
If it does not move me, it does not belong to me: challenges to teacher education in a global and sustainable perspective [1]

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Abstract: In these first years of the millennium, schools in Brazil and around the world have faced great challenges. Including: complex social circumstances (large scale population migration), the arrival of the Internet providing fast access to every type of information and the exclusion of the population that is not connected, appreciation of knowledge as a factor of production, the appeal for consumerism and the need for principles and practices that give value to diversity and sustainability. Added to this, is the resistance of these institutions regarding change, and the powers of persuasion of the media as inductive of behaviors and desires. However, we think that the primary material for the necessary transformations is in the school itself. In it, and from it, will changes be generated and implemented. Based on data collected, in eight countries, carried out with university teachers and students of courses for the development of teachers, analysis and reflections will be presented which highlight the role of the education institutions in the necessary transformations and suggestions for the implemented changes.

Keywords: Teacher Education; Globalization; Public Policy; Sustainability.

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Se não me toca, não me pertence: desafios para a formação de professores com uma perspectiva global e sustentável

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Resumo: Nestes primeiros anos do milênio, as escolas no Brasil e no mundo têm enfrentado grandes desafios. Dentre eles: uma complexa conjuntura social (migração populacional em larga escala), a chegada da internet proporcionando acesso rápido a todo tipo de informação e a exclusão da população que não está conectada, a valorização do conhecimento como fator de produção, o apelo ao consumismo e a necessidade de princípios e práticas de valoração da diversidade e da sustentabilidade. Alie-se a isso, a resistência dessas instituições à mudanças e o poder de persuasão da mídia como indutora de comportamentos e de desejos. No entanto, o material primário para as transformações necessárias está na própria escola. É nela, e a partir dela, que as mudanças podem ser gestadas e implementadas. Com base nos dados coletados em oito países, a partir de questionários respondidos por professores universitários e alunos de cursos para formação de professores, são apresentadas análises e reflexões que ressaltam o papel das instituições de ensino nas transformações, e sugestões necessárias para as mudanças implementadas.

Palavras-clave: Formação de Professores; Globalização; Políticas Públicas; Sustentabilidade.

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Introduction

To reflect on the training of teachers in a global and sustainable perspective, known to be a challenge, elements that make up the contemporary situation need to be considered. Among them, as extensively shown on the media, we first highlight the large scale population migration, generally triggered by political conflicts that imply economic problems; secondly, the arrival of the Internet, providing quick access to all kinds of information available on the web and the exclusion of the population not connected to it; and, finally the value of knowledge as a production and consumerism appeal factor.

International migration originates at the scope of politics and religion, compromising peace and safety, unfolding onto the economic area with poverty and environmental degradation. This process, which often happens with human rights violations, has been the subject of discussion at the United Nations since the 1990s, as observed by Patarra (2005), on chapter X of the Action Programme drawn up during the International Conference on Population and Development, held in Cairo. The migration of people due to political conflicts can destroy family, social and cultural ties, resulting in a true humanitarian tragedy. For the reflection proposed, we draw attention to the effect of this loss of ties, in the extent that those who migrate, leave their homeland, which may undermine their economic condition and cultural identity. In the wake of cultural and economic fragility, comes the degradation of the environment.

With the Internet, the speed and access to information increased significantly. Davenport and Beck (2001, p. 3) note that 'in this new economy, capital, work, information and knowledge are abundant factors', however, paradoxically, human attention has been decreasing. This phenomenon called attention economics has promoted the reappraisal of knowledge on the behaviour of individuals, in the competition by companies for people's time, desire and money.

Melo and Assis (2014) point out the influence the media has on people's beliefs and attitudes. The several media discourses- from narratives to images; of an informative, advertising or playful nature - bear the possibility of instigating the

review of consolidated concepts and spin new meanings for social facts. It is good to remember how competent the media industry is in producing discourse that appears to be neutral and impartial, but is almost imperceptibly aligned to an ideology. Therefore, it is possible to consider that media representations are directly related to social control, stability and change. For the purpose of this article, we are specifically interested in the influence of media representations on the representation of individuals on diversity, inclusion and the environment, among others.

The public debate on issues involving life in society, politics, human rights and sustainability has been intensified and enriched. We may agree with this statement if we consider that there is greater exposure of diverging ideas, as every kind of repression and censorship is rejected. Intensification and enrichment are also due to the popularisation of the use of digital technologies, as they enhance human communication and information resources. This situation has an impact on the daily lives of the school, demanding its restructuring and re-adaptation. Thus, it calls on teachers to review their principles and practices, in order to further superficial knowledge on the media and the attention economics phenomenon.

