


## THE USE OF CINEMATOGRAPHIC LANGUAGE AS A TEACHING METHODOLOGY: GEOGRAPHY TEACHER TRAINING AND MEDIA EDUCATION

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### ABSTRACT

The article presents a descriptive analysis of the Geography project<sup>3</sup> of the Pedagogical Residency Program (PR) of the Federal University of Western Pará (UFOPA), which used cinematographic language as a teaching methodology to break with traditional practices and promote a more dynamic and meaningful Geography. The RP, funded by CAPES, aims to improve teacher training, providing practical experiences in the classroom during graduation. The project was developed in four public schools in Santarém-PA, with the participation of 30 scholarship holders/residents, 6 preceptors, and two guiding teachers. The activities included planning, pedagogical training, intervention in field schools, production of documentaries, and participation in academic events. The use of cinematographic language as a teaching methodology was based on authors such as Pontuschka (2007), who highlights the potential of cinema to motivate students and teachers to deepen their geographical knowledge, and Candau (2000), who defends the overcoming of traditional teaching practices. Also, Pires (2012) and Candau (2000) criticize traditional descriptive and expository practices, advocating a more critical and reflective approach, reinforcing the need to diversify teaching methodologies, and promoting the autonomy and critical capacity of future teachers. The practical experience in the classroom and the production of documentaries contributed to the formation of more autonomous and critical teachers, capable of adapting to the different demands of the school routine. The digital age and media education were also central themes in the analysis. Buckingham (2007; 2015) discussed the impact of digital media on the lives of children and young people, advocating media education that promotes critical reflection on content and forms of digital communication. Fantin (2011) approached media education as an interdisciplinary field that integrates education, communication, and digital technologies, promoting the formation of critical and creative subjects. Gomes (2015) highlighted the challenges of digitalization in education, arguing that teacher training should prioritize the critical integration of digital technologies. In summary, the UFOPA PR Geography project demonstrated that the use of cinematographic language and digital technologies can

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contribute significantly to teacher training and student motivation. The production of documentaries allowed students to reflect on their local reality, articulating the geographical concepts studied in the classroom with their daily experiences. The project proved to be an enriching experience for all involved, reinforcing the need to rethink traditional teaching practices and propose innovative methodologies that promote the construction of knowledge based on the students' reality.

**Keywords:** Geography Teaching. Cinematographic Language. Media Education.

## INTRODUCTION

The teaching of Geography in Brazil has faced significant challenges, especially about student motivation and the relevance of the contents covered in the classroom. Traditionally, school Geography has been marked by descriptive and expository practices, which often fail to establish meaningful connections with the students' reality. In this context, the use of innovative methodologies, such as cinematographic language, emerges as an alternative to make teaching more dynamic and meaningful, promoting the construction of knowledge from the students' daily lives.

In this sense, the Pedagogical Residency Program (RP), funded by CAPES, aims to improve teacher training, providing practical experiences in the classroom during graduation. This article deals with the experiences of the Geography project of the Federal University of Western Pará (UFOPA), public notice 2022-2024, in the city of Santarém, which sought, through cinematographic language, to break with traditional teaching practices, offering students of the degree in Geography the opportunity to experience teaching practice critically and reflectively.

To this end, the project was based on the following *general objective*: to provide students of the teaching degree in Geography with the experience of teaching practice during the training process, in order to better qualify them as future teaching professionals, preparing them to face the challenges of Brazilian education, in addition to four specific objectives, namely: to develop observation, monitoring, semi-regency (microclasses) and regency in the classroom, contributing to a meaningful and ethical teaching of Geography; produce and apply pedagogical practices that articulate the teaching plans of Geography with the competencies and skills prescribed in the National Common Curricular Base (BNCC), emphasizing active methodologies, such as cinematographic language; to strengthen the theoretical and practical training of undergraduates, aiming at the quality of future Geography teachers; produce documentaries with students from basic schools, bringing theoretical and practical knowledge closer and producing media content for the classroom.

The project was developed in 4 public schools in Santarém-PA, with the participation of 30 scholarship holders/residents, 6 preceptors, and two guiding teachers. The activities were divided into stages, which included planning, pedagogical training, intervention in field schools, production of documentaries, and participation in academic events for the socialization of the contents/documentaries produced. The methodology adopted prioritized

the articulation between theory and practice, with emphasis on cinematographic language as a pedagogical tool. In general, the materials used for the production of the documentaries were for common use by the students, that is, easily accessible, such as smartphones for recording and computers for editing.

