

**MULTIMEDIA RESOURCES FOR EDUCATION**  
**RECURSOS MULTIMÍDIAS PARA A EDUCAÇÃO**  
**RECURSOS MULTIMEDIA PARA LA EDUCACIÓN**

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**ABSTRACT**

This work analyzes the relevance of Storytelling and Podcast as multimedia resources in contemporary education, highlighting their importance for promoting engagement and interaction between educators and students. In light of sociocultural theories, especially Vygotsky's concept of Zone of Proximal Development (ZPD), the research emphasized how personalized narratives can facilitate the construction of knowledge by connecting academic content with students' real experiences, arousing their interest and making learning easier. most significant for your personal and professional development. Furthermore, the study highlighted the need for ongoing training for educators in order to effectively integrate these approaches into their teaching practices. The proposed guidelines aim to encourage teaching that values creativity, collaboration and empathy, preparing students for the challenges of the 21st century. In short, implementing narrative and multimedia-based strategies not only enriches the learning experience, but also contributes to a more inclusive and adaptable education to the demands of today's society.

**Keywords:** Multimedia. Education. Storytelling. Podcast.

**RESUMO**

Este trabalho analisou a relevância do Storytelling e Podcast como recursos multimídia na educação contemporânea, destacando sua importância para promover o engajamento e a interação entre educadores e alunos. À luz das teorias socioculturais, especialmente o conceito de Zona de Desenvolvimento Proximal (ZDP) de Vygotsky, a pesquisa enfatizou como as narrativas personalizadas podem facilitar a construção de conhecimento ao conectar conteúdos acadêmicos com experiências reais dos estudantes, despertando seu interesse e tornando o aprendizado mais significativo para sua formação pessoal e profissional. Além disso, o estudo ressaltou a necessidade de capacitação contínua para educadores, a fim de integrar eficazmente essas abordagens em suas práticas pedagógicas. As diretrizes propostas visam fomentar um ensino que valorize a criatividade, a colaboração e a empatia, preparando os alunos para os desafios do século XXI. Em suma, a implementação de estratégias baseadas em narrativas e multimídia não apenas enriquece a experiência de aprendizado, mas também contribui para uma educação mais inclusiva e adaptável às demandas da sociedade atual.

**Palavras-chave:** Multimídia. Educação. Storytelling. Podcast.

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## RESUMEN

Este estudio analizó la relevancia de la narración y los podcasts como recursos multimedia en la educación contemporánea, destacando su importancia para promover la participación y la interacción entre educadores y estudiantes. A la luz de las teorías socioculturales, especialmente el concepto de la Zona de Desarrollo Próximo (ZDP) de Vygotsky, la investigación enfatizó cómo las narrativas personalizadas pueden facilitar la construcción del conocimiento al conectar el contenido académico con las experiencias de la vida real de los estudiantes, despertando su interés y haciendo que el aprendizaje sea más significativo para su desarrollo personal y profesional. Además, el estudio destacó la necesidad de formación continua para educadores que integren eficazmente estos enfoques en sus prácticas pedagógicas. Las directrices propuestas buscan fomentar una enseñanza que valore la creatividad, la colaboración y la empatía, preparando al alumnado para los retos del siglo XXI. En resumen, la implementación de estrategias basadas en la narrativa y el multimedia no solo enriquece la experiencia de aprendizaje, sino que también contribuye a una educación más inclusiva que se adapta a las exigencias de la sociedad actual.

**Palabras clave:** Multimedia. Educación. Narrativa. Podcast.

## 1 INTRODUCTION

We are experiencing a technological transformation that brings various impacts to society, one of these impacts being new technologies that interconnect different cultures. In this context, the internet, as one of the fruits of this evolution, has consolidated itself as the symbol of this new era, offering the user the ability to access and choose information at the time and place of their preference.

Undoubtedly, the level of interconnectivity achieved by the internet far exceeds what was experienced a hundred or fifty years ago with the use of the telegraph, radio or telephone. However, we still use the internet only to accomplish what we want, within the options it provides. If our desires remain the same, nothing really changes, as we continue to operate within the same framework of actions and emotions that we are used to experiencing. (MATURANA, p. 199, apud ANDRADE, p. 7, 2011).

