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Teaching practices, teacher training, and Educommunication in vocational secondary education

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Abstract
This article explores the understanding of educators at the Renato Ramos da Silva Professional Education Center in Lages, Santa Catarina, regarding Educommunication, educommunicative ecosystems, and pedagogical practices involving digital technologies. The study was conducted with 15 educators from this school context, selected based on their length of experience at the institution. A questionnaire with open-ended questions was used, analyzed through Content Analysis (Bardin, 2020). The statements reveal consistency between the principles of Educommunication and contemporary teaching needs, especially with regard to the integration of technologies and the promotion of dialogical and interactive educational environments. However, there is still a lack of effective practices in schools, which highlights the gap between theoretical discourse and pedagogical application. Thus, it is feasible to promote practical and collaborative training in this school context, in which educators can develop educommunication projects, involving students in activities that combine media, dialogue, production, and critical reflection.

Keywords
pedagogical practices; training; Educommunication; vocational high school.

Práticas pedagógicas, formação e Educomunicação no ensino médio profissionalizante

Resumo
O artigo explora a compreensão de educadores e educadoras do Centro de Educação Profissional Renato Ramos da Silva, em Lages, Santa Catarina, sobre Educomunicação, ecossistemas educomunicativos e práticas pedagógicas envolvendo tecnologias digitais. O estudo foi realizado com 15 educadores e educadoras desse contexto escolar, selecionados com base no critério de tempo de experiência na instituição. Utilizou-se questionário com questões abertas, analisadas por meio da Análise de Conteúdo (Bardin, 2020). As falas revelam consonância entre os princípios da Educomunicação e necessidades contemporâneas da docência, especialmente no que se refere à integração das tecnologias e promoção de ambientes educacionais dialógicos e interativos. Persiste, entretanto, ausência de práticas efetivas nas escolas, o que evidencia a distância entre discurso teórico e aplicação pedagógica. Assim, torna-se viável a promoção de formações práticas e colaborativas neste contexto escolar, em que educadores e educadoras possam elaborar projetos educomunicativos, envolvendo educandos e educandas em atividades que articulem mídias, diálogo, produção e reflexão crítica.

Palavras-chave
práticas pedagógicas; formação; Educomunicação; ensino médio profissionalizante.

Prácticas pedagógicas, formación y Educomunicación en la educación secundaria profesional

Resumen
El artículo investiga la comprensión de educadores y educadoras del Centro de Educación Profesional Renato Ramos da Silva, en Lages, Santa Catarina, acerca de la Educomunicación, los ecosistemas educomunicativos y las prácticas pedagógicas que incorporan tecnologías digitales. El estudio se desarrolló con 15 participantes seleccionados según su tiempo de experiencia en la institución, utilizando un cuestionario con preguntas abiertas, analizadas a partir de la metodología de Análisis de Contenido (Bardin, 2020). Las declaraciones evidencian una consonancia entre los principios de la Educomunicación y las demandas contemporáneas de la docencia, especialmente en lo que respecta a la integración de las tecnologías y a la promoción de entornos educativos dialógicos e interactivos. Se observa, no obstante, ausencia de prácticas efectivas en las escuelas, lo que demuestra la distancia entre el discurso teórico y su aplicación pedagógica. Ante ello, se destaca la relevancia de promover formaciones prácticas y colaborativas en este contexto escolar, que permitan a educadores y educadoras elaborar proyectos educomunicativos que involucren a estudiantes en actividades basadas en el diálogo, el uso crítico de los medios y la producción colectiva del conocimiento.

Palabras clave
prácticas pedagógicas; capacitación; Educomunicación; educación secundaria profesional.

1 Introduction

The growing use of digital technologies has profoundly transformed the ways in which we produce, communicate, learn, and work. Citelli (2016) points out that technological advances create environments in which individuals, regardless of their differences, express interests, share values, and actively participate in communication and social life. For Martín-Barbero (2011), knowledge and information are fundamental elements for both economic development and political and social democratization.