Based on the previously exposed panorama and the premise that people look after what they have taken ownership of, what they feel it is theirs or in relation to belonging, we attempted to reflect on how means of communication may help build a citizen practice and have an impact on teacher training. We understand citizen practice as the involvement of the individual in social dynamics, taking part in what happens around them, with a more cooperative attitude (in relation to others) and less individualistic. Therefore, we decided to investigate the perception people have of content aired in the media, the relationship established with it and possible impacts on teacher training.

The article is divided into three sections: the first presents education and learning of values; the second addresses media education and the results of some studies that allow for reflecting on the importance of taking this discussion to inside the schools. In the third section, the research methods and analysis of results will be

presented. Finally, we shall provide final considerations and practical implications of the study.

Education and learning

Education is recognised as a complex phenomenon when we think about the learning process. The different forms of learning (*the how*), in interaction with the differing *rhythms* (*how long*) and various *motivations* (*what for*) are already sufficient to justify the complexity. When we think of institutionalised education, controversies surrounding the training and working conditions of teachers enhance complexity.

We understand that developing the educational praxis (CASTORIADIS, 1982) is compromised because of some aspects: lack of a basic definition of what is education and how to educate; and several studies, which may serve to support the transformation of the practice, have a more speculative nature: they draw on how education should be and do not base themselves on how it actually is (empirical research).

That said, we present the definition of education by Charlot (2001), which is closest to our perspective, as it advocates for education as a universal right and not a commodity; it emphasises its relevance to social and economic development, but notes that educating transcends preparation for the labour market, playing the essential role of transforming production and social relations. The part of the definition that best serves educational practices orientation and teaching-learning process is:

It is fundamentally a treble process through which, in an inseparable way, 'man's offspring' becomes a human being, member of a society and culture in a particular time and place, a subject with his/her own personal history. It is a hominization, socialisation and subjectification movement.

For educators, this definition entails committing to bringing to school and the teaching and learning process, *knowledge* produced by humanity, which

humanises us; *values* that support socialisation; and the *dialogue*, whose exercise provides form and content to the building of our subjectivity.

In addition to thinking about education and pedagogical practice based on the three axes proposed by Charlot (2001), assessing media products seems relevant, particularly at a time when so many products of questionable quality and effects are aired - shows exposing the worst in human beings and that appear to serve the alienation analogous to *panis et circus*. Far from proposing censorship, what is in question is the selection of what would be aired, based on criteria and not on buying and selling power. If a media product brings knowledge, develops values and/or promotes dialogue, it justifies it being shown, otherwise a public debate would be needed to decide on and legitimise its airing.

The idea of holding a public debate on whether or not media products may be aired can be seen in the research conducted by La Taille (2006), with the goal of understanding the ethical malaise, 'empty of meaning' experienced by individuals from the Western culture. Over 5000 young people in upper secondary education responded the opinion poll in the state of São Paulo, in Brazil. A part of the research addressed trust in the media and whether they considered it to have influence over them. The data analysis revealed that the same 57% who claimed to trust the media, felt influenced by it. Moreover, the 43% who did not trust the media thought they were not influenced by it.

Media education

Baitello Jr. (2012) addresses the issue of communication by drawing attention to two aspects quite relevant and strongly related to education. First, remembering that communication only happens if bonds of affection have been built. Affection in the sense of affecting, reaching, touching and reverberating on the other. Another observation concerns the term 'media', whose etymology refers to the Indo-Europeans and means 'that which remains in the middle', that mediates. In relation

to the first, those who are teachers know that if a student is not affected by the wish to learn and/or the teacher's affection for knowledge, the classroom becomes infertile territory. Even if mediation, 'building a bridge' is presupposed as an activity, in other words, a fundamental role of the teacher. This view is interesting, first because it brings education closer to communication. Then, because it aims to provide an analogy between media and education. Media builds a bridge able to overcome the spatial and temporal abyss that exists between subjects; and education builds the bridge that links the subject with knowledge.

