

## **APPLICATION OF FANZINES IN A CLASSROOM AS A PEDAGOGICAL RESOURCE AND DEVELOPMENT OF SCHOOL LEARNING IN THE BRAZILIAN SEMIARID**

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### **ABSTRACT**

The following manuscript approaches the use of fanzines as a didactic teaching resource in geography classes in a 9<sup>th</sup>-grade class. The main objective was to verify the performance of the fanzine as a teaching and learning resource in the classroom in geography classes in the search for the process of knowledge construction. The research has a basis on the assumption that fanzines could make learning more enjoyable, fun, playful, and, therefore, more significant in terms of school learning. It took place at the Waldemar Barroso Municipal School for child and elementary education in Fortaleza/Ceará. The research included the applicability, production, and construction of fanzines by 9th-grade students, based on their perception of the geographic theme environment and globalization. With this, it is noticeable how meaningful theory is with the application of practice and approximation with reality from the students' point of view regarding the subject. Besides, the collected information about the issue served to count the distribution of perception of students in fanzines with the purpose of learning analytics. As a result, the work awakened participation, motivation, and the perception of seeing the world through the students' vision, providing more significant learning, more attractive and greater participation, and school performance of the students in the classroom.

**Keyword:** Methodological Practice. Perception. Fanzines in Classrooms.

## **APLICAÇÃO DE FANZINE EM SALA DE AULA COMO RECURSO PEDAGÓGICO E DESENVOLVIMENTO DA APRENDIZAGEM ESCOLAR NO SEMIÁRIDO BRASILEIRO**

### **RESUMO**

Este é um trabalho sobre o uso do fanzines em sala de aula como recurso pedagógico didática nas aulas de Geografia em uma turma de 9º ano. O objetivo principal foi verificar a atuação do fanzine como recurso de ensino e aprendizagem em sala de aula nas aulas de Geografia na busca pelo processo de construção de saberes. A pesquisa partiu do pressuposto de que os Fanzines poderiam tornar o aprendizado mais prazeroso, divertida, lúdica e, portanto, mais significativo no que diz respeito à aprendizagem escolar. A pesquisa foi aplicada na Escola Municipal de Ensino Infantil e Fundamental Waldemar Barroso do município de Fortaleza - CE. A pesquisa contou com a aplicabilidade, produção e construção de fanzines pelos alunos do 9º ano, a partir da percepção destes sobre a temática geográfica Meio Ambiente e Globalização. Com isso, foi possível perceber a importância da teoria com a aplicação da prática e aproximação com a realidade a partir da visão dos alunos no que diz respeito ao assunto. Além disso, utilizou-se coleta de informações sobre a temática supracitada de forma que fossem feitos a contagem de como ficou a distribuição de cada percepção dos alunos nos fanzines produzidos, com a finalidade de análise da aprendizagem. Como resultados, observou-se que o trabalho realizado despertou a participação, a motivação, a percepção

de ver o mundo através da visão dos estudantes, proporcionando uma aprendizagem mais significativa, mais atraente e com maior participação e desempenho escolar dos discentes em sala de aula.

**Palavras-chave:** Prática metodológica. Percepção. Fanzines em sala de aula.

## INTRODUCTION

The practices of educational activities with the use of different strategic resources appear as tools of great support in the search for the construction of knowledge for students in the classroom, thus developing a more dynamic teaching and learning process in the school. Its applicability has provided more dynamic classes and stimuli in the pursuit of theoretical knowledge besides developing creativity. These are some of the purposes that can undergo discussion within the context of the school teaching process.

Currently, developing new didactic resources for teaching is quite challenging. A teacher who keeps students in a classroom needs to overcome challenges and innovate in the way of imparting knowledge because young people have much easier access to information, motivating the search for teaching strategies that are more attractive and value the knowledge of the information that is important and necessary.

Working the process of teaching and learning of students by developing practical teaching resources that bring students closer to theory fosters intellectual growth and school and student performance because practicing the different means seeking a better preparation of the agents involved in the learning process. It allows them to work with new things and develop abilities and resources to meet the different challenges and contexts in education in the search for solutions, always considering the context and reflections on this analysis that the challenges require.

Thus, the construction of fanzines as a didactic resource to complement classroom teaching and connect theory and practice is essential for education today as a strategy and educational innovation, fostering social interaction within the school community, where students play a significant role in the learning process.

It is worth noting that although there is little study on the subject, the application of the fanzine is gaining strength within the educational system as an alternative teaching resource in the search for a teaching-learning process different from what the students have available. It means the construction of something new that can develop a greater connection with the teaching of theory and practice because of the construction of the fanzine as a teaching resource inserted into the educational system, according to Pinto (2013, p. 49). 49), establishes a greater link with theory.

Thus, this paper analyzes fanzines as a didactic resource that develops the students' minds in geography classes, turning them, according to Pinto (2013, p.19), into authors of their work and giving them a voice. Then, they can realize that they are authors of their didactic construction in the educational context, providing more effectiveness, dynamism, attitude, and creativity in the search for the school teaching-learning.

The motivation for the research is the previous personal experience obtained in the classroom as an elementary school student, with repetition in the undergraduate course with the same line of reasoning in the construction of fanzines. Thus, developing fanzines as an

entertainment resource can bring knowledge to students from work with playfulness, development of communication, perception, and creativity, and develop skills that go far beyond the act of just writing and accumulating content in a classroom. To propose the thematic analysis of fanzines as a didactic resource, the selection of the class was in agreement with the teacher responsible for the construction of the didactic resource.

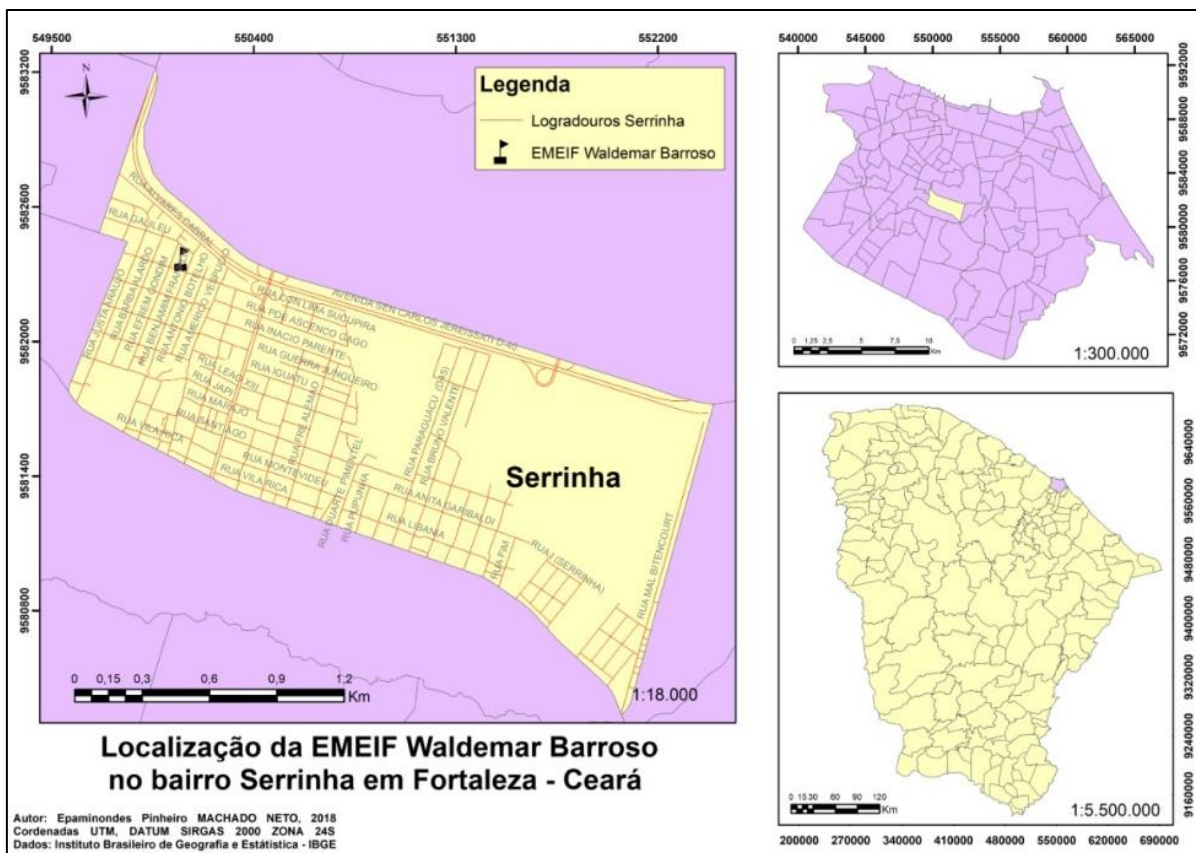
Currently, working in the classroom is quite challenging for education professionals. Facing, every day, educational problems that, day after day, only tend to grow, are dilemmas that need reanalysis and reworking, not only in the classroom. Poor school structure, low salaries for professionals, students' and teachers' demotivation, lack of governmental actions, and the increase in violence are some of the obstacles to good-quality teaching and learning at school.

