

**TEACHING PROTOTYPES: CULTURAL HERITAGE OF PETROLINA –  
PERNAMBUCO**

PROTÓTIPOS DIDÁCTICOS: PATRIMONIOS CULTURALES DE PETROLINA –  
PERNAMBUCO

PROTÓTIPOS DE ENSINO: PATRIMÔNIOS CULTURAIS DE PETROLINA – PERNAMBUCO

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**Abstract**

In this work is presented teaching prototypes that were designed based on the interactive learning paradigm of multiliteracies. The goal is to incorporate multiliterate activities from the curricular component of Portuguese Language and, in this manner, address to the various

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practices of digital languages throughout the five social fields of action organized by the Common Curricular National Base – BNCC (BRASIL, 2018). Teaching prototypes are navigable digital teaching materials that present an authorial /teacher discourse (ROJO, 2017). These instruments provide a mother language study in an exciting, pleasurable and meaningful way. In addition, it is also intended to show how this type of material is so convenient in a contemporary era, as it emphasizes the use of digital media resources for education since the educational demands have gotten more intense. Thus, because of new communication and information technologies, there is a need for multiliterate practices, as well as the dissemination of materials aimed at multiliteracies in the educational field.

**Keywords:** Multiliteracies; Teaching Prototypes; Cultural Heritage.

## Resumen

Este trabajo presenta prototipos didácticos desarrollados a partir del paradigma del aprendizaje interactivo de los multiletramentos. El objetivo es dirigir actividades multialfabetizadas en el componente curricular de Lengua Portuguesa, contemplando las diversas prácticas de los lenguajes digitales en los cinco campos de acción social enumerados por la Base Curricular Nacional Común - BNCC (BRASIL, 2018). Los prototipos didácticos son materiales didácticos digitales navegables que presentan un discurso autorial/profesional (ROJO, 2017). Estos instrumentos proporcionan un estudio de la lengua materna de una manera emocionante, placentera y significativa. Además, también se pretende mostrar los beneficios de este tipo de material, tan conveniente en la época contemporánea, ya que destaca el uso de los recursos de los medios digitales para la educación que una vez fueron más intensos y necesarios para satisfacer las demandas educativas actuales. Así, debido a las nuevas tecnologías de la comunicación y la información, existe la necesidad de prácticas multialfabetizadas, así como la difusión de materiales dirigidos a los multiletramentos en el ámbito educativo.

**Palabras claves:** Multiletramentos; Protótipo Didáctico; Patrimonios culturales.

## Resumo

Este trabalho apresenta protótipos de ensino elaborados a partir do paradigma da aprendizagem interativa dos multiletramentos. O objetivo é direcionar atividades multiletradas no componente curricular Língua Portuguesa, contemplando as diversas práticas de linguagens digitais nos cinco campos de atuação social elencados pela Base Nacional Comum Curricular – BNCC (BRASIL, 2018). Os protótipos de ensino são materiais didáticos digitais navegáveis que apresentam um discurso autoral/professoral (ROJO, 2017). Esses instrumentos proporcionam um estudo da língua materna de uma forma instigante, prazerosa e significativa. Além disso, pretende-se ainda mostrar as propiciações desse tipo de material tão conveniente na contemporaneidade, pois evidencia o uso de recursos digitais midiáticos para educação que outrora ficaram mais intensos e necessários para atender às demandas educacionais atuais. Assim, por causa das novas tecnologias da comunicação e da informação, constata-se a necessidade de práticas multiletradas, assim como a disseminação de materiais voltados aos multiletramentos no âmbito educacional.

**Palavras-chave:** Multiletramentos; Protótipos de ensino; Patrimônios culturais.

## Presentation

Prototype may be defined as an ongoing product. In this sense, when discussing their relationship with teaching, the role of multiliteracies is vital in the development of a proposal that, through new digital practices, learners can develop not only their language practice, but also their cultural knowledge, since there is no language without culture. Thus, the teaching proposals that were developed in this study are aimed at teaching Portuguese Language to Brazilian high school students. These proposals associated with multiliteracies aim at multiple literacies, which should be part of the activities developed in the school environment, through critical reading, knowledge production, texts with their multisemioses and cultures.

