THE PODCAST IN YOUTH AND ADULT EDUCATION

O PODCAST NA EDUCAÇÃO DE JOVENS E ADULTOS

PODCASTS EN LA EDUCACIÓN DE JÓVENES Y ADULTOS

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ABSTRACT

The presence of technology in the classroom has become a reality, with it finding a multitude of possibilities that help teachers in their pedagogical work. Thus, this work addresses one of the most common and easily produced media resources, the result of technological advances today, the podcast. Due to its popularity, this resource gains space in this work, whose main objective is to understand its importance and applicability in the educational environment. To this end, we sought to develop bibliographical research that could unveil the origin and results of the use of this tool in schools, in addition to developing a proposal for using the podcast in a youth and adult education school, therefore requiring a brief on-site research at the school in question in order to verify the real possibility of implementing the tool in the routine of the institution visited. Finally, it can be understood that the characteristics of the use of digital tools in education is increasingly a reality that cannot be ignored by educators, but improved for appropriate use according to each educational reality.

Keywords: Digital Media. Podcast. Teaching. Learning. Young People and Adults.

RESUMO

A presença da tecnologia em sala de aula tem se tornado uma realidade e com ela encontramos uma enormidade de possibilidades que auxiliam os professores no fazer pedagógico. Assim, o presente trabalho aborda um dos recursos midiáticos, fruto dos avanços tecnológicos, mais comuns e de fácil produção na atualidade, o podcast. Devido a

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sua popularidade, este recurso ganha espaço neste trabalho, cujo objetivo principal é compreender sua importância e aplicabilidade no ambiente educacional. Para tanto, buscou-se desenvolver pesquisas bibliográficas que pudessem desvendar a origem e os impactos do uso desta ferramenta nas escolas, além de desenvolver uma proposta de uso do podcast em uma escola de educação de jovens e adultos, sendo necessário, portanto, uma breve pesquisa in loco na escola em questão a fim de verificar a real possibilidade de implantação da ferramenta na rotina da instituição visitada. Por fim, pôde-se compreender que o fenômeno do uso das ferramentas digitais em educação é cada vez mais uma realidade que não pode ser desprezada pelos educadores, mas aprimorada para o uso um adequado de acordo com cada realidade educacional.

Palavras-chave: Mídias Digitais. Podcast. Ensino. Aprendizagem. Jovens e Adultos.

RESUMEN
La presencia de la tecnología en el aula se ha convertido en una realidad, y con ella, encontramos una amplia gama de posibilidades que asisten al profesorado en su labor pedagógica. Por ello, este trabajo aborda uno de los recursos multimedia más comunes y fáciles de producir, fruto de los avances tecnológicos en la actualidad: el podcast. Debido a su popularidad, este recurso se ha incluido en este trabajo, cuyo principal objetivo es comprender su importancia y aplicabilidad en el entorno educativo. Para ello, se realizó una investigación bibliográfica para descubrir el origen y el impacto del uso de esta herramienta en las escuelas, además de desarrollar una propuesta para el uso de podcasts en una escuela de educación de jóvenes y adultos. Por lo tanto, fue necesario un breve estudio in situ en la escuela en cuestión para verificar la posibilidad real de implementar la herramienta en la rutina de la institución visitada. Finalmente, se pudo comprender que el fenómeno del uso de herramientas digitales en la educación es cada vez más una realidad que los educadores no pueden ignorar, sino mejorar para un uso adecuado según cada realidad educativa.

Palabras clave: Medios Digitales. Podcast. Enseñanza. Aprendizaje. Jóvenes y Adultos.

1 INTRODUCTION

The construction of knowledge has undergone a strong change in recent years, being influenced by the increasing presence of media technologies in classrooms. Whether by the initiative of teachers or by the direct action of the force of technological advances that present new consumption options every day, the use of media resources has become a reality, and education professionals who do not wake up to this reality are doomed to be recognized as true "dinosaurs" in the classroom. and it is necessary that media education is constituted as a right of students.

Among the numerous options that the media and technological universe presents to teachers, it is up to the teacher to make the decision to choose the tool that will best meet the objectives of his class. Thus, the present work proposes to discuss how technological tools, especially the *podcast*, contribute to the dynamics of the teaching-learning process.

To this end, extensive bibliographic research was used that could give ballast to the questions presented. In addition, it was decided to use as a research field the Youth and Adult Education Center (CEJA) [11] existing in the city of Tianguá, since the school serves mostly adult students, aged over 20 years, who know and master the use of the tools present in *smartphones*. Older students are also those who grew up listening to radio programs and, as a result, bring favorable conditions to learn through the use of radissonoros resources, such as podcasts.