Therefore, proposing something different that seeks a whole motivation to be in the classroom is relevant to education. Working with didactic resources, beyond the use of the blackboard in the classroom, tends to be developed as teaching strategies by teachers in the search for a better quality of teaching and school learning and, thus, ensure to seek the possibility of an improvement in the educational area.

The general objective of this research is to verify the performance of fanzines as a teaching and learning resource in geography classes in the search for the formation process and construction of knowledge by the student. The specific objectives are the analysis of the use of fanzines as a pedagogical teaching-learning resource in classrooms and the applicability in the students' perception and change of attitude in the theoretical classes.

The research took place at the Waldemar Barroso School at 410 Cônego Lima Sucupira Street, Serrinha, on November 23, 2018. The choice for the 9<sup>th</sup> grade class of that elementary school was because it is a transition grade between elementary and high schools.

Map 1 – Waldemar Barroso School location



Source: Machado Neto (2018).

## FANZINES AS A PEDAGOGICAL RESOURCE SCHOOLS IN SCHOOLS

Considered by many people as a simple publication similar to a pocket magazine or a small handmade newspaper, the conceptualization of the word fanzine still does not have an exact standard definition. According to Magalhães (1993, p.9), the term fanzine starts to gain weight in the Portuguese language in the journalistic language but not in encyclopedias, dictionaries, catalogs, and library fiches. In addition, the author points out that there is no type of book in Brazil that portrays fanzines specifically, allowing Ph.D. surveys directed to investigate the way of applying fanzines.

Lerm (2016), in his research, identified several national databases with different theses and dissertations but without pretension to cover everything that has been talked about in fanzines, exposing only a sample of some studies with a reduced number of researches. The author (2016, p.3024) verified the different applicabilities in which fanzines act as an object of study, a corpus of analysis, a part of the methodology for obtaining data, an expressive mean for the construction of the research itself, or an object resulting from the research. There are few studies on fanzines in Brazil, but some works have been developed over the years by different authors to develop more and more knowledge on this topic.

Guimarães (2000) points out that when trying to bring the real definition of what the word fanzine is, he reveals that this word does not have a more defined meaning due to a specific bibliographic absence that could go deeper into this theme. Thus, the meaning is the junction of the words fanatic and magazine, an expression implemented in the 40s, which several other authors have remodeled more and more its conceptualization.

The word fanzine is, according to Magalhães (1993, p. 09), a neologism formed by the contraction of the words fanatic and magazine, which means fan magazine, a small magazine screening for a specific group that presents a subject or event or even presents something of preference regardless of the target audience.

Following the same line of reasoning, Magalhães (1993, p. 09) refers to the fanzine as an alternative and amateur publication usually released in small quantities and printed in a handmade way. A fanzine has very simple characteristics to be approached and worked by those who seek its elaboration and construction. Thus, the fanzine is:

a printed publication quite similar to a newspaper or magazine because it uses editing, publishing, layout, printing, distribution, and, sometimes, advertising techniques, although it does not work with the same formality or editorial pretensions of the large print media (LOURENCO, 2006, p.2).

Since a fanzine is free of expressivity, independent of who uses them and the purpose, it can work on topics from different ideas and viewpoints. According to Campos (2009):

A fanzine is different from a traditional magazine precisely because it is not concerned with the publishing market or with the profit that might occur. It is a free form of expression, made according to the directions given by the group of editors. An independent and free publication, the fanzine can be reproduced and can also give origin to other fanzines (CAMPOS 2009, p.2).

The word fanzine refers to the analogy of magazines for fans of a certain target audience. It can be fans of a certain subject, reality in the world, social, political, economic, ideological cause, group of people, or a person. According to Magalhães (1993, p. 9), it is edited and produced by individuals, groups, or fan clubs of certain art, character, personalities, hobby, or genres of artistic expression for a directed public and approaching, almost always, a single theme. It is worth remembering that Russ Chauvenet was responsible for the translation and analogy of the term in the 1940s, remodeling the concept over the years.

Considered a textual genre that relates verbal and non-verbal languages in a simple, amateur, and handmade nature, the fanzine is a small magazine with no intention or almost none of the profit. However, it has the power to spread and assimilate information, proposing an interaction with the ludic and developing creativity and perception.

The production of fanzines is quite relative and depends on the topic and target audience, presenting varieties in the language and color tones, especially black and white, so they stand out. Thus, each fanzine presents particular characteristics and emotions. Lourenço (2006, p.14) cites that there is no model or manual to produce information for the fanzine.

Thus, the production and development of the mini-magazine are up to the creativity of those who are building it. Another relevant characteristic brought by Lourenço (2006) is that the fanzine is not something isolated, whose construction does not happen in any way,

but that all contents have a connection with the culture, social reality, and tradition of a whole society.

### **THE USE OF FANZINES IN THE CLASSROOM AS A PEDAGOGICAL RESOURCE AND THE DEVELOPMENT OF SCHOOL LEARNING**

The use of fanzines as a pedagogical development resource in the educational system has been favoring teachers, who use their educational methodological strategies to attract all the student's attention, and students, who are the main protagonists for the development and application of fanzines in the classroom.

Campos (2009) points out that in school institutions, the creation of fanzines is a very attractive and curious production because it is a creative work that involves teachers and students in the development of a specific topic.

The same author (2009, p. 3) also writes that, with organization, thematic definition, goals, time, and a minimum of resources, it is possible to make fanzines and make them a tool for knowledge construction at school. It is worth pointing out that they are more than simple pocket magazines to entertain, but they favor the freedom of expression and develop socialization and communicability.

It is not a novelty that fanzines usually serve for entertainment. However, they are unique when used in education, whose adaptation to the globalization context requires a different approach to attract students.

