

PEDAGOGY OF THE DEVICE: THE USE OF THE VIDEOLETTER AS A PEDAGOGICAL RESOURCE IN THE PEDAGOGY COURSE



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ABSTRACT

This article deals with the development of an interdisciplinary teaching project, carried out in a higher education course for teachers in the distance education modality in the Brazilian Amazon. The proposal has an integrative character because it articulates teaching, research and extension curricularization, necessary dimensions for an initial training of an omnilateral nature that aims to train professional teachers who are aware of the challenges of the teaching career in the school environment. The methodology adopted was the pedagogy of the device that enables experimentation, authorship and collective production with different views on the school universe of public schools of early childhood education, to enable the transversality of languages between cinema and education under the theme of inclusion through the production of video letters. Our objectives were: (i) to understand inclusion as a tangible, emerging and urgent need of the school agenda, (ii) to identify problems and/or limitations of inclusion in the school environment, (iii) to perceive itself as a necessary agent for the promotion of inclusion in the school and, (iv) to provide reflections that can contribute to interventions to improve inclusion through the production of the videoletter. As a result, we obtained the production of seven videocards produced collaboratively between teachers in training, teachers and other school agents and the project coordinators who, by producing the videocards, created memories of training, lived experiences, learning about the theory-practice relationship, as well as provided reflections on the challenges and conditions of inclusion in school through an innovative methodology of interdisciplinary project, integrative, collaborative and immersive.

Keywords: Pedagogy of the device. Initial training of teachers. School inclusion. Videoletter. Action research.

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INTRODUCTION

Training teachers in Brazil is a task of great complexity and, when this training takes place in the distance modality, it is necessary to add factors beyond teacher appreciation policies (Brasil, 2020) or the educational processes themselves, which have changed from the introduction of digital technologies in order to encompass new configurations in these processes, addressed with greater emphasis on the relationship between the financing of basic education, teacher training, and the use of new technologies (Quintela, 2022; Gatti, 2011). Why do we say that training teachers is of great complexity? Because the teaching work is of human specificity and, therefore, requires "a high level of ethical responsibility" (Freire, 1996, p. 144).

It is within the scope of ethical responsibility that we proposed the realization of an interdisciplinary, integrative, collaborative and immersive project through the pedagogy of the device, a methodological approach that makes it possible to understand the school space from images, capable of generating a sensitive experience with the world; images are "scenes experienced [...] reveal forms of engagement and reordering of the relationships between the student, the school and the community." (Migliorin, 2016) or the various subjectivities based on the education and sensitization of the gaze, a proposal that was challenged to corroborate with ableist critiques beyond the normalization of exclusionary standards (Dos Santos, 2025).

The project was developed within the scope of the discipline Collaborative Practices of Group Studies V (PCEG V), in the 5th period of the degree in Pedagogy - EaD of the Federal Institute of Education, Science and Technology (Ifro), *Porto Velho North Zone campus*, as an evaluative activity through the use of innovative teaching practices that articulate the various disciplines in their practical dimension and carry out activities that promote teacher collaboration, interdisciplinarity and integration between teaching-research-curricularization of extension, in addition to constituting an immersive practice since students would spend a certain amount of time in the participating school.

The PCEG V discipline is allocated in the Center for Integrative Studies and aims at curricular enrichment through various practical activities with a view to the curricularization of extension. The essential function of this component is to enable interdisciplinarity with the other components of the semester that dialogue the disciplinary specificities in a certain common field of intersection and, at the same time, provide the teaching-research-curricular integration of extension. Such articulation occurs in the 5th period of the course with the

disciplines of the Center for deepening and diversification of studies that aims to: investigate educational and managerial processes, in different situations; evaluate, create and use texts, didactic materials, procedures and learning processes that contemplate the social and cultural diversity of Brazilian society. In the Deepening Center, the skills in training and/or necessary are: observing, analyzing, planning, implementing and evaluating educational processes; carry out educational diagnoses; carry out pedagogical interventions; articulate academic knowledge, teaching, research and extension in school and non-school environments.

In this bias, the PCEG V discipline is constituted as a space for interaction, but also as a strategy to subsidize the development of the project, aiming at the successful realization of the actions proposed for students, teachers, school and community.

Considering the disciplines offered in the 5th period and focusing on the general objective of each one of them, we observed the need to suggest a thematic axis capable of surrounding the disciplines and promoting the approach of the end activity, in this case: the videocard. Thus, the thematic axis of approach was inclusion, to bring up issues pertinent to the school environment, to identify existing limitations and/or problems, to provoke reflections that can contribute to possible solutions necessary for the school.