The theoretical framework that supports this work includes authors such as Candau (2000), who defends the need to overcome traditional teaching practices, promoting diversification and dynamism in classes; Pontuschka (2007) who highlights the importance of cinematographic language as a means of motivating students and teachers to deepen their geographical knowledge, BUCKINGHAM (2007) and GOMES (2015) who discuss the immersion of children and adolescents in the digital world and the need for media education today. In addition, the National Common Curriculum Base (BNCC) guides cartographic and digital literacy, the reading of the world, and the understanding of geographical phenomena, central elements in the development of the project's activities.

## **RESULTS AND DISCUSSIONS**

### **PROJECT DEVELOPMENT: ARTICULATION BETWEEN UNIVERSITY AND PUBLIC SCHOOLS**

As previously mentioned, the Geography project of the Pedagogical Residency Program (RP) at UFOPA was developed in 4 public schools in Santarém-PA: E.E.E.F.M. Júlia Passarinho, E.E. Diocesana E.M. São Francisco, E.E. Cívico Militar E.F.M. José de Alencar and E.E.E.F.M. Aluísio Martins, focusing on the use of cinematographic language as a teaching methodology. The activities were divided into stages, which included planning, pedagogical training, intervention in field schools, and production of documentaries. In all, the project lasted 18 months.

In the planning phase, meetings were held between advisors, preceptors, and residents to understand the project guidelines and plan the stages. Then, the residents went through a training period, in which they were introduced to the theoretical and methodological concepts that would support the practical activities. During the intervention in the field schools, the residents carried out observation, monitoring, semi-regency (micro-classes), and regency activities, accompanied by the preceptor teachers, gradually assuming responsibilities for conducting the classes.

The production of documentaries was one of the central activities of the project. The residents, together with the students of the schools, produced 5 documentaries, namely:

- Water and sustainability - E.E. Cívico Militar E.F.M. José de Alencar team;
- The importance of fieldwork in the teaching of Geography - team of the E.E. Diocesana E.M. São Francisco;
- Geography in verses - E.E.E.F.M. Aluísio Martins team;
- City, Paths and Paths team of the Diocesan E.E. São Francisco;
- The socio-environmental changes in the Uruará neighborhood in Santarém-PA team of E.E.E.F.M. Júlia Passarinho.

These documentaries addressed topics relevant to the local reality, such as urbanization, socio-environmental transformations, and the importance of fieldwork in the teaching of Geography. In addition, they provided moments of protagonism for students from field schools, as well as residents, and students from Ufopa, promoted autonomy and critical thinking about geographical phenomena.

The project provided residents with a rich experience in the classroom, leading them to face the problems of the teaching profession, and also "provoked" in preceptor teachers the need to rethink their practices. In this sense, it is important to highlight the importance of public policies for teacher training, as they are, in general, conducive to new practices.

## ANALYSIS OF THE BIBLIOGRAPHY CONCOMITANTLY WITH THE THEME

### **Teaching Practice and the Training of Geography Teachers: reflections from Pires, Pontuschka and Candau**

The training of Geography teachers has been the subject of intense discussions in the academic sphere, especially about the articulation between theory and practice. Authors such as Pires (2012), Pontuschka (2007), and Candau (2000) offer significant contributions to the understanding of the challenges and possibilities of teaching practice, especially in the context of basic education.

Pires (2012) highlights that the teaching of Geography is often limited to descriptive and expository practices, which fail to establish meaningful connections with the students' reality. According to the author, this traditional approach ends up demotivating students, who do not see the use of the content covered. Pires defends the need to overcome this "decorative Geography", by proposing a more critical and reflective approach, which allows students to understand geographical phenomena from their own experiences. In this sense, teacher training should prioritize the articulation between scientific knowledge and the daily lives of students, promoting students' autonomy and critical capacity.

Pontuschka (2007), in turn, emphasizes the importance of diversifying teaching methodologies, highlighting the potential of cinematographic language as a pedagogical tool. The author argues that cinema can be an effective means of motivating students and teachers to deepen their geographical knowledge, promoting the articulation between different languages, such as cartographic and textual. It also argues that the use of films and documentaries in the classroom can contribute to the construction of a more meaningful Geography, which dialogues with the reality of students and promotes critical reflection on the geographical space, going beyond the mere repetition of content previously established in textbooks, contributing to young people understanding their role both in the teaching-learning process, as well as in the production of knowledge.