Despite being an extremely simple resource and easy to approach, fanzines are a technological tool for teaching in schools because the technological tools aim to achieve some higher goal. Thus, fanzines are a technology that aims to achieve wide dissemination of a particular subject. In such a context, Silva (2012, p. 14) notes in his work that new technology renews the user's relationship with the image, text, and knowledge, being necessary adaptations in the educational relationships between teacher and student to achieve the school teaching and learning process.

Moreover, producing something different in the classroom contributes to the intellectual formation and performance of the students and helps the teacher's personal and professional development, improving education. Thus, teachers, with differentiated and well-articulated ideas and without running away from their school essence, reinvent themselves and develop educational institutions. Concerning teachers, Silva (2012) states as follows.

[...] mobilizes articulations between the various fields of knowledge taken as an interdisciplinary network and, at the same time, stimulates the creative participation of students, considering their sensory, motor, affective, cognitive, cultural, and intuitive dispositions, among others (SILVA 2012, p.91).

The teaching quality is essential for the academic development and performance of students. To practice teaching that is firm with the purposes of the students' journey is to make them more apt and stronger to face the challenges of adult life and professional life. In other words, focusing on the quality of studies is essential for the development of school teaching and learning and the future of young people.

Searching for teaching alternatives that fill the gaps in the educational system requires effort for those who are in search of quality education. Thus, proposing other teaching

resources besides the use of the blackboard in the classroom provides students and teachers with means that can stimulate teaching more in return for the quality of learning, providing an effective learning relationship where the teacher and students are much more than two professionals in the classroom.

According to Freire (2005, p. 79), the educator educates but also learns in dialogue with the learner who also teaches. It is a reciprocal learning relationship that goes far beyond the walls of a classroom.

Therefore, the use of fanzines as a didactic pedagogical resource in classrooms aims to propose teaching with more interactivity, creativity, criticism, and expansion of individual perception, manual and communication skills, personal and professional development, and a greater perception of events and facts. According to Nascimento (2010):

In the educational field, fanzines develop the students' ability to search for relevant information, raise a critical eye on the daily life or the syllabus of several subjects, and produce communication material that expresses personal ideas joining images from other media that highlight creative solutions (NASCIMENTO, 2010, p.125).

Em vista disso, a utilização do fanzine como estratégia de ensino, objetiva levar aos alunos uma metodologia diferente daquilo que se é visto em sala de aula, apesar de ser uma estratégia de ensino pouco utilizado, é um recurso extremamente simples, fácil, atrativo e lúdico, e que tem o poder de ministrar os conhecimentos de forma eficiente. Campos (2009, p.2) cita que o “fanzine pode contribuir para formar alunos críticos-criativos, pois põem à prova o fato de que todos podem e devem escrever, e têm o que dizer sobre fatos e situações que os rodeiam”, ou seja, é um ótimo recurso interdisciplinar que, se bem trabalhado, contribui para a construção do ensino-aprendizagem escolar dos alunos.

Thus, the use of fanzines as a teaching strategy aims to bring students a methodology different from the usual. Despite not being very used, it is an extremely simple, easy, attractive, and playful resource that has the power to deliver knowledge efficiently. Campos (2009, p.2) cites that fanzines can contribute to the formation of critical creativity of students because they test the fact that everyone can and should write and have something to say about facts and situations that surround them. It is a great interdisciplinary resource that contributes to the construction of the students' school teaching-learning.

Working with fanzines as a didactic resource implies the work of playfulness, seeking the construction of teaching and learning in a more dynamic, fun, and creative way. Playful does not mean only the act of playing with something or someone, but it goes far beyond this meaning.

As a playful activity integrated into the teaching process, the development of a fanzine involves imagination, emotions, and particular personality in the search for a higher goal. According to Santin (1990), it is actions lived and felt not definable by words but understood from a greater perception of each individual with his imaginary and his main dreams. With this, the pursuit of teaching and learning in the classroom stirs a lot in a person's life.

Much more than just a mini-magazine for entertainment, it is an instrument that aims to attract young people to provide them with more learning and to form more conscious

citizens. Although there is little publication related to fanzines, they have been recognized in the educational context as a means of information aggregation and high communicability, weaving dialogues with all the student's social segments. Campos (2009) states that:

The student that learns to produce a fanzine will learn to express himself inside and outside the school community (friends, family, relatives), understanding the communication as a direct divulgation of the idea of who produces it without aiming for profit, keeping what is written on the paper closer to the author's intention. Fanzines are a mixture of communication vehicles and literary work, having a socially aggregating character since they seek the exchange between the producers (CAMPOS 2009, p.1).

Despite the little use within the school environment, it is clear that this type of teaching resource has very practical objectives for the development of the student, standing out as a resource of excellence to disseminate ideas in the school environment as an aid tool for teaching and learning.

The work in schools that uses resources to support teaching is essential for the intellectual development of the student and school performance because the various methodological resources contribute significantly to the teaching process. Campos (2009) points out that schools are places that develop pedagogy, where the teacher has a role of utmost importance when it comes to stimulating the students to a greater learning process and mental development from this learning stimulus.

It is good to remember that teachers have the main role as mediators of teaching and learning relationships because it is through them that students have the mediation of all the knowledge. The production of fanzines takes into account the interaction between teacher and student for the construction and development of teaching based on the knowledge of the teacher together with the experiences lived by the student inside and outside of school. Campos (2009, p.3) says that the teacher's role is to encourage, mediate, and articulate between the thematic contents of the subject and the contents of fanzines.

It is worth pointing out that a school is a place of knowledge production, but it should not be the only one with such attribution. The family would be the base that guides all the student's knowledge, serving as the pillar in the development of teaching and learning. The school would be a space for the expansion of the acquired teachings, a place of extension and development of teaching. Teaching and learning at school and in families would be positive for social interaction.

## **METHOD**

The research had as a model the construction of an interactive classroom where, according to Silva (2012), the communicability between teacher and student, student and content, and student and student happens in an interconnected way between receiver and sender. It facilitates the process of knowledge construction from the relationship between knowledge as a way to fix all learning with a practical activity.

The development of the proposal took place in a subjective way of the analyzed object from the knowledge, perceptions, viewpoint, and individual experiences of the students, the main target audience of the research. Thus, the research intervention and pedagogical



action are toward working on the geographic theme of environment and globalization in the applicability of fanzines in the classroom.

### **The school**

It is an elementary school that offers the 5<sup>th</sup> to the 9<sup>th</sup> grade to kids, teens, and adults. It is worth mentioning that the school works in three shifts – the morning and afternoon for kids and night for teens and adults. According to the 2018 school census, 774 students are in the last grades of elementary school, of which 169 are in the youth and adult education program.

Concerning the structure, the school has twelve classrooms, a library, a computer lab, a kitchen, a reading room, an indoor sports court, a boardroom, a teachers room, a secretary room, a room for specialized educational services, bathrooms, a cafeteria, a pantry, a storeroom, a covered patio, and basic sanitation. It still has a structure to install the internet and computers. In addition, the school has the premises of accessibility structure for people with disabilities or reduced mobility.

The school has 59 employees – teachers, principals, secretaries, coordinators, and general services.