In the words of Ferrari et al. (2020, p. 27), "if the future seems uncertain, one thing is clear: we will be increasingly challenged by the uninterrupted growth in the volume of information and new technologies". Thus, it is up to teachers to think of strategies that arouse interest in studies, strategies capable of providing students with opportunities to learn from their conception of the world (Faria, 2010, s.p.).

There is no doubt that by appropriating the different digital learning tools, as proposed in this work with the use of the *podcast*, the present study is justified from the idea that the use of digital tools is a *sine qua non* condition for contemporary educational practices (Brasil, 2002, s.p.).

Therefore, it is essential for any and all educational training in our schools that the teacher performs his or her work effectively in order to ensure that students, whether young

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[11] The Ofélia Portela Moita Youth and Adult Education Center, known as "D. Estrela", is a state public school in Ceará and serves young people and adults who have left school and wish to return to school. It is located in the center of the city of Tianguá and has students from several cities in the region who are looking for a second opportunity in their student life.

people **or** adults, enjoy the right to have technology as an ally in the learning process and that all actors in this process understand that the use of technology in learning is not only a right, but also a duty of all who are responsible for education (Lenharo; Cristovão, 2016, p. 310).

2 MULTIMEDIA RESOURCES IN EDUCATION

Over the past few years, we have experienced numerous changes in the routine and dynamics of the classroom, providing new opportunities for teaching and learning. In this regard, it is known that technological advances are the main driving forces of this movement of change, resulting in accessible and necessary digital content for use at all educational levels (Amorim; Silva, 2009, p. 365).

Education, in this sense, is increasingly integrated, or why not say intertwined, trapped in a multiform tangle of possibilities and conditions that force educators to adapt to the various realities that are part of the students' daily lives, under penalty of, if they do not do so, they will be labeled outdated, backward or even dinosaurs. as previously said.

In the face of these issues, multimedia resources are today strong allies of educators. Teachers at different levels of education must be attentive and ready to use it in their classes, projects, dynamics, experiences or experiences. With this, it is believed that the teaching and learning process will serve an increasingly demanding audience and connected to technological innovations and also to a range of information available in the palm of their hand. Since "it doesn't matter exactly where you live, your age or what you do: more and more we are and will all be deeply impacted by so much information. All the time, from a very early age" (Ferrari; Ochs; Machado, 2020, p. 21).

Dorigoni and Silva (2007, p. 6) present a brief summary of the historical trajectory of the use of media in education. According to the authors, there are reports that between the 1940s and 1970s, "the telephone, cinema, radio, magazines and television constituted a system, which, as it developed, became a state-of-the-art apparatus by integrating other more recent technological advances such as cell phones, interactive TV and the Internet". As early as 1980, technological advances brought new elements to daily life, and it was therefore necessary for the school to contribute to a responsible and meaningful use of these new educational tools.

Thus, it cannot be denied how important the means of communication and information technologies are and how they are increasingly present in all areas of social life. Thus, the

school should not be a place of confrontation or difficulties in absorbing the transformations in the ways of learning as a result of current technological advances (Dorigoni; Silva, 2007, p. 10).

On this, still in 1999, Kalinke stated,

> Technological advances are being used by practically all branches of knowledge. Discoveries are extremely fast and are available to us with a speed never before imagined. The Internet, cable and open television channels, multimedia resources are present and available in society. We are always one step away from anything new. On the other hand, the world reality makes our students increasingly informed, updated, and participants in this globalized world (Kalinke, 1999, p.15).

Almost twenty-six years later, since Kalinke's publication, the relevance of the above statement is notorious. Educators and education professionals must, more than ever, make a difference in the lives of their students. Thus, according to Ponte (2004) and Farias (2010, s.p.), the school continues to be a school, it does not end with the arrival of technology, it will just cease to be as we know it today and will not lose its main function in relation to current education and future generations.

Regarding the use of multimedia in schools, Rathbone (1995, p. 9) states that "the word multimedia simply means something that can communicate in various ways", since it refers to the combination of different types of media, such as text, images, audio, video and graphics, in a single presentation or communication system.

Commonly used in several areas, especially in our case in education, multimedia plays a fundamental role in the digital age, where the convergence of technologies and devices allows the creation and consumption of content in varied and increasingly accessible ways. Multimedia in education provides a more dynamic and effective approach to teaching, meeting the needs of students and better preparing them for the digital and globalized world in which we live.