Reinforcing the need to overcome traditional teaching practices, Candau (2000) proposes diversification and dynamism in classes as a way to make the content more meaningful for students. The author argues that teacher training should prioritize critical reflection on pedagogical practices, promoting teacher autonomy and the ability to adapt to different educational realities. The author argues that teaching should be understood as a reflective practice, in which the teacher can articulate scientific knowledge with the demands of daily school life.

From these reflections, it is possible to understand that the training of Geography teachers should prioritize the articulation between theory and practice, promoting the autonomy and critical capacity of future teachers. The use of innovative methodologies, such as cinematographic language, can contribute significantly to overcoming traditional teaching practices, making the content more meaningful and relevant to students.

In this sense, the discussions of Pires, Pontuschka, and Candau offer valuable contributions to the understanding of the challenges and possibilities of teaching practice, especially in the context of the training of Geography teachers. Overcoming traditional teaching practices and using innovative methodologies are essential to promote a more meaningful and relevant Geography, which dialogues with the reality of students and promotes critical reflection on geographic space.

In the context of the Geography project of the Pedagogical Residency Program at UFOPA, these reflections were fundamental for the development of the activities. The production of documentaries allowed residents to articulate scientific knowledge with the local reality, promoting critical reflection on geographical phenomena. In addition, the practical experience in the classroom contributed to the formation of more autonomous and

critical teachers, capable of adapting to the different demands and realities of daily school life.

### **The Digital Age and Media-Education: digital literacy and new educational challenges**

The insertion of digital technologies in everyday school life has profoundly transformed pedagogical practices and teaching and learning processes. Authors such as Buckingham (2007; 2015), Fantin (2011), and Gomes (2015) offer relevant contributions to the understanding of the challenges and possibilities of media education and digital literacy in the context of teacher training and teaching practice.

Buckingham (2007), in his work "Growing up in the Media Age: after the Death of childhood", discusses the impact of digital media on the lives of children and young people, arguing that contemporary childhood is marked by an *immersion in a media environment* that redefines the notions of learning, socialization, and identity. The author criticizes the idea that the new generations are naturally "digital natives", highlighting that the technical mastery of digital tools does not necessarily imply a critical understanding of these media. Buckingham defends the need for media education that goes beyond the instrumental use of technologies, promoting critical reflection on content and forms of digital communication. This perspective is fundamental for the training of teachers, who must be prepared to integrate digital media critically and reflectively in their pedagogical practices.

In the text "Defining Digital Literacy", Buckingham (2015) deepens the discussion about what young people need to know about digital media. The author proposes that digital literacy should include not only technical skills but also the ability to analyze, interpret, and critically produce media content. This approach is particularly relevant for the teaching of Geography, where the use of digital maps, videos, satellite images, and other media tools can enrich the understanding of geographical phenomena. However, Buckingham warns of the risk of a superficial approach, which is limited to the use of technologies without promoting a critical reflection on their social, cultural, and political impacts.

Fantin (2011) addresses media education as an interdisciplinary field that integrates education, communication, and digital technologies. The author highlights that media education is not limited to the use of technologies in the classroom, but involves the formation of critical and creative subjects, capable of interacting with the media



autonomously and reflectively. Fantin argues that media education should be understood as a social and cultural practice, which promotes citizenship and democratic participation. In the context of teacher education, this implies the need to integrate digital media in a critical and contextualized way, considering their potentialities and limitations.

In turn, Gomes (2015) discusses the impacts of digitalization on education, highlighting that digital technologies have the potential to transform teaching and learning processes, but also bring new challenges. The author argues that the digital age requires a redefinition of teacher and student roles, promoting a more collaborative and student-centered education. However, Gomes warns of the risk of a technocentric approach, which overvalues digital tools to the detriment of the pedagogical and social aspects of education. For the author, teacher training should prioritize the critical integration of digital technologies, promoting reflection on their uses and impacts on the educational process.

