of teaching.

This observation is based on the considerations of Silva (2019) when he talks about the expansion of the Federal University of Amazonas (UFAM), whose expansion of the campuses of Itacoatiara and Parintins began to suffer budget cuts from the year 2008, without having been completed even the infrastructure part. The cuts made it impossible to complete. The cost per student was also reduced by 50%.

In the list of financial adjustments, it was not only the physical and material structure that was no longer consolidated, but also the human resources, especially teachers and administrative technicians. These professionals do not meet the needs imposed by the quantity of work and are subject to extrapolate the weekly workload, or fail to assume research and extension activities, to the detriment of teaching activities, so that the courses continue in progress (Silva, 2019, p. 29).

In a global agenda whose main aspect gains greater prominence and importance: sustainability, the Amazon is also gaining increasing relevance. We highlight in the notes of Aragón (2018) fundamental issues regarding sovereignty and biodiversity. The author points out aspects that have not yet been overcome, such as the lack of knowledge of the region (by Brazilians and public authorities).

It is important to know the various aspects of the Amazon and its exuberant varieties and nuances, to allow the creation of a policy of regional integration and supranational policies. The Amazon is far from being a homogeneous green mass. On the contrary, it is diverse in every possible way: cultural, biological, race, social and economic. There are many aspects to it besides these. Thus, the creation of development plans that involve all the countries that form the so-called Pan-Amazon is the first need of the region and,

At the global level, due to the importance that the Amazon has achieved in the world, it can be the stage of policies that lead to a new civilizing era, based on the rights of nature and men and women in search of human well-being, but the challenges are also enormous, and questions about respect abound (Aragón, 2018, P.28).

When we situate the Amazon and the importance of pointing out specific policies for the region, it is important to point out that it cannot remain on the margins of technological development policies. Technology is the reality of the contemporary world, as well as the nature to which the Amazon represents and that characterizes it. Addressing this aspect is important for the defence of the region. Identifying and defining that technology is not a concept alien to the region is another fundamental point to highlight. Technology has several nuances and aspects and can represent sustainable development. And the Amazon also brings this possibility.

From a global perspective, it is interesting to note that the evolution of computers and digital technology has indeed begun in the academic world. Still in the 1970s as development and cheapening of electronic equipment, notably those linked to connection (modems, *hubs*, etc.) as well as the software area. This was the assumption for the telematic impulse that we see today, with reflections in all areas of society and human relationship (Preto, 1997).

In the academic world, the internet represented a breakthrough thanks to its connection capacity and data exchange protocol, which occur between distinct and distant equipment. It was the first step towards establishing connections, links between cultures, between individuals, creating multirelationships between subjects and machines (Preto, 1997).

Thus, the concept of network gains greater meaning and importance in the contemporary world and adds to a new perception and practice: ubiquity, whose scope and potential are even greater for the revolution between human relations, while giving it exponential reach. It's the all at the same time and immediately.

Until the COVID-19 pandemic and the need for remote learning, universities had difficulty assimilating and mastering digital technology, due to issues more related to investment and public policies for higher education. Innovation requires planning and assertive practices, something that for institutions is not yet a reality. Dealing with tight budgets and plastered on social programs, necessary of course, which reduces the space for new institutional practices.

Fortunately, innovation is not just about financial or technological resources. On the contrary, it is more directly linked to management deliberations, goal setting and people. Innovation is about people. That makes all the difference.

Someone needs to start the process of innovation, of change, of transformation. And that there is a monitoring to prevent the daily routine from taking over the processes to ensure that the goals are met.

We know that technology does not determine society, but is inserted in it, molding itself to forms, habits and customs. In this dialectical interaction, society also does not determine technological innovation, but uses it according to its needs. In a multicultural and interdependent world "it can only

be understood and transformed from a multiple perspective that brings together cultural identity, global network systems and multidimensional policies" (Castells, 1999, p. 62).

While information is seen as the communication of knowledge or, more precisely, "Information is data that has been organized and communicated" (Castells, 1999), knowledge is

A set of organized statements about facts or ideas presenting a thoughtful judgment or experimental result that is conveyed to others through some means of communication, in some systematic way. Thus, I differentiate knowledge from news and entertainment (Castells, 1999, p. 64).

Because of the characteristic of the university, as an organization that produces and disseminates knowledge, this concept establishes a distinction that gives distinct weights to the two social "products". The distinction is significant when dealing with the concept of innovation, whose aspect is not yet disseminated in a significant way in the IESP in a more fluid/interactive/assertive/planned way.

There is a long way to go that involves the internal, administrative and pedagogical spheres that encompass not only the disposition and knowledge of the concept – on the part of the internal publics (management, teachers and students) but also a predisposition to change, whose aspect is frontally repelled by the human being in general.

There is, however, the conviction on the part of academic audiences that the path to innovation is inevitable, because of the deep and constant technological changes. When institutional innovation does not happen and spreads in society due to "institutional obstacles to this diffusion, technological delay occurs due to the lack of the necessary social/cultural feedback to innovation institutions and innovators" (Castells, 1999, p. 64).