Many countries understand the importance of investing in the media and education relation. Siqueira (2013) brings the term media-education to the discussion (and variants like educommunication, media literacy, education for media, educomedia). He stresses that the term, as well as its concepts and practices, is established in several European and North American countries like Canada, France and England, among others. However, in South America this discussion is still emerging in countries like Brazil. At the forefront, Argentina stands out for having a national programme funded by the Ministry of Education since 1984, called 'School and Means'.

It is seen that despite media-education concepts and practices being disseminated and strengthened more and more in European countries and in the Americas, policies responsible for this expansion remain little known in most countries (SIQUEIRA & ROTHBERG, 2014).

Since 1982, UNESCO has been concerned with this topic (GRÜNWALD DECLARATION, 1982). In 2008, it brought together a group of experts to discuss the foundations of a reference curriculum for teacher training. The result was the publishing of the document *Media and information literacy curriculum for teachers* (WILSON, 2011), which was translated into several languages (Arabic, Chinese, French, Greek, Japanese, Mongolian, Portuguese, Russian, Spanish and Montenegrin).

The idea of media and informational literacy is the empowering of individuals to use media critically. This empowerment takes place in the extent that

we focus on developing awareness in relation to how we use media in our work, leisure and learning activities. Thinking like this, media-education is considered an instrument to promote freedom of expression, universal access to information and an indispensable partnership in the building of societies of knowledge.

For a long time, we have been used to being passive vis-à-vis the media, watching it as mere viewers. However, we have increasingly been called upon to take the position of creators. This is largely due to the development of the Web 2.0, which allowed non-programmers to become content producers, swinging entrenched structures and changing the position of those who produce and receive the information, those who teach and learn, and those who control and are controlled. These changes have been pressuring the school. On the other hand, the necessary changes may happen in school or start there. The school is the social institution that has the role of formal education: transmitting information that will generate knowledge, socialise and contribute to the development of the citizen. Within this scope, it also develops attitudes, in other words, values. Therefore, school is a social institution that through its critical work is able to enhance media as a support for the development of values.

The literature shows that there is a relation between processes that have creative expression at their core, as well as dialogue among peers and significant pedagogical practices, with long-lasting results and the learning of values. In our postgraduate programmes: a) PPGE/UFTM, connected to the research lines of 'Teacher Training and Digital Culture'; and b), on 'Higher Education' and 'Everyday School Life', we have developed research with the perspective of social transformation through education. Therefore, we started from scientific advances and new technologies, looking to combine knowledge built by humanity, socialisation and the development of a singular and critical subject.

a) In the PPGE/UFTM, research conducted by a group of teachers and students, who took part in audiovisual creation, resulted in two short films. Assunção Junior (2017) analysed statements made by those involved and found that even eight years after the experience, they still kept the affectionate memory of what they lived

through very much alive, as well as interest for the historical content addressed by the audiovisual productions.

The importance of meaningful experience for those experiencing it, is seen precisely in what Morin (1983) called projection and identification mechanisms, and affectionate experience. This projection is explained because we see the combination of personal values portrayed in the image, in the only way in which each subject sees reality. By bringing this to pedagogical practices, we have the opportunity of building meanings in the projections of their subjects. By building meanings, they start being part of their lives and we open the possibility of dialogue between those involved. Furthermore, it is this dialogue that makes it possible to establish links between the subjects involved and take ownership of our reality and that of others, thus, constructing values.

The creative expression promoted by art has also brought significant advances to pedagogical practices in teacher training, as well as the classroom for primary and lower secondary education and university students (PRATA-LINHARES; BOSSLER; CALDEIRA, 2015; PRATA-LINHARES; GAETA, 2016). Cognitive functions of art include the most sophisticated forms of problem solving through imagination. By refining the senses and enlarging the boundaries of thought, art enhances cognition and helps us learn how to notice the world (EISNER, 2002). By taking notice of the world, we perceive the presence of the other. Promoting creative expression through the arts brings elements for us to think of ways of building values as students and teachers. It also reinforces the importance of reflexive and critical dialogue, as a moment to meet, reflect and reassign the meaning of reality for those involved in a working group, or of the actual group, so that change actually happens (SHOR; FREIRE, 1987; LIMA, 2013; MARCELO, 2013; MEZIROW, 2000).