Such reflections were fundamental for the use of cinematographic language as a teaching methodology, in the context of the Geography project in question. The production of documentaries allowed residents and students of basic schools to explore the potential of digital media critically and creatively, articulating geographical knowledge with local reality. In addition, the practical experience with digital technologies has contributed to the training of teachers who are better prepared to face the challenges of the digital age, promoting media education that goes beyond the instrumental use of technological tools. In addition, it promoted moments of reflection on issues such as an increase in mental disorders, and anxiety, among others, arising from the overexposure of young people to digital media and the need for digital literacy in schools.

In summary, the discussions of Buckingham, Fantin, and Gomes offer valuable contributions to the understanding of the challenges and possibilities of media education and digital literacy in the context of teacher training and teaching practice. The critical integration of digital technologies is essential to promote a more meaningful and relevant education, which prepares students to interact autonomously and reflexively with digital media. In the case of Geography teaching, this implies the use of media tools that promote the critical understanding of geographic space and its transformations, contributing to the formation of more conscious and participatory citizens.



## CONTEXTUALIZING THE PRODUCTION OF THE DOCUMENTARIES

One of the main challenges faced during the development of the project was the implementation of the "new high school", which brought significant changes in the curricular structure of the schools. The reduction in the workload of Geography and the introduction of "projects" generated uncertainties among teachers and managers, reflecting on the progress of PR activities. Despite these challenges, the residents were able to adapt to the new demands, developing activities that integrated the geographic contents into the proposed projects, and organizing the participation of students from the field schools to create scripts that guided the creative work. It is important to note that for the formulation of the scripts, the residents underwent specific training in *writing scripts for podcasts and documentaries*.

We emphasize that many languages can become excellent methodologies in the field of geography teaching. Music, visual arts, poetry, and cinema are, in general, expressions that communicate something, representing cultures, ways of life, and the daily lives of individuals or groups of people. Betting on the cinematographic language as a methodological proposal was one of the specific objectives of the geography PR. However, it is necessary to explain that we were not interested in the use of ready-made videos, but rather in the development of documentaries that could associate the content studied in the classroom with the daily life of the students.

Numerous debates point to the need to overcome the decorative geography, boring, which does not relate the concepts and phenomena studied with the reality of the students, which makes the discipline uninteresting. In this sense, Cavalcanti (2003 apud PIRES, 2012, p. 4) states that:

[...] The main reasons for not liking Geography can be analyzed from two points. In the first place, there is discontent with the way of working with Geography in school. Secondly, there are difficulties in understanding the usefulness of the contents worked. These two points, although they are closely linked to the teaching of Geography, do not properly focus on the content of the subject or geographical knowledge, as such. In other words, it seems to me that, once these two points are "resolved", it is possible to make the geographic content worked on in the school more significant for the student.

Thus, bringing to the classroom the student's reality and their perception of the phenomena studied, contributes to the construction of knowledge, conquering the attention of the class and making the process of learning and teaching much more pleasurable.

The planning, the choice of themes to research, the construction of scripts (reading, analysis, synthesis), the fieldwork, the conversation/interview with residents, the organization of materials, the work of recording/filming, video editing, among other steps in the preparation of a documentary, were some of the activities that the residents and students of the school, accompanied by the preceptor professors, had to carry out to generate a product, in this case, a video that expressed the group's will and understanding of the chosen problem. Pontuschka (2007, p. 272) tells us: "(...) but it is through the language of cinema that students and teachers can be motivated to deepen and expand, with the help of other languages, the geographical knowledge of the country: the language of text, the language of cartography, the language of drawing".

In this way, the geography PR produced 5 documentaries. The following documentaries were produced at the São Francisco school: *The Importance of fieldwork in the Teaching of Geography*, which demonstrated the great relevance of breaking through the walls of the classroom, leading students to know the reality of the problems discussed in the classroom. The documentary points out the need to go beyond merely expository classes, showing the greater interest of students in learning from direct knowledge, through practical classes in contact with different realities.

Figure 1: Cover Image of the Documentary The Importance of Fieldwork in Geography in Basic Education. Org.: Maranhão, 2024.

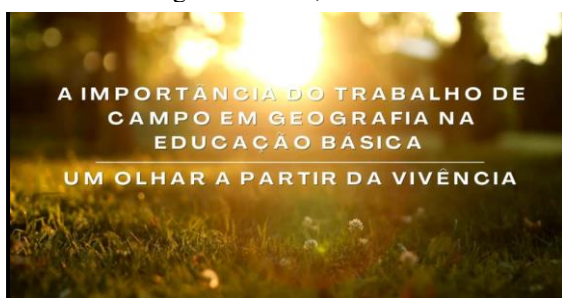


Figure 2: Cover Image of the Documentary City, Paths and Paths. Org.: Santos, 2024.