In this context, there has been increasing encouragement for the pedagogical use of digital technologies at all stages of basic education, including vocational education. Documents such as the National Common Core Curriculum (BNCC) (Brazil, 2018) and the Basic Curriculum for Secondary Technical Vocational Education in Santa Catarina (CBTC, 2020) reinforce the importance of developing the critical, ethical, and creative use of these technologies, with a view to communication, access to information, knowledge production, and strengthening student leadership.

The relationship between education and communication is becoming increasingly evident, driven by digital technologies and innovative methodologies. However, as Sartori, Garcez, and Vieira (2023) point out, it is not enough to simply introduce technological tools such as *laptops* and projectors: it is necessary to transform the communicational relationships between members of the school, promoting a culture of greater participation.

In this scenario, Educommunication emerges as a strategic approach, integrating communication and education to promote more dialogical and collaborative learning. It is a proposal that reinforces critical dialogue between schools and the media (Sartori, 2021a, 2021b; Soares, 2000, 2011), going beyond the instrumental use of technologies and proposing transformative action in the educational context (Schöninger; Pereira, 2021).

Moreover, an educommunicative ecosystem values diversity, creativity, and autonomy in the construction of knowledge, based on dialogue and participation (Vieira; Sartori, 2023). These practices expand the possibilities for teaching and learning, strengthening student protagonism in the use of media (Baraúna; Pedrini; Junqueira, 2022). This perspective is in line with *Freire's* view of education, for which communication is a humanizing process essential to the act of education (Citelli; Suzina; Tufte, 2021; Freire, 2022a). In this vein, the National Curriculum Guidelines for Professional and Technological Education (Brazil, 2021) indicate the need for training that contributes to national development, overcoming market logic.

In the context of professional education in Santa Catarina, it is consolidated as a strategic field for social and economic development, articulating human and technical training. According to Galindo (2020), it is essential to distinguish professional training from training for work, understood as an integral process that encompasses cognitive, ethical, and social dimensions. Given this, it is pertinent to promote the qualified use of digital technologies in the context of professional secondary education. However, there is still a need to understand how educators conceive and use such technologies in their practice, as well as to identify the training demands that emerge from this context.

It is worth noting that the approach to the research topic arose from working as an educator at a vocational education center, where challenges and potentialities in the integration of teaching, technology, and training practices were observed. This motivated

an interest in investigating how the training of educators can be strengthened through Educommunication, articulating theory and practice and meeting contemporary demands.

Thus, this article aims to explore the understanding of educators at the Renato Ramos da Silva Professional Education Center (Cedup) in Lages, Santa Catarina (SC), regarding Educommunication, educommunicative ecosystems, and pedagogical practices regarding digital technologies. It also seeks to highlight the training demands related to the insertion of these technologies in vocational high school education, based on the approach of educommunicative ecosystems.

2 Methodology

This study adopts a qualitative approach, with an exploratory and descriptive character, using Content Analysis as its main technique, according to Bardin (2020). This technique allows for the systematic organization, categorization, and interpretation of data, enabling the understanding of perceptions, meanings, and significance attributed by the subjects to the object of study. The analysis was conducted in three stages: pre-analysis, exploration of the material, and treatment of results and interpretation.

Data were collected through a semi-structured interview with open-ended questions, designed to identify the training demands of vocational high school educators related to the insertion of digital technologies, addressing concepts of Educommunication, pedagogical practices, and training needs. The questionnaire was made available via Google Forms, sent via WhatsApp to 25 teachers at Cedup Renato Ramos da Silva, in Lages/SC, during three weeks in March 2025, obtaining 15 responses (60% return rate). In the first section, the Free and Informed Consent Form (FICF) was presented, in accordance with the National Health Council's Resolution No. 510/2016, approved by Opinion No. 6,794,586. Fifteen educators participated, selected based on their length of service at the institution, ensuring familiarity with the context under investigation and allowing for in-depth analysis of their representations (Gatti, 2013).

The empirical field was Cedup Renato Ramos da Silva, a regional reference in offering technical courses integrated with full-time high school, linked to the 7th Regional Education Coordination and the state network of Santa Catarina. The research focused on

daytime technical high school education, covering courses in Biotechnology, International Trade, Construction Technology, Information Technology, Chemistry, Human Resources, and Environmental Sanitation, with teaching staff from basic education and technical areas.