### **The participants**

The research happened with all the thirty-two students from the 9<sup>th</sup> grade, fifteen boys and seventeen girls aged between 13 and 15 years old. It is worth mentioning that the work happened on November 23, 2018, lasting 3:20 hours from 7:15 am to 11:00 am with a 20-minute break. In addition, the school has two 9<sup>th</sup>-grade classes divided into two periods, morning and afternoon. The choice for the morning 9<sup>th</sup>-grade class was because the teacher in charge said it would be better for his lesson play for that day and that the class would be in the transition between elementary and high school.

### **Elaboration stages**

For the elaboration of this research, it was necessary to follow steps to build fanzines in the classroom. The first contact with the school took place in the subject of supervised internship of geography to present in the III Thematic Colloquium of Supervised Internship in Geography: School, neighborhood, and Geography: What are the interlocutions with the city?. The presentation and work of the UECE group for the construction of fanzines under the theme of knowing the Serrinha neighborhood from the perspective of the production of the fanzine was carried out at Waldemar Barroso School in the 7<sup>th</sup> grade with the students in the period November 20, 2018. It is worth mentioning that the age range of the students was between 11 and 13 years old.

The first contact with the school took place with the presentation of the management group to the class that would develop the construction of fanzines and the considered methodology.

It is worth remembering that the work has a validating and testing nature for the application of the methodology used in this research on the theme of environment and globalization in the 9<sup>th</sup> grade of elementary school. In the 7<sup>th</sup> grade, the support of the institution's managers helped the development of other works aimed at contributing to the development of the students' learning.

Therefore, the research for the construction of fanzines took into account the 9<sup>th</sup> grade of elementary school under the theme of environment and globalization. The reason for choosing the 9<sup>th</sup> grade is the fact that it is the transition between elementary and high schools, and the programmatic content is a focus of the Base Nacional Comum Curricular (Common National Curricular Base, BNCC) for the last years of elementary school. It is worth mentioning that the content is in the textbook used by the school at the time of the activity.

## LESSON PLAN

### I IDENTIFICATION

Topic: Environment and globalization

Subject: Geography

Grade/Shift: 9<sup>th</sup> grade/Morning

Duration: 3:20 hours

Date: November 23, 2018

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### II GOALS

- Analyze facts and situations to understand world integration (economic, political, and cultural), comparing different interpretations: globalization and internationalization.
- Understand the different ways in which globalization is represented by the world today.
- Analyze environmental diversities and the transformations in landscapes and the environment.

### III TOPICS

- What is the environment?;
- The relationship between human beings and the environment;
- Human techniques on nature;
- What is capitalism?;
- Consumption, consumerism, and unequal consumption (social inequality);

- Food production;
- Generation of waste and environmental preservation;

#### IV METHOD

- Expositive dialogued class. Use of whiteboard and markers to contextualize the theme and the textbook to carry out the activities.

#### V LEARNING EVALUATION PROCEDURES

- Analysis of the fanzines by the students themselves as a method of evaluating the didactic unit to get results of the learning process from the production of fanzines in class;

#### VI REFERENCES

- Base Nacional Comum Curricular (Common National Curricular Base, BNCC)
- TORREZANI, Neiva Camargo. **Vontade de saber geografia**, 9º ano. 2.ed. São Paulo. FTD, 2015.

Source: Santos (2019).

#### Didactic unit development

The selection of the theme had as a starting point the characteristics of the textbook topics, which addressed environment and globalization and allowed an educational portrait in the fanzines methodology and collection of information in magazines and newspapers articles for the construction and assembly of products to be made by students.

To apply the construction of fanzines as a pedagogical resource for teaching and learning and to evaluate this didactic resource in the students' perception of the geographic theme, the students had, as a first contact to encourage discussion on the theme, the debate to generate ideas and pre-established knowledge.

The programmatic content happened in a way that the students obtained the necessary knowledge for the development of the theme. The discussed topics were (1) what is the environment?, (2) the relationship between humans and the environment, (3) techniques of humans in nature, and (4) what is capitalism? (5) consumption, consumerism, and unequal

consumption (social inequality), (6) food production, (7) garbage generation, and (8) environmental preservation.

Thus, the purpose was to present and discuss the topics as a way to develop and expand the scope of the teaching-learning process in the personal perception and construction of the students and thus apply theory in practice by making fanzines. After the regency, the students saw the methodology by developing fanzines as a didactic resource. It is worth mentioning that, even before the regency in the class, students answered some questions to verify their previous knowledge.

### Stages of the construction of fanzines

To achieve the results, the steps for the construction of fanzines in the classroom underwent three stages in the 9th-grade class, preparation of the teaching unit, application of activities, and evaluation of the teaching unit (Table 1). In addition, a whole class of geography in the morning was necessary to carry out all the steps.

**Table 1 – Stages of construction of fanzines in the classroom.**

<b>Stages for the construction of fanzines in the classroom</b>	
<b>Preparation of the Didactic Unit</b>	
<b>1<sup>st</sup></b>	The debate about the students' previous knowledge and discussion about the theme of environment and globalization in the textbook to explain the theory in a way that they could develop the reasoning, perception, and learning of this geographic topic;
<b>2<sup>nd</sup></b>	Explanation of what a fanzine is and how to produce it;
	Break (20 minutes)
<b>Application of Activities</b>	
<b>3<sup>rd</sup></b>	There was a presentation of the materials to build a fanzine, for example, magazines, newspapers, scissors, white glue, colored pencils and pens, crayons, highlighters, and paper.
<b>4<sup>th</sup></b>	Division of teams, but each student produces a fanzine with personal perceptions of the topic. There were seven teams of four to five students. It is worth mentioning that the students divided themselves into teams. Then each team received the necessary materials (paper, magazines, newspapers, scissors, white glue, colored pens and pencils, and a highlighter) to produce the fanzines;
<b>Evaluation of the Teaching Unit</b>	

5 <sup>th</sup>	The students evaluated the results of the fanzines based on their perceptions about the topic taught in class to obtain the results of the learning process.
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Source: produced by the authors.

In the first step, according to Table 1, regarding the development of the didactic unit, a brief debate before the discussion of the topic analyzed the students' background knowledge to work on the pre-established information and develop it later. Thus, it was possible to see their perceptions, vision, and knowledge. Then, the students worked on the topic of the environment and globalization by exchanging their prior knowledge with the one seen in the classroom.

In the first stage, the teachers talked about fanzines and how to make them. The teachers asked students what they knew about a fanzine, and then they explained what it is and how it would help them. Then, the students had a break to rest.

In the second stage of the construction of the fanzines, there was the application of the activities. At the moment, the students could see the materials to assist them in the construction of fanzines. After that, the students divided themselves into teams, but each student would make an individual production. Dividing them into teams contributed to the sharing of material among them in a form that, if a team needed any material, it could ask for another one and exchange ideas, keeping the communication open.

Being the fanzines ready in the last step, the evaluation of the unit served to obtain the results of the students' learning about the topic. To discuss the developed knowledge, the students talked about their production, how they made their fanzines, and what was their relationship with the topic based on their perceptions and experiences. Thus, the teachers could see the different points of view regarding the topic starting from the construction of the fanzines.

From this moment on, it was clear how essential the production of fanzines was for the construction of knowledge, where students could put into practice the knowledge acquired in the classroom with the pre-established knowledge. Thus, they could develop knowledge in a creative, playful, and fun way without losing the essence of the seriousness of the learning process.