To achieve this institutional disposition, there is more than the equipping of laboratories. It must be transformed into an institutional policy, adding educational policies that are in line with regional and national development: coherence and continuity.

3 REMOTE TEACHING AS A CHALLENGE IN DISCOVERING NEW PATHS: THE PRODUCT FOCA NA TV

As a product of the disciplines of Telejournalism, FOCA NA TV arises to improve the training of journalism students in the production of a television newscast. It proposes to go beyond the walls of the university, performing the practical part of the discipline, with technical updates experienced in the market. The broadcast is made through the programming grid of the University TV UFRR, in addition to the official page of the Social Communication-Journalism Course. In 2022 the pages on Social Networks, Instagram and the project page on YouTube were created.

The discipline of Telejournalism has been working since 2019 with the production of the newscast FOCA NA TV strongly supported by the *smartphones* of each student. The class is divided into groups of three to five students who elaborate all the processes of news production. Thus, from the discussion of the agenda and its angulation, discussing the criteria of newsworthiness, as well as the production – which involves the location of the images and scheduling with interviewees, to the editing of the news, made before the Covid-19 pandemic in the laboratories of the Social Communication-Journalism Course, with a version of Adobe Premiere.

The methodology is divided into three stages that accompany the development of the discipline and the chronological time of the execution of the project: Stage 1 – theoretical framework and training of students with: elaboration and production of guidelines and the use of the smartphone for production (framing, audio); Stage 2 – Production of the articles with interviews, recording editing of the material produced by each group; Step 3 – Recording of the climb by the presenter(s) of Foca: Climbing and editing, final.

For the recording of the climb with the presenter, we have the support of University TV whose studio structure, editing island and professionals such as videographer and final editor are essential for the realization of the program, whose duration is on average 20 minutes per week. With the aforementioned partnership of University TV, we inserted the program in the local programming grid, expanding its extensionist character by enhancing its reach to the public in the capital and interior.

The partnership between the discipline and University TV has been important, optimizing production time, as well as the use of professional spaces, equipment and staff, such as cameramen and editors.

Production during the COVID-19 pandemic has been adhering to health protocols. The classes are remote, and the recordings of the reports and passages are divided by the groups so that there are no crowds, or more than three students on the agenda. with the aid of computers and cellphones, and reporters film their interviews remotely.

The program develops actions in the areas of television journalism, with an editorial line that seeks to favor an agile and informative agenda, with articles on all editorial lines, which should be selected in a biannual meeting, at the beginning of each semester. These activities will be worked through specific guidelines related to the events of politics, economy and other social events. With a proposal created before the COVID-19 pandemic decree, the project has undergone adaptations during social distancing.

The realization of the activities and content for the aforementioned areas will be developed, especially during the semester of Emergency Remote Teaching, ERE, according to the possibilities of each group, being the final edition held by the discipline, together with the University TV.

The evaluations will be made according to the materials delivered and the performance of each component of the group, according to the product performed, after the final edition of the program. The Each stage of the semester, the discipline addresses the contents necessary for each stage to enable the production of the newscast. The first stage was aimed at the theoretical framework, pointing out the history of television and its language.

Next, we address Digital Technologies and their profound transformations in the contemporary context. In line with this step, we proceeded to theoretical training about the production of videos and audio with the smartphone. This stage was made with the technical support of a cameraman from University TV.

The evaluation is done through the attendance to the classes and the production of the subjects. The public served corresponds to the total number of students enrolled in the course, in addition to the community in general.

With these achievements, there is an increase in the quality of learning of academics, effecting in a new formation, product of hybrid journalism (traditional journalism and *mobile journalism*), already quite advanced in television stations throughout the country. In addition to the institutional walls, it is expected that the product can become an alternative in the search for information on the most varied themes and subjects of interest.

4 DISCUSSION/ RESULTS - TECHNICAL FEASIBILITY OF THE PROJECT FOCA NA TV, A NEW MODEL OF TELEVISION NEWS PRODUCTION

The action is guided by the changes brought by Digital Technologies. New languages in multiplatforms translating into media convergence (Jenkins, 2009), with new languages and a new journalistic doing.

To elaborate the project, we sought support in recent national and international studies, which point out the use of technology *Mobile* as promising in terms of narrative possibilities, reach and transmission. Although still very recent, it gains space in the traditional media with increasing speed, occupying spaces in the most varied communication vehicles. Traditional media usually waits for new technologies and formats to consolidate before effecting their appropriation, points out Teixeira (2019), pointing out that we are still in the early stage of developing languages and formats for the platform.

Thus, there is not a break with the television language, but a hybrid path, between the two formats. It is still a wide territory of possibilities, conducive to experimentation and search for new narratives elaborated specifically for each screen, on mobile devices. "This is the moment to investigate

and think about the transformations suffered by audiovisual journalism, to produce differentiated content in the face of new challenges" (Teixeira, 2019, P. 16).