The main purpose of this research is to promote an analysis of multimedia resources aimed at education, considering contemporary educational trends, especially with regard to the use of the virtual learning environment in the distance learning modality. In addition, it seeks to reflect on the various possibilities of applying multimedia resources in the preparation of didactic materials and their usefulness in the inclusive educational context, evaluating the types of digital media currently used. From this perspective, the study is based on research that has discussed the integration of digital technologies in learning environments and in the daily lives of students who are digital natives.

## 2 DISTANCE HIGHER EDUCATION AND MULTIMEDIA RESOURCES

Currently, multimedia resources have played a crucial role in the transformation of education. They offer access to a wide range of educational materials, enable personalization of the learning process, and promote interaction and collaboration among students. However, it is important to note that the effectiveness of digital technologies in education is directly linked to their implementation based on robust pedagogical methodologies, as well as ensuring that all students have equitable access to these tools. Thus, multimedia resources are powerful instruments, but they need to be used with caution and responsibility to ensure quality education in the digital age. With constant technological advancement, it is essential that distance learning institutions continue to explore and improve the use of these resources, always seeking to improve the quality of distance higher education (Santos, 2023).

Today's students, who grew up completely immersed in digital technologies since childhood, exhibit significant differences compared to past generations. They no longer fit the traditional profile of students for which the educational system was originally structured. These students, influenced by a highly technological environment, have new demands and expectations in relation to learning, challenging conventional teaching methods and requiring a more flexible and interactive approach (Prensky (2001).

The concept of student autonomy refers to the ability of students to make independent decisions about their own learning process. This involves each student's ability to develop a personalized syllabus, identify and access learning resources available in their community or workplace setting, and autonomously make decisions about what and how to learn. These skills vary among students, reflecting their individual competencies in managing their own educational path and in the search for relevant information for their academic and professional growth (Kearslev, 2008).

### **3 PODCAST IN EDUCATION**

We are going through a phase of technological evolution that has generated a wide variety of impacts on society. One of these effects is the emergence of new technologies that promote the connection between different cultures. In this scenario, the internet – the result of this technological transformation – has emerged as the central symbol of this new era, providing users with the ability to access and select information according to their preferences, anytime and anywhere, in an instant and personalized way (JESUS, 2014).

Also for the author, contemporary technologies enable the creation of informal networks and learning communities that develop from common interests in a virtual environment. Likewise, these affinities, whether preexisting or formed over time, can foster the construction of networks, as the convergence of similar interests encourages the search for appropriate means of communication (or technological tools) for their interaction. Thus, it can be seen that the Network Society arises from the interconnection between these affinities and technologies, facilitating or maintaining real-time communication between people and groups, regardless of their geographic location, time or other characteristics that connect them.

According to Brito (2008), human beings constantly develop new ways of transmitting knowledge, values, rules, norms and procedures in order to ensure coexistence among people and promote the dissemination of their culture. Among the various dynamics that

involve this process, Education stands out as one of the main ways of transmitting and perpetuating these cultural and social elements, playing a central role in the integration and formation of individuals within society.

The term Podcast results from the combination of the words iPod (a mobile device for audio and video playback) and broadcast (a method of distributing or transmitting data). Podcast is a form of media that publishes audio, video, and images on the internet, and can be played on any device capable of reading audio files. Although it is a relatively recent technology, the Podcast has been used in several contexts, both in the corporate sphere, as a way to make available the content of meetings, news programs and entertainment, as well as in programs of a scientific nature. In education, this new media is beginning to be used with increasing success for the dissemination of information and teaching materials in classes, especially in distance education in European countries (JESUS, 2014).

This functionality of the Podcast is in line with the central ideas of Piaget (1976), which states that all human beings have intelligence, which is used to seek, organize and adapt to new structures in a world in constant transformation. Intelligence, through the mechanisms of assimilation and accommodation, enables the most diverse interactions to occur. Such interactions are becoming increasingly common in society, especially with technological advancements.