## RESULT AND DISCUSSION

### Students' perception of the environment and globalization

Before starting the content about the environment and globalization, the students answered questions about the subject to show their prior knowledge. At the time, the pre-established knowledge served to show what information the students had and how to develop it to aggregate the knowledge learned in the classroom. Pontuschka, Paganelli, and Cacete (2007) emphasize the importance of working with students in such a way that they realize they can take on attitudes and build knowledge consciously and responsibly so that they can contribute to the development of learning.

The students were very accessible concerning the topic. They discussed explaining the knowledge they had already acquired, making a relationship with the global reality and

personal experiences. Thus, there was a variety of ideas and perceptions regarding the environment and globalization, a topic that generated much discussion and sparked the students' curiosity to work on the abovementioned theme in a very dynamic way.

### **The construction and presentation of fanzines in the classroom**

As for the production of the fanzines in the classroom, its realization was very attractive to the students. The students were very curious and enthusiastic about the new activity performed in class since the beginning of the work. When the debate started to check the students' previous knowledge, they were very excited about it. They expressed opinions and even feelings of joy and sadness. Thus, they created a basis for the discussion of the environment and globalization.

Then, the discussion was very fruitful for the students. The explanation of the lesson had bases on the information that the students had gathered together with the theory. Therefore, it was possible to develop the regency in the classroom. After that, the students got curious to know about fanzines and even tried to define them.

After realizing what a fanzine is and how to make one, the students got excited and curious because they saw that it is something different from what they do every day. Campos (2009, p.2) brings as a contribution that we all have something to say and particular ways to do it. In other words, the application of the fanzines has the purpose of fulfilling the realization of how the individual sees the world with different perceptions.

After that, they saw the material they would use to make the fanzines. At this moment, the students were quite agitated by a large amount of material. The teachers told them that they would be very comfortable building the fanzine in their way, according to their perception, and that they could use the materials in any way they wanted.

After the explanation, the students divided themselves into the teams they wanted, but in the end, everyone would be in a team, that is, a moment of socialization. Then each team received the material, and everyone wanted the largest quantity possible for their products to be successful. It was a moment of great euphoria, excitement, and enthusiasm.

Soon the activities began, having great communicability among the components of the teams and the teams, favoring the exchange of relevant information to contribute to their productions. In addition, the students could ask questions whenever they needed. There was communication and exchange of information among students and teachers. Thus, Campos (2009, p.2) reiterates that fanzines can be a very interesting production carried out as a collective creation of teachers and students from a specific topic.

After the construction of fanzines in the classroom, it was possible to analyze the perceptions of students' ideas regarding the environment and globalization from the use of fanzines as a pedagogical resource for teaching and learning in the classroom. Thus, as a way to evaluate the unit, there was a moment to check the results of the production of each fanzine. They presented their fanzines to the class, being some of them shy but, little by little, they showed great posture during the activities. The other students were excited to present their productions.

The presentations by the students had varied perceptions, ideas, contributions, criticism, and politicization, among other forms of expression that added to the teaching and learning

process. Pinto (2013) points out that working with practice has a function of paramount importance in the construction of students' knowledge. At this moment, they develop the authorship in individual productions, intertwining the theory seen and adding up with the pre-existing knowledge. Cavalcante (2012) reiterates that the teaching of geography can receive an approach from personal experiences of everyday life.

**Figure 1** – The 9<sup>th</sup>-grade class at Waldemar Barroso School.



Source: produced by the authors.

**Figure 2** – The production of fanzines by the students.



Source: produced by the authors.

All students understood the importance of the construction of fanzine as a pedagogical resource for teaching and learning. In addition, they understood that it is not only a means of entertainment and publication of information but as a diverse way to realize different applicability and construction of knowledge, thus further strengthening the teaching and learning in the classroom.

The applicability of fanzines in the classroom has served as a didactic resource in the classroom with a pedagogical educational support configuration in the search for better student learning and a resource of relevance for teachers. It is worth remembering that fanzines appeared as a form of entertainment, publication of information, criticism, politicization, socialization, and exaltation of some relevant information from its authors. Moreover, Ferreira (2012, p.7) states that fanzines are a possible resource concerning participation in the communicational process.

In short, the use of didactic resources in the classroom helps in the way students learn because it helps in the fixation of theory with practice, besides obtaining great results in the students' school performance. Thus, Pinto (2013) emphasizes the importance of practice as a way to work the theory. It is worth mentioning that, on occasion, the teacher responsible for the class was present at all times in the development of activities by observing, contributing, and participating.

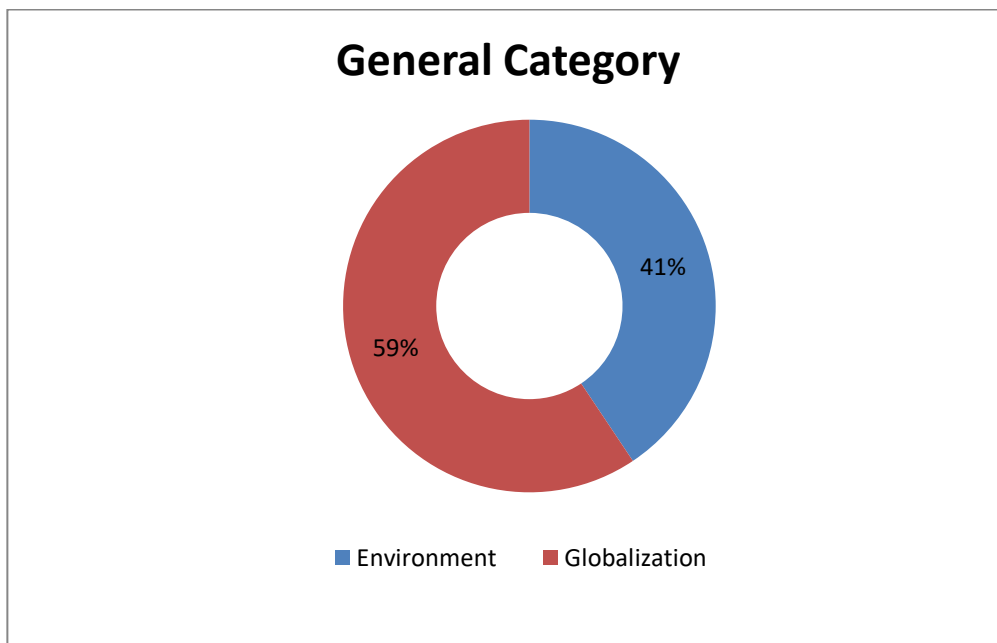
### **Analysis of the production of the fanzines**



It was possible to perceive various perceptions concerning the topic in the fanzines that the students made. Therefore, the division of results was into general and specific categories. In the general category, the fanzine productions were on the topics of environment and globalization in the students' general view. Among the thirty-two (100%) fanzines, thirteen approached the environmental category, and nineteen the globalization according to the individual perception of each student.