Above all, we deal with the initial training of teachers, in which the theory-practice relationship is essential, in addition to contributing to a robust training that brings teachers in training closer to reality and their field of action, aiming through the realization of the project to (i) understand inclusion as a tangible, emerging and unpostponable need of the school agenda, (ii) to identify problems and/or limitations of inclusion in the school environment, (iii) to perceive oneself as a necessary agent for the promotion of inclusion in the school and, (iv) to provide reflections that can contribute to interventions to improve inclusion through the production of the videoletter.

METHODOLOGY

We can classify the activity carried out throughout the semester in the scope of action research, for which Thiollent (2005, p. 16) defines it as:

[...] a type of empirically-based social research that is conceived and carried out in close association with an action or the resolution of a collective problem and in which researchers and participants representing the situation or problem are involved in a cooperative or participatory manner.

The empirical basis of the project was based on inclusion, perceived as a collective problem in school institutions that involves: a) researchers: teachers and students of the degree in Pedagogy and, b) representative participants of the problem-situation: teachers, students, managers and other educational agents of public schools of early childhood education and elementary education. Thus, in a cooperative way, we seek an intentional action in the sense of provoking "renewal of the perception that individuals have of the social reality in which they are involved" (Monceau, 2005, p.469), adopting as a methodological strategy for intervention in the school daily life, as a social space, the production of the videoletter that Migliorin (2016) points out as an active methodology for engaging students in the process of experimentation, becoming, at the same time, in addition to students, researchers and subjects of content production.

The approach used in the study is characterized as a qualitative research, because following this perspective, the deepening of the subject is based on the experiences, perceptions, experiences and learning of the subjects participating in this research, that is, it is based on the understanding of data that cannot be quantified. Qualitative research also answers very particular questions. In this regard, Minayo (2001, p. 22) states that qualitative research "[...] works with the universe of meanings, [...] which corresponds to a deeper space of relations, processes and phenomena that cannot be reduced to the operationalization of variables".

The practices of this study took place in collaboration with the other disciplines offered during the semester of the course as follows: a) organization of groups by the students; b) theoretical studies on video letters; c) selection of the school by the groups created; d) creation of an observation script; e) observation; f) preparation of a script for the creation/elaboration of the video letter; g) recording of the video letter; h) editing and configurations of videoletters; i) preparation of a synopsis; j) showing videoletters to the class and others involved. All the procedures presented were fundamental for the understanding of the educational processes by the students, an opportune moment for the realization of theory and practice in education.

The above steps allow us to observe, in the molds of action research, four phases: exploratory, planning, execution, analysis and synthesis. In the exploratory phase, the students experienced the theoretical studies on inclusion, organized themselves into groups to discuss the texts and selected the schools. In the planning phase, the groups created an observation script to guide them in the next phase, based on the understanding of the need

to delimit the problem-situation; In the execution phase, the groups carried out a basic and systematic research procedure that is very necessary in the production of meanings and scientific knowledge, which is observation. Resuming the planning phase again, a script was created for the production of the video letter with the objective of directing what could be addressed. After this procedure, we return to a new stage of execution that consists of recording the videoletter based on the previous planning (script). Finally, the fourth phase was the analysis and synthesis that led us to the editing and configuration of the captured material, at which time each group organized the narrative of the problem-situation in *storyboard*, when frame by frame the students were decoupage images and the entire process built by researchers and social representatives in a narrative of the videoletter genre, elaborate the synopsis that best represents the situation faced and then share the result with the community involved in a cooperative and participatory way in that context.

All these actions constitute movements that we cannot do without in order to achieve the objective of action research, which is to renew the perception of the social reality about a given situation faced at school, in this case, inclusion in the school environment in all its dimensions.

RESULTS

The realization of the project was an opportune moment for the students to develop skills related to collaborative work, organization, planning, definition of the objectives to be covered and achieved through the video letter. Thus, we obtained the production of 6 (six) video letters that had a common central theme, namely, Inclusion in School. However, each one has its own specificity, as there were seven public schools of early childhood education and elementary education that participated in the development of this methodology, achieving the following results, as shown in the table below:

Chart 1 - Video letters produced according to the title and synopsis

Group	Title	Synopsis
1	The preference of each one	It shows the great diversity and preference of each one, by which we can observe that people have different tastes and preferences.
2	Perspectives that include: experiences in the SEA room	It deals with school inclusion in a school that is a reference in the city of Porto Velho, Rondônia. Through academic voices, who experienced pedagogical practices and the daily challenges faced in the Specialized Educational Service (AEE) room. And it shows the importance, cooperation and transformative power of inclusive education, how empathy and welcoming can make a difference in the lives of students,