In this way, FOCA NA TV fulfills the didactic function by teaching the concepts of making a television news on television, pointing out the history of television in Brazil, concepts and practices, characteristics of the vehicle and other theoretical conceptualizations regarding the formation of the television reporter. Allied to this aspect, it proposes to reflect the impacts of digital technology in the contemporary world on individual customs and the profession of reporter and communicator. And it takes this reflection further by proposing the realization of a journalistic product, with the whole process consolidated. Since the elaboration, production, final edition and publication in television station and social networks.

As an Extension project (since 2020), the **FOCUS ON TV** aligns with the UFRR Institutional Development Plan (2016-2020) and the National University Extension Plan concerning the role of the university in uniting teaching, research and extension, expanding its action beyond the institutional walls, by bringing information to the community and society in general. In addition to fostering new formats, practices, and traditional knowledge. This format brings in itself important aspects, such as the practice of Innovation through Educommunication and the creation of new educommunicational processes.

Such aspects materialize by combining theory with practice to contemplate innovation in the teaching-learning process. Its realization is following the line of training aligned with the evolution of the market, preparing qualified professionals not only to perform the functions of journalist, but to analyze and think about society and the market critically, as stated in the Pedagogical Political Project (CCOS, 2015).

Still according to the PPC (2015, p. 8), this action has practical reach in several areas of journalism, which points to the need to enable the permanent interaction of academics with sources, professionals and the varied audiences of journalism since the beginning of their training. This aspect stimulates the student to deal with real problems, assuming increasing responsibilities, compatible with their degree of professional autonomy. Thus, this activity provides students with experience in the creation and elaboration of agenda; journalistic writing, cyberjournalism, video editing and television journalism.

As can be seen, this activity enables the practice of various areas of journalism and, clearly, its corresponding disciplines, allowing the course a practical laboratory with daily insertions of content in the most varied forms. It also guarantees a visibility to the production of the disciplines of the course, of the academic production for the academics, journalists acting in the market and society in general.

The program will be published on University TV and the Social Networks of the program and the Social Communication Course.

5 CONCLUSIONS

As online teaching imposes itself, advances in all stages of teaching, postures, beliefs and attitudes need to be reassessed. The COVID-19 pandemic and the quarantine imposed by it has brought the issue to an emergency. We think it is pertinent in this context to evaluate the situation/position/action on the subject in local IESP institutions.

In any aspect that is observed, the union of Education and Communication helps in the translation of this new world – whose expression from 2020 onwards begins to reference not only technology and its transformations, but the Post-Covid-19 world. We believe that the discussion goes not only to the methodological aspects, but also to the way of looking at the educational process and teaching-learning.

In this way, Educommunication is a necessary process, especially in the teaching of Journalism, taking into account the demands of the contemporary world. Even with greater emphasis on the border context, immigration and multiculturalism such as that of the Amazon. Thinking about working with teaching processes that involve alternative teaching/learning practices with the use of technological resources to meet the most distinct subjects and territories is an urgent and necessary situation.

In this sense, the reality of Roraima is a demonstration of how it is possible to enhance educational resources, transforming learning. Interdisciplinarity is today a reality that overflows in all segments in the contemporary world. It needs to be a reality also in the classrooms of undergraduate education.

Although it is a concept established as a goal by the MEC, Innovation is present in all IESP/RR, with different treatments and priorities. This is not the fundamental aspect when dealing with the concept, but rather its priority as an institutional policy. It is still far from being an issue addressed as a priority.

The concept is transversal and interdisciplinary and goes beyond the structural aspects or the technological apparatus, the laboratories and the exhibition highlighted in the institutional pages or documents. However, a clearer and more defined stance with the theme would necessarily be projected through the informative and/or promotional contents of the institutions.

Innovating in Higher Education is a decision that requires planning, commitment and teamwork and the discussions go through all segments of the institution and all its internal audiences involved: teachers, technicians, students. Innovation must permeate management to reach the administrative, financial, financing and projects part; goes through adaptations and curricular changes, training of

teachers and technicians; and finally, it goes through the students, who must also engage and seek new and better ways to build knowledge together (WIEBUSCH and LIMA, 2018).

TDICs and new concepts such as mobility certainly transform human relations and can be leveraged to enhance and optimize the performance of IESPs not only in Roraima, but throughout the country. Expand its strategic use through the qualification of internal audiences, provides access to other IESPs, researchers, managers, technical staff in real time, enhance the scope of actions, and reduce time and resource expenses with laboratory equipment. For these challenges there is no ready recipe. The path is made every day.

When we talk about pedagogical resources of teaching-learning, we refer to the insertion in contemporary culture, creating and transforming the ways of being in society, with new human and social relations, autonomously, creating and sharing information and knowledge. This potential is the new richness of humanity and universities.

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