b) In 2015, at the University of Sorocaba (UNISO), the Extension Programme 'Univer-Cidade: a necessary approximation' started with the goal of promoting actions that bring the Sorocaba town community closer to university production. In addition to the general population, the production of knowledge conducted in the programme was socialised in the Teacher Continuous Training Programme of the Secretariat of Education from the Sorocaba Town Hall. Among

several projects, three studies brought education closer to media and sustainability. The first, entitled *'How social networks impact education?'* was based on the practical and visible aspect of social networks (personal life display, simulacrum) in modern life, seeking to reflect on the less visible. In their turn, these involve the quantity and quality of information available and it is being processed to be transformed into knowledge. We observed that a large number of information and communication technology users may know how to utilise the equipment's 'menu', but lack media and informational skills to avoid their 'infoxication' or structural misinformation in the networks – they are the *analfanautas* (internet illiterate) (ROMERO RODRÍGUEZ *et al.*, 2016).

The second study analysed three films that addressed the environmental issue (*Ilhas das Flores*, 1989, Jorge Furtado; *Waste Land*, 2010, Lucy Walker, João Jardim and Karen Harley; and *The Story of Stuff*, 2005, Louis Fox). The research associated discourse critical analysis with the analysis of the films in a 'reading' process for the three object-movies. The goal was to identify the contribution provided by the films for discussing the issue of 'garbage'. According to Penafria (2009, p. 2), we tried to find 'the value in relation to a given purpose (its contribution to the discussion of a certain theme, its cinematography, beauty, truth ...)'. The following were considered when analysing the films: aesthetic aspects, production system, and the issue of planned obsolescence and disposal.

The third study, considering environmental education and socio-environmental sustainability challenges that society needs to resolve, was conducted with a view to enhancing management at the Catares Cooperative (supported by UNISO), association that works with the collection of recyclable waste. The study 'Education in the Everyday Life of Recycling Cooperatives' resulted in the restructuring of waste collection at the university, together with the training of cooperative employees and the implementation of work management practices.

We believe it to be essential and thus, suggested that the school take ownership of the media. Buckingham (2001) observed that there is no way of becoming an active participant in public life without involvement with the media.

This statement is even more valid today. Nevertheless, to take ownership of the media we need to use it beyond teaching and learning; we need to make it an object of knowledge, deciphering how its language may serve to show ideas and desires.

Method

First, we emphasised our choice for a type of research that combines theory and practice, focused on assessing the direct relation with the school transformation. As much as this premise may sound obvious, those doing the research know how difficult it is to gather information in everyday life, from people who are in fact, dealing with reality related problems. It was no different in this study and indeed, it was very difficult to cover a large sample of respondents.

The idea behind the research was to portray how teachers and university students perceive, read and value media outlets and products. To this end, 16 questions were drafted in a Google form [2]. The questions were organised into four sections: three on the research object and the fourth section for information on respondents' profile. The first section sought to identify: a) possible roles: leisure, opinion making, advertising, information airing, political activism, interaction/communication, which respondents attach to media in society; b) how in tune the roles listed earlier and the outlets are: newspaper, cinema, television, radio, YouTube, blog, social networks; and c) each outlet's behaviour inducing potential.

In the second section, respondents were presented with three media products, two videos and an image for them to assess: a) if they felt sensitised by these products or not; b) which statements best describe what they saw; and c) what they associated the product's message to.

In the third section, they were requested to assess the relation perceived between the emotion caused by each product and how effectively the message was conveyed.

The questionnaires were made available on Facebook fanpages and forwarded by e-mail with an invitation in three languages (English, Portuguese and Spanish), characterising it as random sampling. According to Costa Neto (1977), this

type of sampling is equivalent to a probability sampling, as in order to simplify the process, the researcher seeks to be random without actually doing the lottery draw.