		promoting a more egalitarian school environment.
3	Inclusion through play: essential in Early Childhood Education	Videoletter aimed at the pre-school I (Pre-I) class, highlights the importance of inclusion through play in Early Childhood Education. It shows how playful activities aid in children's cognitive, emotional, and social development, but also promote an inclusive environment for children, regardless of their abilities. It presents practical examples and reflections on how play can be used as a powerful tool for inclusion, ensuring that each child has their right respected and valued.
4	Construction of Meanings with characters: humanizing literacy	This video invites you to learn about a different and engaging way of teaching reading and writing to children. Based on the humanizing literacy methodology, "Construction of Senses with Characters" focuses on helping the little ones discover the magic of writing in a playful and meaningful way. In just 5 minutes, we show how the simple act of manipulating letters and symbols can turn into a powerful process of creation and expression.
5	The inclusion of autistic children in Early Childhood Education	In this engaging video letter, we explore the crucial theme of the inclusion of autistic children in early childhood education, highlighting the challenges faced and the strategies implemented to promote a welcoming and inclusive environment. Through the interview, the daycare center teachers share their experiences, perspectives and pedagogical practices aimed at the inclusion of autistic children. They discuss daily challenges, such as the need for adaptations in the curriculum, the importance of specialized support and the awareness of other students and the school community. Afterwards, the teachers write a letter to the autistic children, offering words of affection, recognition and motivation. They highlight the progress made, the daily efforts and the importance of including each child in the school environment.
6	Experience in Early Childhood Education in a public school in the municipality of Itacoatiara - AM	This is a report with a sensitive and attentive look of a teacher who attends the SEA room, and a caregiver in a regular classroom. They report the anxieties and difficulties experienced in the educational daily life, seeking to welcome with love and sensitivity the students who come to study in a public school in the municipality of Itacoatiara/AM, we can follow the routine of children from the 1st to the 5th year of Elementary School, and the way the School has been working significantly in the inclusive perspective of students with special needs.

Source: Adapted by the authors, 2024.

The preparation of the video letters followed the procedures detailed in topic 2 of this article, and the stage of elaboration of the script was only possible after a period of guided and planned observation with the participating schools. The productions demonstrated the inclusion in the school from various perspectives (teacher, student and family) and dealt with a very sensitive and very relevant theme for the school institution with a very significant amplitude for the subjects participating in the project, as can be seen in Chart 1. It should be noted that active communication between those involved was extremely important and that the construction of the script and editing required more guidance, since the actions

should coincide between the script and the final product, we highlight this stage as a moment of collaborative construction and reconstruction.

In addition to the final stage, the elaboration of a technical sheet was added, an extremely relevant instrument for the public that will have access to the material produced and also very necessary to identify the relationships regarding i) authorship, ii) co-authorship and, iii) protagonists of the narratives produced. Below, in Chart 2, the basic elements available in the template of the technical sheet used by the students.

Table 2 - Basic elements of the technical sheet

Technical	
Elements	Orientation
Title	Group-defined name
Year	Year of realization of the material
Directed by	Director
Premiere	Day, month and year scheduled for premiere/presentation
Duration	Video letter duration
Classification	Which audience is it aimed at (adult, family, child)
Gender	Video letter
Country of Origin	Place where it was created
Writer/Producer	Authors who wrote the idea and structure and who made the production of the video letter possible
Cast	Everyone who participated in the video letter
Synopsis	Description of what the content of the video letter is about

Source: Adapted by the Authors, 2024.

The fact sheet was fundamental for issues related to video productions in general, highlighting that the elements that make up an entire production and that often go unnoticed by many of us, therefore, the fact sheet becomes a way of giving credit to those who contributed directly or indirectly to the elaboration of a particular audiovisual product.

To close the project, the students organized themselves for a moment of showing the videoletters in a conversation circle, sharing experience reports and sharing knowledge, consequently, the difficulties faced during the realization of the project were listed. No error was noted during the presentations, as the objective was not to direct errors, but on the

contrary, to highlight the potentialities and learning built through the methodology used for the development of the final activity through collaborative construction and through the experiences of each one.

This project opened a path of possibilities for the use of digital resources in the educational field from a pedagogical perspective based on an active methodology under the conception of interventional-collaborative action research. Some teachers already plan to use this type of research in their classes, obviously, the difficulties encountered in this first moment were fundamental to contribute to the replanning and reorganization of various actions, in addition, academics and teachers from this experience can refine the theoretical basis and practice related to the use of the videoletter as a teaching strategy, research and curricularization of extension and, to favor so that problem-situations already faced are overcome in a more autonomous, reflective way and with more engagement of educational agents.

DISCUSSIONS

Today's young people are inserted in technologies from birth in the most diverse contexts, such a reality makes teachers need to rethink pedagogical practice, making it necessary to review strategies with a view to the interests and complexities of youth so that the teaching-learning process is an interest of young people (Paula and Leiro, 2020). Thus, we believe that the realization of a teaching project with the use of the Pedagogy of the Device having the videoletter as a research strategy in the initial training of teachers, is based on the need to allow future teachers opportunities for practical experiences in real environments, on the school floor, related to the use of technological tools that are part of the daily life of the majority of the contemporary population, Education must keep up with the historical, cultural, social and technological advances of society.