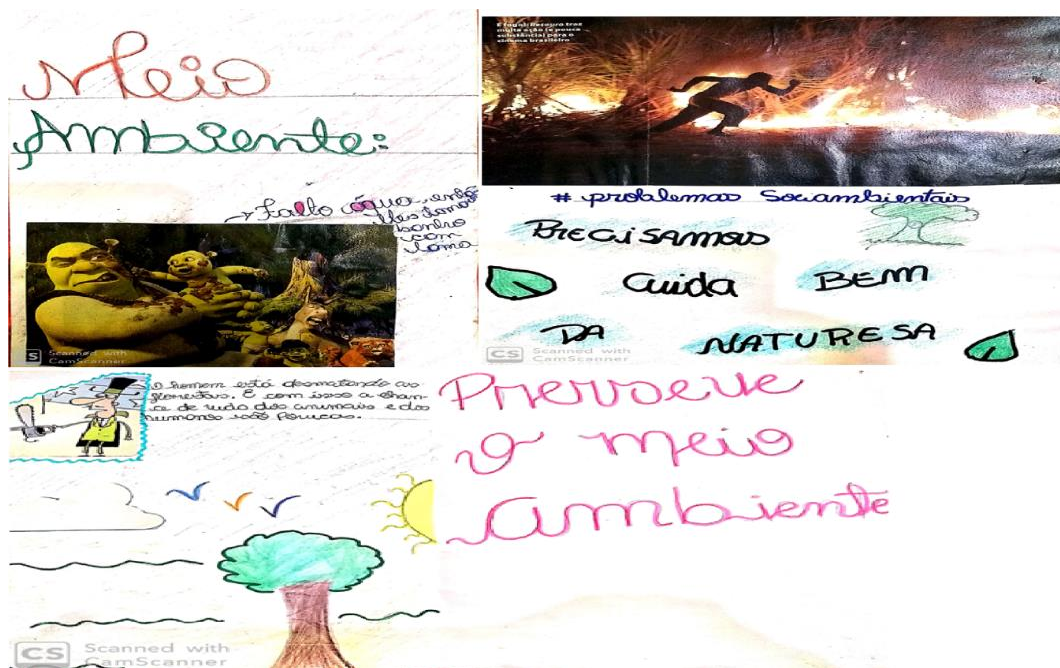
It is worth mentioning that the subcategories of the general category were environment and globalization for didactic purposes to understand, in the individual perception of the student, what each one meant. However, the two topics have mutual relations because of the relationship between human beings and nature, its transformations, changes, and the whole construction of the spatiality of the world. Graph 1 shows the number of fanzines, in percentage, showing the incidence of each topic of the general category of the students' perceptions.

**Graph 1** – General category in the production of fanzines.



**Source:** produced by the authors.

**Figure 3** – Production of fanzines concerning the environment.



Source: Students from the 9<sup>th</sup>-grade class of the elementary school (2018).

Below are some of the results of the production of fanzines made by the 9<sup>th</sup>-grade students separated by two topics, environment and globalization. In them are the results of the student's perceptions of what these topics are. The two images illustrate the different ways of perception and how each one is quite diverse concerning the number of collages, formats, texts, and languages. In short, one can see that the applicability of fanzines as a didactic resource contributes significantly to the development of learning in the classroom.

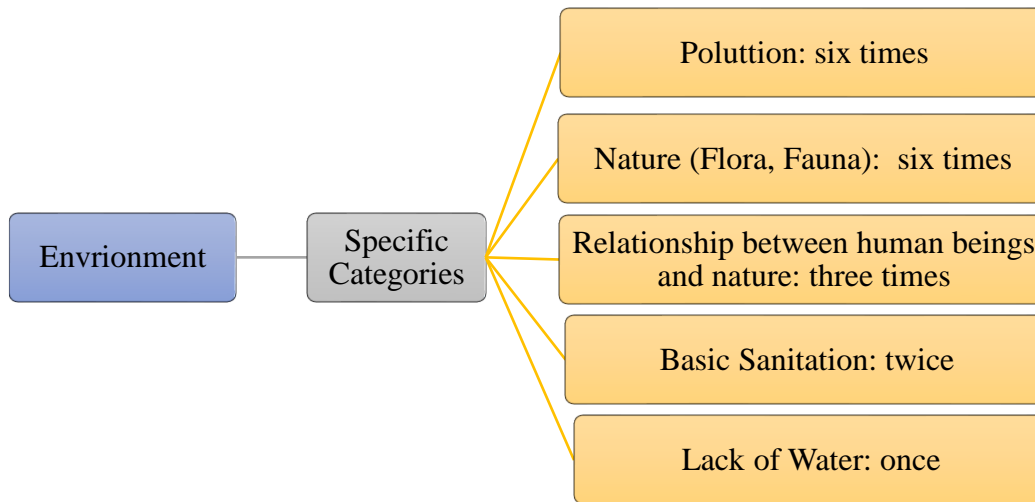
**Figure 4** – Production of fanzines concerning globalization.



Source: Students from the 9<sup>th</sup>-grade class of the elementary school (2018).

After that, the general category underwent a deep analysis that classified it into specific categories. From then on, the evaluation of each topic subdivided the perceptions referring to topics of environment and globalization. Thus, the quantitative number of times that the subdivision of each topic appeared in the construction of the fanzines. It is worth mentioning that in the construction of a single fanzine from the same person was possible to see different types of perceptions related to one or both topics.

Figure 5 – Environment Perception Specific Category



**Source:** produced by the authors.

Under the perception of this specific category, there was an evaluation of the number of times that the subdivisions presented themselves in the perception of the students from the applicability of fanzines. From then on, the students expressed themselves in a very playful and creative way for this category.

As the evaluation of the fanzines went on in the category, the subdivisions that obtained more expressiveness were pollution and nature. The students presented various ideas and perceptions to illustrate how they assimilated these two subdivisions. They reported on the pollution of rivers, seas, oceans, cities, and nature by man, highlighting the need for educational measures to solve such a problem that affects the environment.

In addition, the students highlighted nature (fauna and flora) as a way of expressing what the environment is, highlighting animals, forests, and flowers as a way to perceive this specific category in the applicability of fanzines.

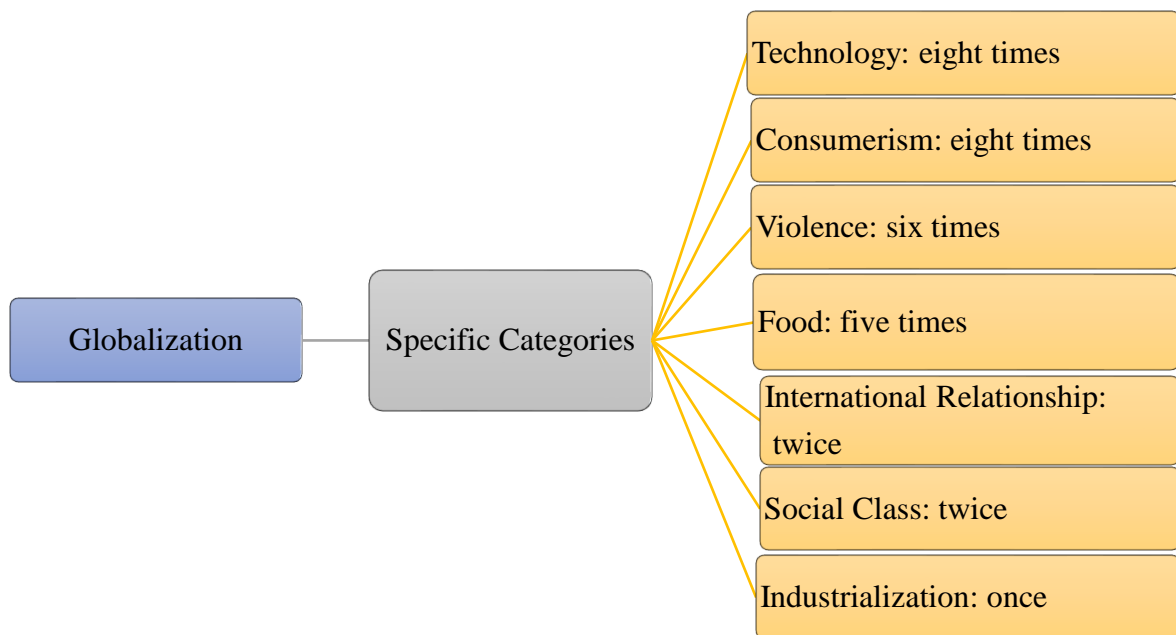
Following the same line of reasoning, the interaction between human beings and nature also appeared as a way to portray the relationship of human beings with the environment. The students express, at this moment, the mutual interactivity where humans can transform and interact with nature for their benefit.