Prototypes, in turn, by being characterized as an ongoing product, are flexible. That means the teacher is allowed to make changes at any time according to the context in which his/her class is. That said, it is emphasized that the present work of multiliteracies, based on Petrolina's cultural heritage, allows students to learn more about their culture, develop critical sense and metalanguage (ROJO, 2012).

To understand the cultural heritage of the city of Petrolina, it is necessary, *a priori*, to understand a brief concept of heritage. In this context, the studies of Vogt (2008, p. 14) provide an adequate notion of heritage, which is defined as:

[...] set of all material or immaterial goods, which, due to their intrinsic value, are considered of interest and relevance for the permanence and identification of the culture of humanity, a nation, an ethnic group or a specific social group.<sup>6</sup>

From this perspective, heritage does not only refer to what is material, but also and, above all, to an immaterial product, especially when dealing with cultural aspects. Given the context of this research, Petrolina is a city in the countryside of the state of Pernambuco with about 359 thousand inhabitants, according to IBGE data<sup>7</sup>. Its arid

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<sup>6</sup> “[...] conjunto de todos os bens materiais ou imateriais, que, pelo seu valor intrínseco, são considerados de interesse e de relevância para a permanência e a identificação da cultura da humanidade, de uma nação, de um grupo étnico ou de um grupo social específico.” (Original).

<sup>7</sup> Available at: <https://cidades.ibge.gov.br/brasil/pe/petrolina/panorama>. Accessed on: 17. Oct. 2021.

climate and large-scale breeding of goat characterize the town. Furthermore, wine and agriculture stand out because of the irrigation system. As it is located on the riverside of the São Francisco river, it is a city surrounded by folklore culture, in which several legends are manifested, such as the *Caboclo d'água* and *Nego d'água*. It is worth mentioning the artisan work with the *Carrancas*, sculptures in a human form used in local navigation. There are also several artists and sculptors, such as Ana das Carrancas, a renowned artisan, considered a state heritage.

### **Theoretical-methodological basis**

In a progressively digital society, it is understandable that students practice their language in a more significant and active way through the digital and technological resources, whether in production, interpretation, reflection and linguistic analysis. For this, it is necessary to take into account the existence of a learning paradigm that meets this social perspective.

According to Lemke (2010), there are two learning, educational paradigms immersed in society from perspectives focused on teaching, and that are complete divergent. On the one hand, the paradigm of curricular learning, which assumes a posture based on the guiding documents of institutions, whether schools or universities. And on the other hand, the paradigm of interactive learning, considered the paradigm of access to metamedia resources that support the development of more dynamic activities that are interconnected within the cyberspace.

The teaching prototypes are inserted in this paradigm, and they are as necessary as the textbooks and encyclopedias focused on the paradigm of curricular learning. The organization of the current material is anchored in multiliteracies, elaborated in a social sphere, characterized by its theme, style and formal construction, largely dictated by the valuation that guides them.

According to Rojo (2017), the prototype is a navigable and interactive material, consisting of an authorial/professional discourse, through which it is possible to lead students to an open, investigative and collaborative digital work. The aim is, therefore, to contribute to the discussion about teaching based on digital information and communication technologies by assuming that the prototypes enhance teaching in a way that learning is collaborative and interactive.

The material is divided into 5 thematic units, covering fields of social action with independent and navigable activities on the cultural heritage of the city of Petrolina-PE. According to BNCC (2018, p. 501), the fields of social action proposed to contextualize language practices in Portuguese High School correspond to the following: personal life, study and research practices, journalistic-media, public life and artistic-literary. These fields are responsible for the contextualization of knowledge in the school environment by highlighting situations of social life in contexts that are significant for students. From this perspective, teaching prototypes are seen as a way of scaffolding the development of language practices (reading, writing, linguistic and semiotics analysis and orality) and the fields of social action.

The general theme of the Prototypes is related to the cultural heritage of the city of Petrolina-PE. From the developed activities, students will be able to take a “journey” through the town by the means of selected texts from the most diverse textual genres and videos. Table 1 presents the systematization of the thematic units.