From this perspective, they corroborate the understanding that education can/should provide possibilities for an education capable of making the subject/student critical and active in relation to the use of available technologies, contributing to the digital literacy of students. In this regard, Freitas (2010) defines digital literacy as the ability of an individual to understand and use the information that is shared in the social and cultural environment, using it in a critical and strategic way, in its various formats and sources.

Above all, the videoletter presents itself as a possibility to be built thinking about the dimensions of inclusion in the school environment, also considering the subjectivities and

meanings of the school for a diverse community and people. On the subject, Quintela (2022, p. 43) points out that:

New technologies provide innovation to education, when they allow teachers and students to dare to create and produce new ways of teaching and learning – such as virtual learning environments and content generated for mobile devices, which feature greater portability and free access, regardless of the physical environment.

However, it is worth noting that the use of the videoletter as a pedagogical tool in the Pedagogy course was a challenge for teachers and students, because as previously described, this methodology is still little recurrent in higher education courses, being a novelty and even unknown to many teaching professionals, so the collaborative work between teachers can be described as fundamental for the realization and success of the research.

As we have seen before, the videoletter also consists of the construction of a narrative that encompasses meanings beyond the conventional letter or email, and becomes a way of communicating enriched by images and sounds of a singular message enhanced by audiovisual language and digital support, which enable, among other things, the production of meanings and identities and "a new form of global culture" (SANTAELLA, 1996).

Based on this understanding, Ribeiro (2019) *apud* Clarke and Adam (2012, p. 160) defines the videoletter as a digital narrative that seeks to encompass "[...] all narrative forms and processes produced and shared digitally, including narrative, image-only stories, radio stories for internet and *podcasting*, and multimedia storytelling integrating image, sound, and perhaps text." Also according to the author, the narratives are configured as a space conducive to the experience of recognition and self-recognition of the subjects, placing them in a process of relationship with themselves and with others, becoming protagonists and builders of their reality. As exposed elsewhere, the theme that supported the proposal to make the videoletter was inclusion, for this, first of all, some considerations are necessary in a broad sense:

Inclusion, as a paradigm of society, is the process by which common social systems are made adequate for all human diversity - composed of ethnicity, race, language, nationality, gender, sexual orientation, disability and other attributes - with the participation of the people themselves in the formulation and execution of these adaptations (Sassaki, 2009).

For the author, inclusion has at least six important dimensions to be considered: architectural, communicational, methodological, instrumental, programmatic and attitudinal; that is, it must be appropriate in all aspects and for all people.

In the video letters produced by the academics, these dimensions were very evident during the production and sharing process. The students were able to make connections between the images captured and the narration/sound about the generating theme. In this way, we can affirm that the activity enables the integration of various knowledges in a significant way, presenting diverse experiences and the understanding of reality, as demonstrated in the titles of the videoletters and, according to Ribeiro (2019, p. 705), "The close connection between narrative and experience seems to be in the cognitive exercise [...] to select, join, order, organize and attribute meaning to the elements of the experience". These actions can be called a process of creation and recreation, in which they allow the subjects involved to participate in simultaneous actions of creation and discoveries.

FINAL CONSIDERATIONS

The experience of a methodological procedure of scientific research in integration with the teaching and curricularization of extension, as well as the intersection with other disciplines, were fundamental to provide an innovative experience in the initial training of teachers. Additionally, it made us realize that the universe of digital technologies such as the use of cell phones, presence in social networks and computers with internet access are not enough to add skills and competencies for the educational use of digital technologies in education. Although the students are inserted in an undergraduate course in the distance learning modality, it is necessary to have defined pedagogical objectives and teacher support for the methodological development of the proposal, aiming at the necessary learning, as it is not just any action, but scientific activities that require appropriate methodological procedures in the light of theoretical conceptions, so that the difficulties of the students related to the use of digital technologies such as pedagogical tool in education. The feeling of insecurity in relation to the handling and purpose of these tools demonstrated the need to bring a new perspective of use to/in the training of teachers.

In view of this, it is important to emphasize that the realization of the project with a focus on the Pedagogy of the Device was fundamental for the students to be able to experience enriching practices through a methodology that is still expanding, the challenges should be perceived as a source of expansion of knowledge and as an opportunity to

overcome the difficulties encountered. The guiding teachers become important subjects in this process, however, the student really becomes a protagonist in the construction of knowledge, seeking to achieve the proposed objectives through collaborative work in the group to which he belongs.

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