There was an evaluation of the two subdivisions that had little expressiveness in the students' perception. Basic sanitation showed up as a problem that needs a solution, especially in big cities, and the lack of it would be inconvenient to the population, affecting the environment due to lack of structure. At last, showing up in only one fanzine, the perception of the lack of water appeared as a serious problem that could cause even greater environmental disasters in the future.

In summary, these were some of the perceptions that appeared in the evaluation of the fanzines applied in class referring to the environment. The students could discuss the topic because they recognize the importance of everyone. The applicability of the fanzines as a didactic resource made the students investigate and expand their perceptions and knowledge about the topic, weaving a strong relation with the current days from their contributions to their daily lives.

What follows are some of the results of the students' perceptions about the applicability of fanzines when discussing globalization. In this perspective, there was an evaluation of the number of times the subdivisions appeared from the students' point of view to explain what the word globalization meant to them. The analysis of the artisanal magazines was meticulous so it could classify each fanzine in a subdivision of the specific category of globalization.

**Figure 6** – Specific globalization perception category



**Source:** produced by the authors.

According to the fanzines evaluation in this category, the subdivisions with the most expressiveness were about technology and consumerism, followed by the perception of violence and food. With a lower incidence of expression, there are international relationships, social class, and industrialization.

According to the evaluation of the fanzines, the perception of technology related to globalization was quite attenuating. The students had clarity of ideas directing technology to the great technological transformations and evolutions in the world today. After that, the

perception of consumerism was also very present in the evaluation of the fanzines when the students related the large number of people consuming and spending more than necessary, reporting how such an attitude is harmful. In other words, they related all these ideas to what globalization is in their vision.

Following this line of reasoning, the students highlighted violence as a consequence of the need to consume, mentioning the difficulty of consuming something, which causes some people to get things at any cost. Moreover, the students related the problems of violence with governmental issues, highlighting the lack or little governmental action to solve this problem.

The food was another perception that the students had to relate to the topic of globalization. Such a category was well related to the distribution of food around the world and the great technological advances to transform and improve food and have the population as the major buyers and final consumers.

As presented in the results of the image above, the international relationships appeared less expressively in the fanzines. The students portrayed it in the mediation of power relations between the great world powers, highlighting the international agreements and policies among the countries.

Another issue with less incidence, but well portrayed in the productions of the fanzines, was the social classes, where they mentioned the great difference between rich and poor as a consequence of globalization. At last, industrialization appeared with the least representation in the students' perspective, remembered as one of the issues that tend to follow globalization and that industries renew themselves with new forms and concepts.

In short, these were the students' perceptions of globalization. The evaluation of each fanzine served to generate the presented results. The students used their creativity, perception of ideas, playfulness, communicability, and individual development to accomplish the whole proposal of this work. Magalhães (1993, p. 73) reminds us that fanzines contribute to the launching and maturing of new authors. Thus, the results of the applicability of the fanzines are a pedagogical resource in the search for school teaching-learning.

It is worth mentioning that the realization of this activity in the classroom brought significant benefits to the students in terms of the learning process. Magalhães (1993) reiterates the importance of the fanzines as an instrument that contributes to the formation of researchers and subjects of action in the development of the creative process, involving playfulness and working with communicability and autonomy. Moreover, the construction of the activities helped the development of the students' critical knowledge to understand the world and helped them in the development of writing and reading.

Nascimento (2010) argues that the development of a fanzine brings an important relevance to the lives of students because it provides the stimulus of research, communication, ideas, creativity, perception of the world, behavior, and motivation for the development of educational activities.

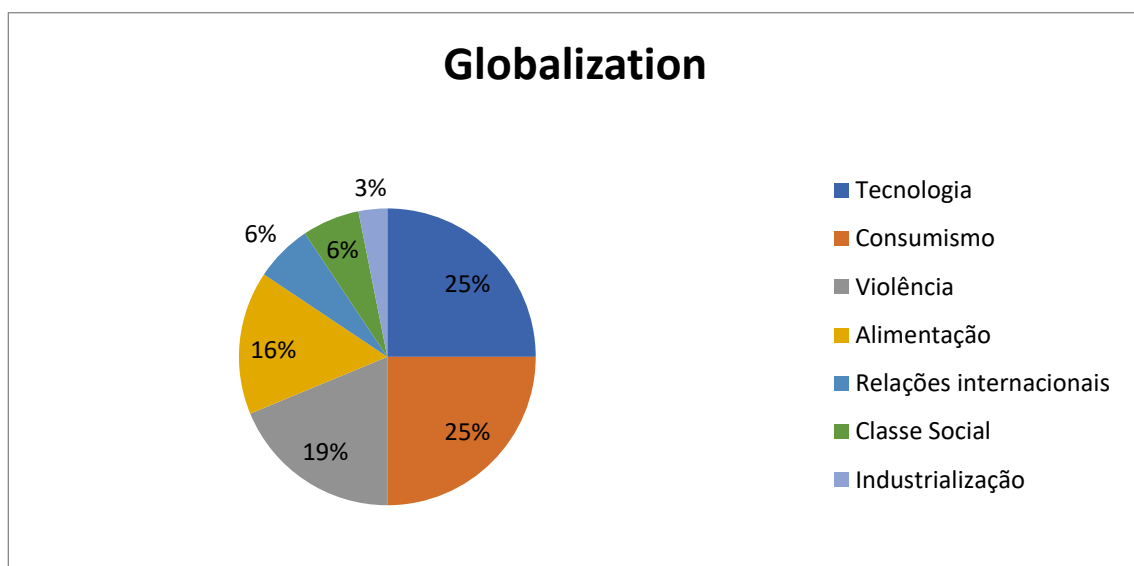
Moreover, the participation of the teacher responsible for the class was very important because he could see that the development of this activity contributed significantly to the

expansion of knowledge of the students in a different for building knowledge, not only for study purposes but also for contributing to the lives of students. Thus, the teacher expressed his satisfaction with the application of the fanzine in the classroom when he said that it is necessary to bring and work more and more with different teaching resources to conquer the students in a fun way, but at the same time, they can learn the content (RESPONSIBLE TEACHER, 2018).

At the end of the activities, the coordinator of the school thanked the group for the opportunity given to the school that built knowledge for the students. She cites that all knowledge and the different ways used inside the classroom are always welcome because, after all, every kind and form of knowledge is always in construction and renewal (SCHOOL COORDINATOR, 2018).

The results below present in a synthesized way the relations of the perceptions referring to the general categories – environment and globalization – and some fanzines.