Another documentary produced at the school was: *City, Paths and Paths*, through which students and residents had the opportunity to understand the concepts related to studies on city and urbanization, from the understanding of the city of Santarém itself, overcoming the concept presented in textbooks, which often start from realities very far from the student's daily life. Thinking about the city helps the individual to understand his social role, develop citizenship, and think about space with its contradictions.

At the Júlia Passarinho School, a team of residents and students produced the documentary entitled: *The socio-environmental changes in the Uruará neighborhood in Santarém-PA*, in the creation process those involved sought to understand the urbanization project proposed for the neighborhood, originally a riverside community, the pros and cons of the project, the view of the local population on the urban changes, not fully implemented. It is important to note that many students of the school live in the neighborhood in question, so the interest in understanding reality, as well as the paradoxes of the project, grew as they deepened their knowledge and interacted with the population.

Figure 3: Images from the documentary about the Uruará neighborhood. Org.: Santana, 2024.

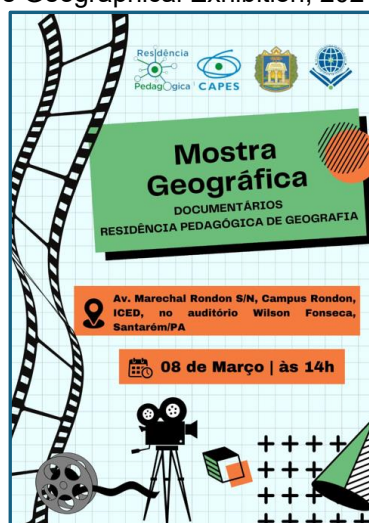


The E.E.E.F.M. Aluísio Martins team created the documentary called *Geography in Verses*, from which the school's students were encouraged to create poems about historical-geographical landmarks of the City, after choosing the "best" poems, the students of the field school, together with the residents and the preceptors went to each of the places identified in the writings, to create images and narratives that could emphasize the importance of these places.

*Water and sustainability* was the title of the documentary produced by the team of the E.E. Cívico Militar E.F.M. José de Alencar. The team carried out fieldwork in an area of streams, discussed and emphasized the socio-environmental importance of preserving water resources and the responsible use of natural resources, in addition to discussing local, regional, and global environmental issues.

The documentaries were socialized to the academic community of Ufopa on March 08, 2024, at the event called "Geographical Exhibition: documentaries of the Geography Pedagogical Residency", with the participation of RP partner schools, preceptor teachers and their students, geography residents, and other students and teachers of the Geography course, in addition to others interested in the theme.

Figure 4: Invitation to the Geographical Exhibition, 2024. Org.: Gemaque, 2024



The PR of Geography was based on the cinematographic language as a methodological proposal for the production of knowledge. Through this educational bias, everyone involved was able to leave the "four walls" of the classroom to observe the space and its contradictions, as well as write, represent what was observed, and transform all this into an "expression", a language, producing new knowledge and content for the classroom. In this sense, critical thinking and autonomy are stimulated, in addition to presenting a geography that is much more articulated with the geographical phenomena of the student's daily life.

## FINAL CONSIDERATIONS

The Geography project of the Pedagogical Residency Program (PR) at UFOPA demonstrated that the use of cinematographic language as a teaching methodology can contribute significantly to teacher training and student motivation. The production of documentaries allowed students to reflect on their local reality, articulating the geographical concepts studied in the classroom with their daily experiences, in addition to emphasizing the need for media education and digital literacy in public schools.

Despite the challenges faced, such as the implementation of the "new high school", the project proved to be an enriching experience for all involved. The residents had the opportunity to experience the teaching practice critically and reflectively, developing essential skills for the teaching career. In addition, the presentation of the documentaries at the Geographical Exhibition highlighted the importance of activities that place the students as the protagonists of their learning.

In summary, the experience reinforces the need to rethink traditional teaching practices, proposing innovative methodologies that promote the construction of knowledge based on the students' reality. The cinematographic language proved to be a powerful tool to achieve this goal, contributing to a more dynamic and meaningful teaching of Geography.

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