The data were analyzed using Content Analysis, which made it possible to interpret open-ended responses, identify patterns, categorize information, and understand the training demands of educators in relation to the integration of digital technologies and educommunicative practices in vocational high school education.

3 Theoretical frameworks

3.1 Educommunication and the educommunicative ecosystem

Educommunication integrates education and communication, promoting interactive learning through digital media (Sartori, 2021a, 2021b). According to Freitas and Ferreira (2020, p. 57), "[...] the work developed by Ismar Soares in Brazil was essential to consolidate this practice and, with that, present conceptual subsidies that culminated after the systematization of a set of theoretical and methodological references." It is considered a field of intersections between communication and education (Soares, 2011), with an emphasis on education through communication, and not just for education.

Soares (2000, p. 24) defines Educommunication as "[...] the set of actions inherent to the planning, implementation, and evaluation of processes, programs, and products designed to create and strengthen communicative ecosystems in face-to-face or virtual educational spaces." Schöninger and Pereira (2021) emphasize that the use of technology alone is not enough, and that integration between communication and education is necessary to promote social change in the school environment.

Communication, according to Freire (2022a), "[...] is not exclusively the transfer or transmission of knowledge from one subject to another, but rather the joint participation in understanding meaning." In his critique of traditional education, he points out that "[...] 'knowledge' is a gift from those who consider themselves wise to those who consider themselves ignorant" (Freire, 2022b). Both Educommunication and

Freirean pedagogy emphasize active participation and dialogue as central elements for transforming education.

In the classroom, Educommunication recognizes the diversity of ways of learning and the multiple contexts in which individuals are inserted. For this reason, it proposes the educommunicative ecosystem, which integrates educational and communicative processes. According to Vieira and Sartori (2023, p. 73), "[...] it is a learning ecosystem that values differences, creativity, critical thinking, and autonomy in the construction of knowledge." This model is based on dialogue and participation, encouraging protagonism (Baraúna; Pedrini; Junqueira, 2022).

Examples of educommunicative practices include activities such as the production of videos, radio programs, and content for social networks, in which students participate as scriptwriters, presenters, editors, and producers. These activities promote authorship, collaboration, and critical thinking, allowing students to understand how choices of language, framing, and editing influence the interpretation of messages. At the same time, they strengthen educommunicative ecosystems based on dialogue, active participation, and co-authorship, expanding learning possibilities and encouraging student protagonism in the knowledge-building process (Baraúna; Pedrini; Junqueira, 2022; Kaplún, 2002; Vieira; Sartori, 2023).

Educommunication and educommunicative ecosystems become pedagogical practices that contribute to the conscious use of media and the training of educators aligned with Freire's dialogical perspective. For Citelli, Suzina, and Tufte (2021, p. 12), "[...] it is necessary to emphasize that Paulo Freire's understanding of communication as a humanizing process takes it [...] to the realm of formal education (among others) as an interactive space that requires the full exercise of dialogue."

Technology, however, when treated merely as an instrument, loses its potential for educational transformation. It is essential to promote communicative practices that encourage dialogue and authorship of the subjects (Sartori; Garcez; Vieira, 2023). Kaplún (2011, p. 175) reinforces that it is necessary to "[...] consider communication not as a mere media and technological instrument, but rather, above all, as a pedagogical component." Thus, education must keep pace with media transformations and promote the contextualized and critical use of technologies (Silva; Aguiar; Jurado, 2020).

Soares (2011) highlights that Educommunication broadens the expression of different groups, while Kaplún (2011) reinforces that the media should be used critically and creatively, integrated into pedagogical projects that promote dialogue, participation, and the formation of new broadcasters. These projects stimulate autonomy, creativity, and critical thinking in students.

Thus, understanding how educators perceive Educommunication and educommunicative ecosystems in the context of vocational high school education allows us to identify ways to build more dialogical, participatory, and critical pedagogical practices, in line with training demands, including the qualification of educators themselves. In this sense, it is essential to analyze the training of educators, considering how their training influences the implementation and effectiveness of these pedagogical practices, which will be addressed in the following topic.