**Table 1 – Systematization of thematic units**

Field of Social Action	Description	Thematic Units of Prototypes
Public life	At the heart of the field of action of public life is the expansion of participation in different instances of public life, the defense of rights, the basic mastery of legal texts and the discussion and debate of ideas, proposals and projects	<b>Unit 1 - Public life</b> Historical-architectural heritage of Petrolina-PE

Artistic-literary field	In the artistic-literary field, the aim is to expand the contact and provide a more reasoning analysis of cultural and artistic manifestations in general. At stake is the continuity of the education of the literary reader and the fruition development. The contextualized analysis of artistic productions and literary texts, with emphasis on the classics, is intensified in High School. Different types and forms of productions continue to be considered associated with more refined technical and aesthetic skills, such as those linked to the appreciation of artistic works and cultural productions (reviews, vlogs and literary, cultural podcasts, etc.) or forms of appropriation of literary texts, cinematographic and theatrical productions and other artistic manifestations (remedies, parodies, stylizations, video minutes, fanfics, etc.).	<b>Unit 2 - Artistic-Literary</b> Culture of a people: a historical and cultural journey
Study and research practices	The field of study and research practices highlights the genres and skills involved in reading/listening and text production from different areas of knowledge and the skills and procedures involved in the study process. Skills related to analysis, synthesis, reflection, elaboration of problems and research also gain emphasis: establishing an outline of the issue or problem; selection of information; establishment of data collection conditions for carrying out surveys; conducting surveys of different types; processing of data and information; and ways of using and sharing the results and analyses	<b>Unit 3 - Study and research practices</b> Announcing the wealth of the municipality of Petrolina-PE
Personal life	The field of personal life intends to work as a space for articulation and synthesis of learning from other fields placed at the service of students' life projects. The main language practices in this field are related to the expansion of knowledge about oneself, in view of the conditions surrounding contemporary life and youth conditions in Brazil and in the world.	<b>Unit 4 - Personal life</b> Getting to know the life and work of local artists
Journalistic-media field	In relation to the journalistic-media field, it is expected that young people who reach high school will be able to: understand the main facts and circumstances reported; realize the impossibility of absolute neutrality in reporting facts; adopt basic procedures for checking the veracity of information; identify different points of view on controversial issues of social relevance; evaluate arguments used and take an ethical stand against them; identify and denounce hate speech and that involve disrespect for Human Rights; and produce a variety of journalistic texts, taking into account their production contexts and genre characteristics. The students must also be able to analyze linguistic-discursive strategies used by advertising texts and to reflect on consumption needs and conditions.	<b>Unit 5 - Media-Journalistic</b> Construction of a documentary: Petrolina yesterday and today

**Source:** Authors' elaboration based on the BNCC (BRASIL, 2018. p. 501-505).

There are two versions of the material. The teacher's version comes with guidelines so that the teacher can carry out the proposed activities. The student version goes with the same organization, except for the subtraction of some teacher guidelines. The material is thought-provoking and guides the learner towards a pathway of protagonist and authorial production.

### **Prototypes construction steps and application guidelines**

#### **1<sup>st</sup> Stage: Co-authors knowledge of multiliteracies**

In this proposal, the teaching prototype was considered a suggestive material to enrich the language practices proposed by the Portuguese Language curricular component, as it is understood that metamedia resources aimed at multiliteracies are essential for articulating the interactive learning paradigm. In this sense, a group was formed with 3 undergraduates from the Letters courses at the University of Pernambuco to receive guidance on the proposal for the development of teaching prototypes and their theoretical bases, such as Cope and Kalantzis (2000), Rojo (2017) and Lemke (2010).

In order to raise the autonomy and profile of the designers of the graduates in the production of the material, it was proposed that each one be responsible for a unit of the respective product. This division, in addition to facilitate the production process, was designed to respect the model designed by Rojo (2017), which is characterized by having independent units. Thus, each undergraduate had the opportunity to glimpse and put into practice the guidelines brought by the perspective of multiliteracies.

By separating the themes of each unit of the e-book, undergraduates had broad freedom to elaborate sequences of activities regarding the production of any textual genre. Thus, the master's student-supervisor and her advisor professor (coordinator of the proposal) brought examples of prototypes from other authors and several digital platforms aimed at the multiliterate practice in the language axes of the BNCC (2018).