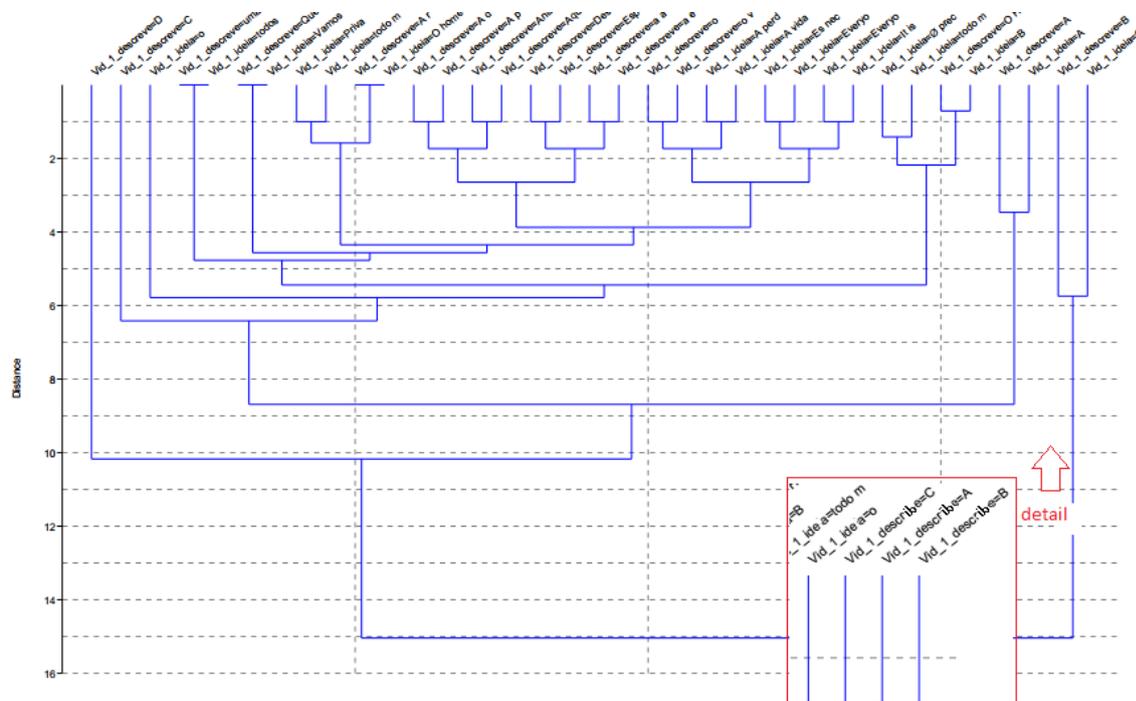
The questionnaire was answered by 162 teachers and students from several countries, including: Brazil, Portugal, Argentina, Spain, Colombia, Jamaica, Thailand and USA.

The Google Form's system automatically generated a spreadsheet, in which each line corresponds to a reply sent, identified by the date and time when it was answered. In each column is the answer given to every question made. These responses are of the numeric type (level of importance, effectiveness of media outlet, respondent's age, among others), the binary type (yes/no, gender) and of the nominal type (alternative to be chosen among three or four choices presented, including 'other', for free reply). As the questionnaires were made available in three languages, the answers were unified for tabulation.

The analysis was divided into two levels: in the first, each question was analysed on 'its own', without observing correlations with the other questions. In this first level, histograms made it possible to see the distribution of responses in relation to the presented alternatives. At the second level, an attempt was made to analyse correlations between choices for different questions to characterise respondent groups. In section 1, the data are numeric, containing order or importance relations. In sections 2, 3 and 4 the data are nominal (answers to questions with alternatives) and have been transformed into numeric, generating a contingency table in the full disjunctive form (PARKER, 1987) to verify similarity (coincidence) between responses, as there is no order or importance relation between alternatives in each question.

As a result, an essentially numeric table was put together, with its columns representing all questions and the lines, which are the answers given by each respondent, were labelled with the date and time it was sent. A hierarchical clustering analysis was used on this table, which resulted in a dendrogram (Figure 1) of all the answers (JAIN; DUBES, 1988). Then, a limit was established for the value of similarity, based on which, the answers were divided into seven groups.