3.2 Training of educators

The current context, marked by the transition from an industrial society to an information society, generates social and educational crises, requiring new forms of teacher training (Gatti, 2016). Instructional practices persist among teachers, even those who are newly trained, highlighting the need for methodological innovation and the integration of technologies in training (Demo, 2009).

Despite formal recognition of the importance of teacher training, structural and curricular gaps hinder the preparation of professionals capable of innovating, especially in the integration of media and collaborative practices (Gatti, 2016; Imbernón, 2000; Nóvoa, 2022). Nóvoa (2022) emphasizes that continuing education, especially when carried out collectively at school, values teaching experience and favors the development of innovative pedagogical practices.

Thus, there is a contradiction between rhetoric—including legislation itself—which values teacher training as fundamental to educational quality, and the unfavorable conditions faced by many of these professionals in their initial and continuing education. This highlights the need to rethink pedagogical practices, taking into account the presence of media in everyday school life (Sartori; Garcez; Vieira, 2023).

Corroborating the above, Nóvoa (2022) emphasizes the importance of continuing education as an essential cycle in professional development. The introduction of digital technologies requires changes in traditional methodologies, which are perceived as challenging by educators, with the lack of training being an obstacle to urgent transformations. However, according to Gatti (2016, p. 166), "[...] even with advances from programs developed in the last decade [...], the training of educators has been a major challenge for government policies and a challenge that is also found in the training practices of the institutions that train them."

According to Gatti (2016, pp. 166-167), the curriculum of teaching degrees "[...] have not shown innovations and advances that allow students to start a teaching career with a consistent knowledge base, whether disciplinary, [...] socio-educational contexts [*sic]*, [...] possible practices in their fundamentals and techniques." This demonstrates a concern with the training of future teachers and recent graduates, marked by a lack of innovation in undergraduate curricula, little focus on current practices, a lack of integration of media and technologies, and an emphasis on instructional teaching methods.

Given these various factors, there is a worrying gap in educational preparation and a need for urgent action in this area. In this sense, it is important that continuing education takes place effectively in educational institutions. Although continuing education is fundamental to promoting shared educational practices, according to Nóvoa (2022), discourses that emphasize teachers' difficulties or school limitations end up devaluing the profession and hindering the implementation of innovative practices.

It should be noted that the role of teachers is undoubtedly central to educational processes. Inputs and infrastructure are necessary conditions, but they are not sufficient for the implementation of more humanely effective educational processes (Gatti, 2016). Similarly, Nóvoa (2022, p. 68) corroborates this position, saying that "[...] continuing education must take place in schools with the participation of professional teaching communities." This is also in line with Gatti's (2013) view that the dialectical relationship between practices and theorizations is often broken in university and curricular structures, which isolate scientific knowledge from pedagogical-educational knowledge, considered to be of lesser value, reflecting the scarcity of studies on theoretical-practical knowledge in teacher training.

With this, the authors highlight the relationship between teacher training and the interrelationship between theory and practice in education. Thus, according to Nóvoa (2022), investing in a proposal for continuing education carried out at school, among educators, does not mean devaluing theoretical knowledge, but rather reframing training within the profession. It is from professional experiences and cultures that a way out of the dilemmas of training can be found.

Amid concerns and uncertainties, Nóvoa (2022, p. 68) highlights that "[...] one certainty guides us: the metamorphosis of the school happens whenever teachers come together as a collective to think about their work, to build different pedagogical practices [...]". Thus, it becomes possible to value educators by discussing ideas based on context, sharing experiences and knowledge, and thus enriching the repertoire of pedagogical practices with unique perspectives that, when combined, can lead to innovative and effective approaches.

Continuing education does not need to dispense with external contributions—especially from university students and research groups—but it is within the school that it needs to define itself, enrich itself, and thus fulfill its role in the professional development of educators (Nóvoa, 2022). Also emphasizing the idea of collaboration, Imbernón (2009) points out that the ongoing training of teaching staff depends on a collaborative atmosphere, stable organization, democratic leadership, and respect for teaching diversity, conditions that favor the acceptance of change and innovation in educational practices.