## **2<sup>nd</sup> Stage: Workshops for collaborative elaboration (of prototypes) with undergraduates**

For each component of the production team (one master's student and 3 undergraduates), the BNCC (BRASIL, 2018) was requested to be read in order to review the fields of action and the chain of ideas, videos, activities, as well as production possibilities based on the theme General "Cultural Heritage of Petrolina".

To make the material as more adequate as possible, it was schedule meetings for the study and articulation of the collaborative process of planning and production. The master's student, in addition to participating in the production, was responsible for supervising and guiding the undergraduates throughout the period. On a monthly basis, the meetings aimed at assessing the content produced by undergraduates and subsequent discussion about ways of enhancing the quality of the didactic production.

In each workshop, one undergraduate at a time had to expose the activities produced so far and discuss their motivations for having proceeding in such a way. After each exposition, everyone could ask their questions, make their criticisms, and even propose other paths to enhance the quality of the sequence of activities in each unit.

The sequence of activities for each unit was carried out through *Google Docs*. The tool gave everyone the possibility to observe and make suggestions to their colleagues asynchronously, thus optimizing the time set aside for the oral presentation of activities at each meeting.

## **3<sup>rd</sup> Stage: Preparation of Prototypes with the aid of the Canva application**

After planning and sharing ideas in the collaborative writing through *Google Docs*, there was a need to use another tool to edit and obtain the final version of the material. Therefore, the *Canva* platform was chosen due to its practicality and diversity of multisemiotic elements that make the material more interactive for teachers and students.



It is worth noting that each undergraduate, as well as the master's student, prepared a single version of the thematic units by *Google Docs*, that is, the division made between teacher and student material was made exclusively through *Canva*. The master's student was in charge of adapting the activities to this platform.

*Canva* allows information to be arranged differently compared to *Google Docs*. The great variety of choices, in addition to making the material more aesthetically pleasing, allows for combinations of images, animations, links, written texts consistent with the multiliteracies perspective.

### **The teaching prototypes: Cultural Heritage of Petrolina – PE**

The prototypes are available in two versions:

1. Teacher version of the prototype:

[https://www.canva.com/design/DAExMsGzYyY/PAqR5bDSU7Kd58hcB8gfXg/view?utm\\_content=DAExMsGzYyY&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAExMsGzYyY/PAqR5bDSU7Kd58hcB8gfXg/view?utm_content=DAExMsGzYyY&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

2. Student version of the prototype:

[https://www.canva.com/design/DAExMqde5ml/yOFCsu92Hh7QNUDezjcrjw/view?utm\\_content=DAExMqde5ml&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAExMqde5ml/yOFCsu92Hh7QNUDezjcrjw/view?utm_content=DAExMqde5ml&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

### **Critical-reflexive considerations about the application**

The teaching prototypes, as navigable materials that provide a digital and interactive study of the language, are able to contribute to a more consistent educational practice. By clicking on the links displayed throughout the pages of the prototypes, the teacher gets the necessary interaction between the fields of action and the language practices. At the end of the activities, the student will have in their hands a suitable authorial material for use, with a relevant social function.

Therefore, due to the current scenario, in which technologies are catching people's attention, it is essential to the educational sphere to incorporate didactic strategies that make use of technological tools, and teaching prototypes are proposals that support the improvement of the teaching-learning relation by facilitating the interaction between teacher and student.

Teaching prototypes provide opportunities for a renew education. Through the links, it is possible for teachers to get familiar with the materials that will contribute to a more effective practice. Through each click, there is the possibility of appropriating new teaching strategies, which will be positive to the teaching process. Students, similarly, can enjoy a material that provides a lot of knowledge, since it is a relevant proposal for those who make good use of it, and because it is accessed by technologies, something that catches their attention every day. Thus, students will face a lot of information that is certainly contributing to the construction of new knowledge.

In this sense, teachers and students can use the teaching prototypes. By considering the potential for new learning pathways from TDICs, the present material will certainly contribute to the augmentation of knowledge.

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