Ferramentas jornalísticas na educação: uma rádio online para jovens

Engl. transl.: Journalistic tools in education: an online radio for young people

# Keywords

* journalism
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* radio
* youth
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# Details

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Instituto Universitario de Lisboa (ISCTE-IUL)

## Topics

Learning

## Sample

Participants of the project RadioActive Europe (see study attached to the publication). Data from participant observation (2013), interviews (individual and collective) and focus groups, with technicians and young people (conducted in 2014 in four educational centres)

## Implications For Educators About

School networking

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Prevention and intervention programs

## Implications For Stakeholders About

Other

## Other Stakeholder Implication

Journalists

# Abstract

The relationship between journalism and education remains in a yet weakly explored camp, although journalism can embody a pedagogical tool, oriented to the practice of journalistic concepts and techniques. In this article, we explore a case-study of an online radio developed with youth communities, using participant observation, interviews and focus groups conducted in the scope of the project RadioActive Europe (2013-14). We argue that these young participants take similar roles in daily life and particularly in school to those used in contexts of radio participation. Learning through action, however, implies long lasting intervention processes so that the transposal of roles taken up in the project may be more perennial, dynamic and fluid in the personal life processes.

# Outcome

The results confirm that inspiration in journalism and the use of its techniques can work well as educational tools, particularly taking into account their connection to communities, in contexts of daily life and learning by doing.

Regarding the type of repercussion that the practice of journalism techniques can have as an educational tool among these youth communities and the roles assumed by the young people who participate in the project and their repercussion in their daily lives, positive connection points were identified: improvment of skills of these young people in their spheres of action, namely at school and in social interactions in general.

"These gains are, however, more evident when the participants are within the scope of the practice of radio than when they move to other contexts, namely those of their daily lives, in which the real role assumed is no longer that of the journalist. It is in this sense that we believe that the appropriation of procedures and roles already accepted by all can lead to progressive personal expansion and affirmation. It should be noted, however, that this expansion underlies an initial adoption of another identity, whose comfort of appropriation results from the group's common acceptance of what this role is expected to represent. This first departure from the personal comfort zone, adopting a model (perhaps never before thought outside this context), is the first step towards a progressive adoption of radio learning in everyday life. Although it is evident that the two years of research are still insufficient to broadly indicate profound and structural changes in the lives of these young participants, there are positive signs that the experience of emotional experiences in the community can contribute to social well-being and for the facilitation of bridges of knowledge. In addition, it is so important to place, as with RadioActive, participants and researchers on a level of mutual co-learning, thus exceeding the limits of formal education and traditional research itself (Brites, M.; Santos, S.; Jorge, A.; Catalão, D., 2017: 96)".

Thus, there's a "need to invest in continuity and sustained projects, especially in communities that are more fragile due to exclusion processes. In these cases, the option for integrated and continuity solutions may be more beneficial than the adoption of focused and short-term solutions. From the point of view of the newspaper companies, the possibility of being partners in processes of social change and even providing audiences more interested in news also opens up here" (Brites, M.; Santos, S.; Jorge, A.; Catalão, D., 2017: 96). Quotes translated by the coder.