Figure 1 - Example of dendrogram

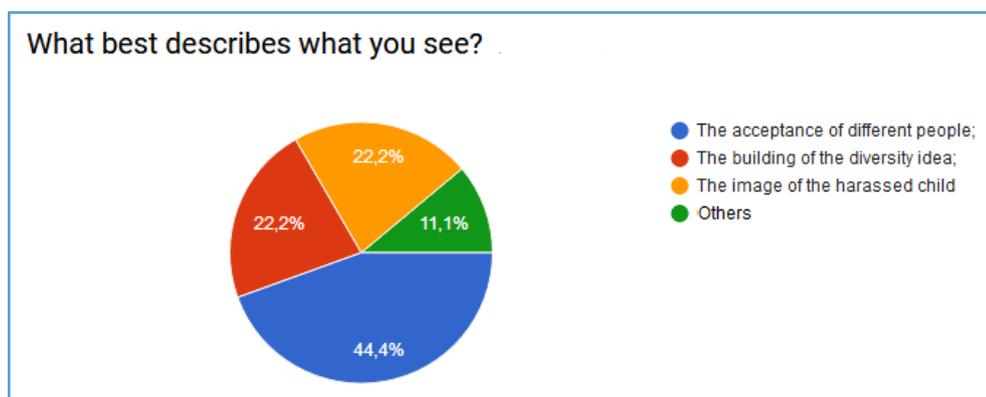


In order to understand which questions and answers characterised each group, decision tree classification (QUINLAN, 1983) was used. Several questions were chosen as classification target, such as the groups seen in the dendrogram, the respondent's area of instruction, level of education, occupation and nationality.

In addition, an attempt was made to observe the correlation between sensitisation, description and ideas associated to each media product (video 1, video 2 and image 3), building a correlation matrix of response frequency (EATON, 1983).

Results and discussion

Graphical example of received answers can be viewed in figure 2. The default presentation of the Google Forms results is in the format of histograms and pie charts, where the quantity of answers per alternatives or proportionate sectors to the total of items are accounted for.

Figure 2 - Example of graphic showing results

In the question of the first section, an attempt was made to identify possible roles of the media in society, as perceived by respondents. These four roles - *leisure, interaction/communication, information airing and opinion making* - were chosen with more positive assignments of importance. The first two with little difference in relation to negative importance (6.3%) and the last two with a more pronounced difference (13.5% and 18.5%, respectively). It is possible to see that opinion making is considered the most important, thus, it is media's most significant role according to the researched subjects.

On the other hand, the *political activism* and *advertisement* roles draw attention because little importance was assigned to them. The first with a discrete difference (12.5%) between being very and less important, while the advertisement role reached a considerable difference (32.0%).

The second question addressed how in tune the roles listed earlier and outlets are: newspaper, cinema, television, radio, YouTube, blog, social networks. According to respondents, the most effective outlet for advertising was TV (58.3%); for leisure was the cinema (38.3%), followed by the book (17.5%), with TV coming third with 14.2%. For publicising information, the newspaper (40.8%) finished in front of the three outlets that use the internet together: YouTube (2.5%), blogs (8.3%) and social networks (13.3%).

Outlets that evoke *political activism* more are: newspaper, TV, blogs and social networks in approximate equal distribution, which combined correspond to

80.0% of the responses. The potential for *opinion making* was preponderant in the more 'traditional' outlets: book, newspaper and TV with 60.0% of responses; radio comes in with a very low potential (7.5%); the cinema was not considered by any respondent; and the other outlets ended up with 29.1%. However, for *interaction and communication*, social networks lead comfortably with 55.0% in comparison to other outlets that reached 8% on average each.

The third question attempted to assess the potential of each outlet to induce behaviour. Respondents considered that TV (75.0%) and social networks (74.2%) presented the biggest potential to induce behaviour. The cinema (37.5%), radio (40.0%) and blog (40.0%) are the outlets with the least potential to induce behaviour.

In questions related to sensitisation by videos and images, an analysis of the correlation between alternatives in questions referring to what best describes the video or image, and the alternatives referring to the idea transmitted by them was made.

The correlation was calculated based on the contingency table described in the previous section (PEREIRA, 1987). The use of this type of table facilitates two estimates: the sum of equal alternatives being chosen (sum of each column) and the calculation of similarity between responses. In this case, for example, if two answers are exactly the same, the difference between the lines is zero, thus, achieving maximum correlation. Table 1 provides an extract of the contingency table obtained.

Table 1 - Contingency table generated from data

Date / time	VehicEff_R ecr1	VehicEff_R ecr2	VehicEff_R ecr3	VehicEff_A dvert1	VehicEff_O pin1	Sex
03/12/17 1:30pm	0	0	0	1	0	1
03/12/17 1:31pm	0	0	1	0	0	0
03/12/17 1:58pm	0	0	0	0	0	0

03/12/17 2:53pm	0	1	0	0	0	1
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Hierarchical clustering was done on these correlations, obtaining:

a) Video 1, about space:

- the choice of ideas 'everybody needs a home;' and 'there is a threat to nature.' and descriptions 'the threat to the right of having a home;' 'the building of the idea of deprivation of space;' and 'the image of the bear without room.' are almost evenly distributed, not showing any significant correlation between a particular idea and description;

- there is a weak, but significant correlation between the idea 'the building of the idea of deprivation of space;' and the description 'other = MAN DESTROYING NATURE';

b) Video 2, about diversity:

- the idea that 'everyone needs to be accepted', in combination with one or another idea in the answer provided by the same person, generates significant correlations with other alternatives, except with the descriptions: 'accepting someone different;' and 'building the idea of diversity;' and with the ideas 'everyone needs to be accepted;' and 'care must be taken so that the different is not harassed;' and 'it is difficult to accept the different.' This is because they probably came from respondents that preferred not to use the answers induced by the first alternatives.