It is in this context that the *podcast* emerges as a tool that communicates with the multimedia universe, becoming another important interface in the contribution of the act of teaching and learning. In short, *podcast* is "a media process that emerges from the publication of audio files on the internet" (Primo, 2005, p. 7) and as such, its production requires much less equipment to work than other media tools, namely:

> [...] it is enough for the producer to have a medium-capacity computer, headphones or speakers on his PC, a microphone (of a much reduced price in simpler models, around R$10), an audio recording and editing program, such as Audacity and a medium-speed internet connection. (Freire, 2010 apud Freire, 2015, p. 1038)[12]

In this, it is clear that the use of the tool in question does not require large investments, and it is possible to adapt devices and equipment already existing in schools for the implementation of a podcast creation project that meets the needs of students and teachers.

2.1 PODCAST IN YOUTH AND ADULT EDUCATION: A CONTRIBUTION TO CEJA DONA OFÉLIA

The Ofélia Portela Moita Youth and Adult Education Center is known as "CEJA Dona Estrela" and is located in the municipality of Tianguá, Ceará. One of its educational objectives is to offer schooling to young people, adults and the elderly who wish to continue their studies, from Elementary School to High School. To this end, the school develops pedagogical actions aimed at a specific audience that often has no other way to continue its student life due to the lack of schooling for this audience.

At CEJA, the offer of continuity of studies takes place for both elementary and high school in the blended modality, serving an audience over the age of 15, for elementary school, and over 18 years old, for high school.

It is in this reality and context that the offer of media education emerges as a great differential to serve this specific audience, formed mostly by adults. In its constitution, the JSCA offers schooling in a "blended" way, thus meeting a characteristic of the *podcast*, as it is an "extremely powerful alternative technology to be used at the service of the teaching and learning process, both in the distance modality (*e-learning*) or as a complement to face-to-face teaching (*b-learning*)" (Junior; Coutinho, 2008, p. 136). Its biggest differential is, without a doubt, the possibility, through the audio format, of being heard anytime and anywhere.

In this sense, by serving young people and adults who mostly work or take care of the home, the JSCA is an ideal environment for the *podcast* to be used as a media tool to support teaching, since the production of digital educational content of this type is of great relevance, thanks to its feasibility, novelty and feasibility (Amorim; Silva, 2009, p. 362).

In line with the United Nations (UN) Sustainable Development Goals (SDGs), providing young people and adults with the opportunity to educate through technological resources is

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[12] At current prices, the value of a simple lavalier microphone costs R$ 25.00 (twenty-five reais).

to meet the "global call to action to end poverty, protect the environment and climate, and ensure that people, everywhere, can enjoy peace and prosperity". As noted in target 4.4 of these goals, which provides: "by 2030, substantially increase the number of young people and adults who have relevant skills, including technical and professional skills for employment, decent work and entrepreneurship" (UN, 2015).

These "relevant skills, including technical and professional skills" will undoubtedly be better acquired and developed when that traditional model of teaching is set aside, making use of modern tools that enable learning not only in the classroom, but also in different environments and schedules, as is the case of the use of *podcasts* as a teaching tool.

3 FINAL CONSIDERATIONS

The use of *podcasts* as an educational tool in teaching young people and adults has demonstrated significant impacts, providing an innovative and accessible approach to the learning process. Along this path, it has become evident that this modality of auditory content not only captivates the audience, but also promotes the democratization of knowledge, meeting the diverse needs and learning styles.

Podcasts offer flexibility, allowing students to access content anytime and anywhere, breaking down the geographical and temporal barriers that often limit learning. This trait is especially valuable for young people and adults who, due to professional and family commitments, are looking for educational options that fit their schedules.

Additionally, the auditory nature of *podcasts* encourages imagination and creativity, making learning more engaging and memorable. For many students, this alternative approach represents a relief from traditional methods, providing a more dynamic and personalized experience.

Through educational tools such as podcasting, students have access to a wide range of experts, practitioners, and researchers, enriching their perspectives and offering valuable *insights* into the real world. This contributes to the formation of critical and informed individuals, capable of facing the complex challenges of contemporary society. It should be noted that educators play a key role in selecting and creating relevant content, guiding students, and evaluating the impact of the *podcast* on the learning process.

Finally, *podcasts* emerge as a powerful educational tool for young people and adults, transforming the way we learn and teach. Its potential for democratizing knowledge, flexibility

and stimulating creativity positions this modality as an important educational ally in the current contemporary reality.

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