**Graph 2 – Percentage of the general perception of globalization**



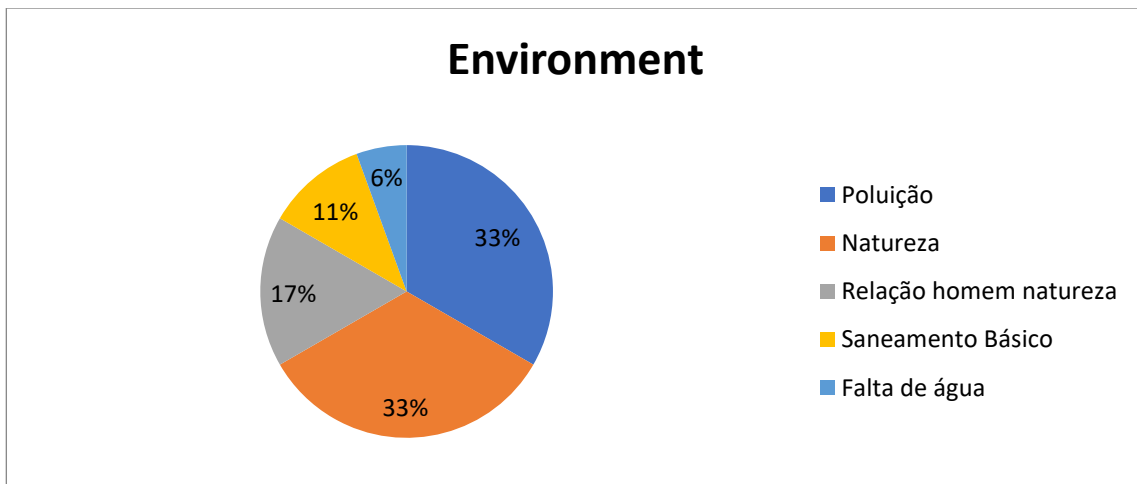
Source: produced by the authors.

Figure 7 – Fanzines about the perception of globalization.



Source: Students from the 9<sup>th</sup>-grade class from the elementary school (2018).

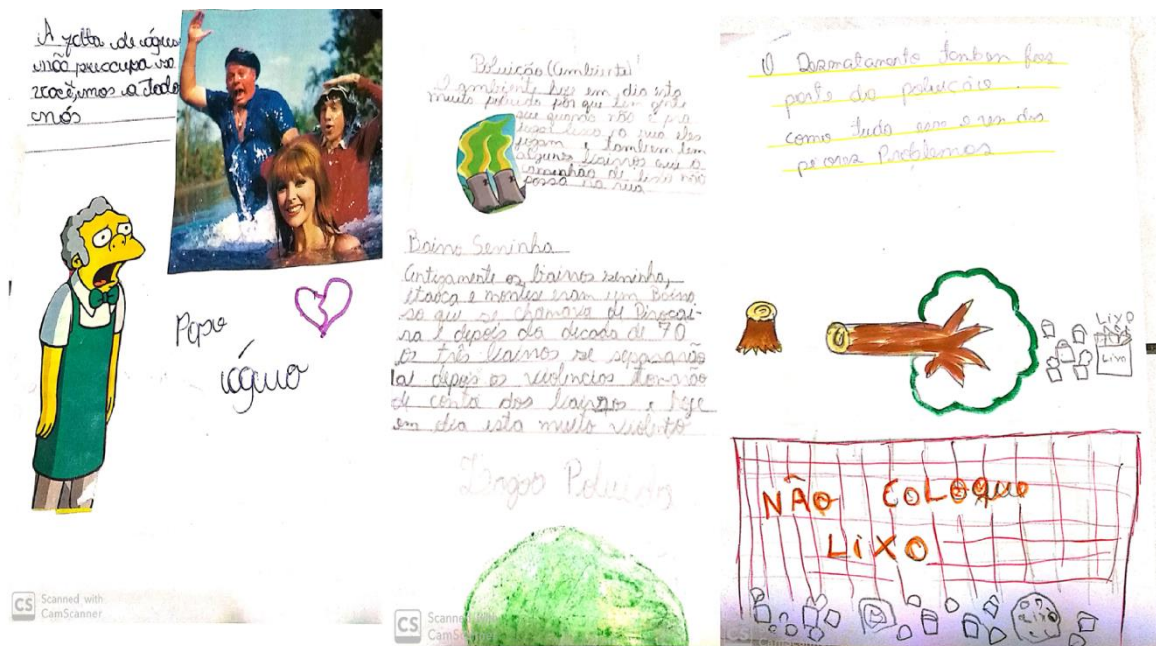
Graph 3 - Percentage of the general perception of the environment.





Source: produced by the author.

Figure 8 – Fanzines about the perception of the environment.



Source: Students from the 9<sup>th</sup>-grade class from the elementary school (2018).

### FINAL CONSIDERATIONS

To work in the classroom in a way that attracts the students differently from the usual is a mission that the teacher aims to develop to achieve the educational goals, which are to expand the students' knowledge and strive for better teaching-learning. It also contributes to professional satisfaction at work, a personal motivational state in which the teachers have the joy of seeing that their work is generating positive results in the lives of students and receiving recognition for their educational attitudes.

Developing didactic and pedagogical resources with the students in the classroom to achieve better teaching and learning results is essential for the school educational process. Thus, working with didactic resources besides the blackboard is quite valid when thinking about the educational teaching and learning process.

Therefore, the research sought to analyze the use of fanzines as a pedagogical resource in the classroom in the teaching-learning process of geography, based on the applicability of

this pedagogical resource in the students' perception of the environment and globalization. The purpose was to train and build students' knowledge on such topics.

A relevant issue for the successful construction of fanzines in the classroom was planning the activities and time. The very first issue was the planning, which was fundamental for the confirmation of the applicability of fanzines as a teaching and learning resource in the classroom. There was step-by-step planning of each action to reach the final objective.

The 3 hours and 20 minutes in the morning were enough to perform the activities, obtaining positive results regarding the applicability and qualities of the fanzines. The time would not be sufficient to carry out other activities after the evaluations.

The 20-minutes break was essential for the students to rest and then return to the activity with more quality. If the activity had happened at a rush hour, they might not have obtained the same performance as the practice. Therefore, planning the activities and time was relevant to the satisfactory realization of the applicability of the fanzines in the students' perception of the studied topic.

From this research, it was possible to realize that the construction and development of fanzines in the classroom helped in the intellectual constitution of students. Through it, the students expanded their knowledge and perceptions of seeing the topic beyond the use of the board, and the geography teacher had support in the classes, working with students and sparking the interest of each one in a playful and fun way.

During the applicability of the fanzines, the students' involvement was noticeable as they were developing, building, and answering questions about the topic and the didactic resource. A result of this research was that the class obtained a good performance regarding the geographic topic worked on in class.

It is worth mentioning that, to reach a whole set of work in which the students would produce the fanzines, the teacher told the class about the seriousness of the construction of this didactic resource and that its development would bring results in the construction of knowledge. Having said that, the class got involved with more interest in the participation and development of fanzines, awakening motivation, social interaction, and communicability among the students.

Thus, the use of didactic resources as a way to add to the teaching in schools comes as an educational strategy that aims to work differently but without losing the essence of the teaching model already understood by students and teachers. It provided students with different levels of learning using interaction, perception of how to see the world, cognition, and social communicability, not only among the students themselves but also among the school as a whole.

The expectative is that this didactic tool can contribute more and more to geography classes and other subjects as a pedagogical resource, develop the school learning, and provide a good-quality teaching, motivating teachers, students, and all school management.

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