Rethinking pedagogical practices allows teachers to open up to innovation and adapt to the needs of the school and students, emphasizing their role not only as specialists but also as agents of change. In this context, continuing education, embedded in a collaborative culture, emerges as an essential strategy for more effective educational practices that are aligned with contemporary society.

4 Analysis and discussion

Below is the systematic application of Bardin's Content Analysis (2020), based on the responses obtained through the self-administered individual questionnaire of 15 educators from Cedup Renato Ramos da Silva, in Lages/SC, conducted in March 2025.

It should be noted that, in the first section of the questionnaire, the TCLE was presented, offering the option to accept or refuse participation in the research. After reading the term, the 15 participants who agreed to participate in the research were directed to the second section of the questionnaire, consisting of open-ended questions.

The pre-analysis phase then began, with the organization and initial reading of the collected data. At this stage, the general objective of the analysis was defined: to explore these educators' understanding of Educommunication, educommunicative ecosystems, and pedagogical practices with digital technologies, with an emphasis on promoting dialogue, interaction, and student agency.

Of the 15 participants who responded to the questionnaire and the question “Are you familiar with the concept of Educommunication?”, eight said yes, so they were directed to additional questions that sought to deepen their understanding and application of the concept in their pedagogical practices.

For the second stage of content analysis, the material was explored, which, according to Bardin (2020, p. 137), “[...] is the longest and most laborious phase of content analysis. In it, the analyst performs coding and classification operations systematically, according to explicit criteria.”

After the initial reading, the process of coding and categorizing the content of the closed and open questions in the questionnaire began. The categories and subcategories were organized according to the relevance and frequency of occurrence of the themes. Table 1 contains the data obtained from the responses of educators on Educommunication, categorizing the main meanings attributed to the concept, its contributions to student engagement, and its relationship with an innovative educational proposal.

Table 1 – Educommunication – categories and subcategories

Category	Subcategory	Excerpts

1. Understanding the concept of Educommunication	1.1 Knowledge of the concept	(Closed question: eight responded that yes, they are familiar with the concept of Educommunication, and seven responded that no).
	1.2 Association with leadership and participation	(E1) *"Educommunication encourages active student participation by developing communication skills*." (E2) "[...] *by integrating communication, education, and media in a creative and interactive way* [...], *educommunication promotes protagonism and active participation in the learning process*."
	1.3 Communication as an educational tool	(E2) *"Educommunication* [...] *fosters interaction between students and the school community, creating spaces for dialogue and reflection on important issues* [...]." (E6) *"In order to feel more active in the learning process*."
2. Contributions of Educommunication to engagement	2.1 Student protagonism	(E2) "[...] *Educommunication promotes their leadership and active participation in the learning process*." "[...] *promoting the active participation of students, encouraging them to be protagonists of their own learning*." (E7) *"With their protagonism, digital media, critical thinking*."
	2.2 Creative use of digital media	(E2) "[...] *by allowing students to produce and share digital content, such as videos, podcasts, blogs, and social networks [...] by adopting digital technologies as pedagogical tools* [...]." (E4) *"Assists in digital literacy, promoting student development in relation to the vast field of production*."
	2.3 Meaningful learning connected to reality	(E2) "[...] *connect academic content to their reality, creating more authentic and meaningful productions* [...]." (E7) *"Make learning more interactive, participatory, and closer to digital reality* [...]." (E5) *"Students are connected to everything that involves technology, so when something technological is presented* [...]."
2. Contributions of Educommunication to engagement	2.4 Development of critical thinking	(E2) "[...] *by using technologies in a creative and collaborative way, Educommunication makes learning more dynamic, stimulating curiosity, critical thinking, and personal expression, which are essential elements for student engagement*." (E7) "[...] *with its protagonism, digital media, critical thinking, and also its connection to the job market*." (E8) "[...] *Educommunication facilitates dialogue, content creation, and critical reflection on relevant topics, promoting student autonomy and critical thinking*."
	2.5 Interactivity and digital literacy	(E4) *"It helps with digital literacy* [...]." (E7) *"Making learning more interactive* [...]." (E5) "[...] *when something technological is presented to them, it catches their attention*."
3. Formative proposal and Educommunication	3.1 Dynamism and decentralization	(E2) "[...] *a dynamic, collaborative, and decentralized educational proposal is directly related to educommunication* [...]." (E4) "[...] *one thing is directly related to another when viewed from a macro perspective* [interpreted as a decentralized approach]." (E6) *"Yes. This is indeed possible and should happen*."
	3.2 Collaboration and collective knowledge building	(E2) "[...] *aims to decentralize the teaching-learning process, allowing students to contribute, share, and produce content*." (E5) "[...] *because both share the same principles, such as active student participation*."
	3.3 Critical appropriation of digital technologies	(E2) "[...] *by adopting digital technologies as pedagogical tools, Educommunication facilitates dialogue, content creation, and critical reflection* [...], *enhances a pedagogical proposal* [...], *connected with the digital and social context of students*."