- in this case, the description 'accepting someone different;' correlates with the idea 'everyone needs to be accepted;' and the description 'building the idea of diversity;' the idea 'care must be taken so that the different is not harassed;' leaving the idea that 'it is difficult to accept the different,' as the alternative least related to the others in this group from video 2. This correlation between the description-idea pairs related above might refer to the language of the alternative sentences.

c) Image, about man and barcodes:

- descriptions 'man turns into a product for sale', 'the association of human evolution to objectification' and 'the pessimistic view about evolution', and the ideas 'the human species is becoming brutal', 'human evolution is questionable' and 'human evolution can be an involution' do not present any significant correlation between them. In the question where the idea is presented, there are many respondents combining more than one alternative. In the description questions, only 2.5% presented descriptions different from the alternatives presented.

The decision tree analysis shows a huge dispersion of data throughout it, making us realise that there is no set of descriptions that characterise any group. It is therefore concluded that respondents classified in the same group agree in a reasonable part of the answers, but there is a range of variations within each group, which does not allow for any kind of characterisation. For example, if there was a strong correlation of answers for an age group, or if common nationalities or people with the same level of education displayed similar characteristics in the responses. The in-depth study of this characterisation is topic for future study.

In the video the *Casa do Saber* (House of Knowledge) (2014), 'the four elements that make us act', Pedro Calabrez presents four reasons for inaction (and/or insensitivity) by many people in relation to the devastation of the environment. The first would be the distance of the devastation effects, which are not an emergency problem. As the human brain does not like to prevent, we do little in relation to the threat. The second reason is associated to the fact that the devastation does not have a 'face', it is dispersed, built daily by all of us. The third reason is related to the fact that devastation does not offend us morally; it is a problem of a different order, as there is no moral standard that addresses this devastation. Finally, the fourth reason is related to how fast it happens. Because devastation occurs slowly, our brains do not see it as something that we have to resolve.

This view refers us to the title of this article: 'if it does not move me, it does not belong to me' and explains how people deal with problems in general, particularly with issues related to sustainability (preservation x destruction of nature).

Final considerations

The study provided data that allowed us to understand how participating teachers and students perceive, read and value media outlets and products.

The relation between the media and the power to sensitise, as well as its potential for social transformation was one of the points that drew our attention. There are media products that sensitise people and teachers, as well as students showed to believe this potential, indicating that educators and education policy makers can and need to explore it. One of the possibilities is to bring the media to the classroom to engage in critical and production activities.

The article also provides insight into ways of making the media an ally to encourage questions and empower people. We brought some examples of studies where digital information and communication technologies are used as tools for critical thinking and reality transformation. These studies have as a strong element, the promotion of dialogue between peers, as well as creation and production activities.

We draw attention to the need for more incentive policies to build a culture of research. In many countries, and we cite Brazil as an example, doing research is still an arduous and difficult task. Often it is not a valued activity and thus, finding subjects to take part is difficult. We suggest that more research be developed, focused on how to foster and value the participation of individuals in studies, be it as researchers or researched subjects, with the aim of building knowledge to transform reality.

While concluding the article, we go back to the idea: 'if it does not move me, it does not belong to me', to reaffirm the role played by the school and teachers in changing this perception, with the support of media resources. In this way, it would be possible to envision a society that pays more attention to the threats it creates for the planet.

Notes

[1] This article is a production linked to the Alfamed Network, Inter-University Euroamerican Research Network whose objective is to carry out research on the media skills of children, young people and university professors. Funding: CNPq and Fapemig.

[2] Made available at: <<https://bit.ly/2HwoxeU>>. In this link there are 11 answers in English version. In the link to Portuguese version questionnaire <<https://bit.ly/2HUeTSJ>> there are 133 answers. And in the Spanish version link: <<https://bit.ly/2Jtllfp>>, there are 18 answers.

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