As Gatti (2005, p. 606) points out, Education is deeply rooted in culture and is not limited only to the sciences, which have been considered in modernity as the only legitimate sources of training and which have the capacity to provide technologies. It employs processes that create collective and shared meanings, which influence its way of inserting itself into the environment. Given that this dynamic is in continuous transformation, the Podcast emerges as a tool that offers both educational opportunities and challenges, which demand the attention of educators and researchers.

#### **4 STORYTELLING AS A TEACHING STRATEGY IN THE CONTEXT OF PROFESSIONAL AND TECHNOLOGICAL EDUCATION**

The social, economic, political and cultural transformations that have occurred in recent years have generated substantial changes in the work environment. Technological advancement and the dissemination of communication devices have overcome the barriers of time and space, giving rise to new models and work practices. Organizations have begun to prioritize interpersonal skills, requiring professionals with qualified profiles, in order to

ensure their survival in an unstable and competitive context. In addition, socio-emotional skills have come to occupy a prominent place among the selection criteria (OLIVEIRA, 2020).

Also for the author, in this way, in addition to technical performance, the ability to relate, collaboration, creativity, leadership skills and the demonstration of empathy have become aspects valued by institutions that seek individuals capable of solving problems and responding quickly to the challenges of contemporary society. Thus, the success of productive and innovative processes depends on professionals who are creative, critical and adaptable. This scenario, which requires a variety of skills in the training path of new professionals, raises questions about some aspects related to teaching methods in Professional and Technological Education (EPT).

Storytelling is an expression from the English language that, etymologically, refers to the combination of "story" and "telling" or "telling". The word "story" represents information, while "telling" refers to the way that information is presented or expressed. For Palacios and Terenzzo (2006), Story and telling are two elements that must coexist in a harmonious way: the information you want to communicate and the emotional approach you choose to use to make an impact. Telling is the moment when the story ceases to be just a mental idea and starts to occupy a place in the tangible world.

In the light of sociocultural theories and the concept of Zone of Proximal Development (ZDP), elaborated by Vygotsky, it was possible to recognize the relevance of Storytelling as a strategy to promote interaction between educator, student and context, through personalization and problematization of concrete situations in the classroom. By establishing links between knowledge and reality, narratives hold attention and arouse interest, becoming a creative and effective response to the great challenges faced in contemporary education. In addition, it makes learning more meaningful, since students begin to understand the logic of the content and its importance for their personal and professional development (OLIVEIRA, 2020).

## **5 FINAL CONSIDERATIONS**

In the final considerations of this work, it is evident that the use of multimedia resources, especially Storytelling, plays a crucial role in contemporary education, particularly with regard to the engagement and interaction between educators and students. As society advances at a rapid pace, driven by technology and digitalization, it becomes critical for educational practices to adapt to these changes. Research has demonstrated that applying

engaging and personalized storytelling not only makes it easier to understand complex concepts but also fosters a more inclusive and dynamic learning environment. Through Storytelling, students are able to establish meaningful connections between academic content and their own life experiences, which, in turn, enriches their personal and professional training. This innovative approach becomes, therefore, a valuable tool to meet the needs of today's students, who demand more interactive and adaptable teaching methods.

In addition, the research highlighted the importance of continuous training of educators so that they can effectively integrate these new approaches into their pedagogical practices. Understanding sociocultural theories, such as Vygotsky's Zone of Proximal Development, provides a robust theoretical foundation for the implementation of Storytelling and other multimedia strategies. However, it is essential that educational institutions invest in training and professional development, providing educators with the necessary tools to adapt to this new educational scenario. The future of education depends on the ability of teachers to become learning facilitators, using resources that make the teaching-learning process more meaningful and effective. Thus, the guidelines established in this work not only contribute to the improvement of educational practices, but also aim to foster an education that values creativity, empathy and collaboration, preparing students for the challenges of the contemporary world.

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