	3.4 Dialogue as a pedagogical foundation	(E2) "[...] *creating spaces for dialogue and reflection on important topics* [...] *facilitates dialogue* [...], *promoting autonomy*." (E3) "[...] *brings about the intervention of practices with the help of the media*."

Source: Own elaboration (2025).

Still in the material exploration phase, tables were organized with the recording units and frequencies within each category. Bardin (2020, p. 138) states that "[...] the recording unit is the content segment to be considered as the basis for categorization. It can be a word, a theme, a phrase, a response item, among others." From this, significant words or expressions were identified and grouped into thematic categories previously defined in the previous table.

In Category 1, we observe the understanding of the concept of Educommunication. Knowledge about Educommunication was divided among educators: eight stated that they were familiar with the concept, while seven said they were not. As this was a closed question, the recording units were not analyzed in this category.

Category 2 addresses the contributions of Educommunication to student engagement, highlighting elements such as student protagonism, creative use of digital media, meaningful learning, critical thinking development, and digital literacy. The following table shows the count of the most frequent terms and expressions in Category 2, considering synonyms and semantically similar terms, as shown in Table 2.

Table 2 – Records in Category 2

Category 2: Contributions of Educommunication to engagement	
Registration units	**Frequency**
Active participation/protagonism	6
Technologies / digital technology	7
Digital media / media	5
Engagement / attract / attention	5
Creativity / interactivity	4
Personal expression / communication	3
Critical thinking / reflection	3
Connection to reality/context	3
Digital literacy / content production	2

Source: Own elaboration (2025).

Finally, Category 3 relates the training proposal to Educommunication, showing that most participating educators perceive the relationship between Educommunication and training proposals that are dynamic, collaborative, and decentralized in nature. The

analysis of this category considers the frequency of terms and expressions used in the responses, as shown in Table 3.

Table 3 – Records for Category 3

Category 3: Training proposal and Educommunication	
Recording units	**Frequency**
Yes / agreement with the proposed relationship	8
Active participation / protagonism	5
Collaborative / collaboration	4
Decentralization / horizontality	4
Digital technologies / media	4
Dialogue / content creation / expression	3
Critical thinking / autonomy / reflection	3
Meaningful / connected to reality	2

Source: Own elaboration (2025).

Based on this information, we move on to the last stage of Bardin's Content Analysis (2020): the treatment of results and interpretation of data. This phase involves qualitative analysis, theoretical inferences, and discussion of the results in light of the theoretical framework. For Bardin (2020, p. 144), "[...] to infer is to go beyond the manifest content. It is to attribute meanings, to interpret the content in terms of certain theoretical and contextual references or the objective of the research."

Interpreting the data acquired, it was noticed that the mastery of the concept of Educommunication is uneven: while eight claim to know it, seven state the opposite, evidencing a lack of knowledge on the subject. Even among those who say they know the concept; they reveal different levels of understanding. Some associate it with simply encouraging the use of technologies, while others demonstrate a deeper understanding, comprehending its dialogical, formative, and critical dimensions.

Certain statements reveal this limitation by relating Educommunication only to the use of media as auxiliary teaching tools. However, as Sartori, Garcez, and Vieira (2023) point out, the presence of media in the classroom cannot be restricted to the instrumental aspect. A transformation in modes of communication is necessary in order to effectively promote dialogue, participation, autonomy, and authorship among the subjects involved.

Educommunication is perceived as promoting student protagonism and active participation in the educational process. The statements highlight the role of media and communication as tools that enable students to take on central roles in the construction of knowledge, reinforcing a more democratic and participatory pedagogical approach. Silva, Ferreira, and Bonin (2022) point out that Educommunication makes it possible to

problematize social discourses, foster critical-reflective training, promote citizenship, and encourage language practices that enable active and responsive positioning.

Similarly, this finding refers to *Freirean* principles, according to which dialogue is central to the construction of emancipatory educational practices. As Freire (2022a) states, overcoming banking education is only effective through genuine, horizontal, and dialogical communication. He reinforces that this communication is not limited to the transmission of content, but is carried out as an interactive and reflective process that promotes the integral development of individuals and their engagement with social transformation. This perspective is supported by Martín-Barbero (2011), who argues that technology plays an essential role in schools by expanding access to knowledge and information, which are fundamental for economic development and social and political democratization.

With regard to the contributions of Educommunication to engagement, the testimonials show that Educommunication favors the protagonism of students by encouraging them to become active agents in their learning paths. The promotion of autonomy and initiative appears repeatedly as one of the most significant impacts. According to the concept of Educommunication in which, according to Sartori (2021a, 2021b), learning is configured as a creative, collective process, authored by those involved and without a fixed center; the educator is no longer the central focus, as interaction takes place dynamically, with the moving core and interests of the participants.

Still in the field of expanded understanding, participants also recognize communication as an educational tool by emphasizing the importance of spaces for active listening, dialogue, and reflection. In this vein, Soares (2011, p. 18) observes that "[...] what matters is not the tool made available, but the type of mediation they can favor to expand social and educational dialogues," reiterating that the pedagogical value of technologies is directly linked to the quality of the interactions they provide, and not to the devices themselves.

The production and sharing of digital content are pointed out by educators as practices that intensify student engagement. In this context, Educommunication is an ally of digital literacy, expanding the communicative repertoire and bringing pedagogical practice closer to students' media experiences. Furthermore, education should, at all stages of learning, incorporate and anticipate the use of various educational media,

enabling students to critically and contextually appropriate digital and communication technologies (Silva; Aguiar; Jurado, 2020).

The data collected shows an appreciation for pedagogical practices that contextualize school knowledge, promoting meaningful connections with the digital and social reality experienced by these students. This perspective is corroborated by Morales (2022), who emphasizes that learning requires an approach to the universe of subjects, in their individuality and collective dimension. Thus, educommunicative processes, by considering these singularities, expand the critical appropriation of knowledge, strengthening student protagonism and the construction of meaning in the school environment.

The interactivity promoted by digital technologies is pointed out as an essential element for student engagement. Educommunication contributes to the formation of subjects capable of critically operating digital media, with technical and communicative skills. For Citelli (2016), through technological diversification, it is possible to create environments that value active participation, respecting differences and promoting debate, the construction of values, and social integration.

Similarly, the statements show that, when integrated into pedagogical practices, Educommunication expands possibilities for participation and collective knowledge construction. Despite educators' recognition of the potential of Educommunication, the data reveal that there is no direct mention of specific practices or concrete experiences implemented in schools. This point, which should be clearly stated in the results, highlights a possible disconnect between theoretical discourse and practical application, showing fragility in the transposition of Educommunication fundamentals into everyday teaching.

Educators indicate that a training proposal consistent with the principles of Educommunication should be dynamic, decentralized, and collaborative. This decentralization breaks with traditional hierarchical models and proposes more horizontal practices in the teaching-learning process. According to Moreira and Sartori (2019, p. 28), Educommunication “[...] is guided by democratic, dialogical, participatory, and collaborative fluency.”

Collaboration was also highlighted as a structuring axis of the educommunication proposal, as well as knowledge sharing and co-authorship of productions reinforce an

approach that values the collective construction of knowledge. It can be seen that technologies are understood by the target audience as pedagogical resources that, when critically appropriated, contribute to the mediation of content and the development of reflection, dialogue, and expression among students, aligning with the contemporary sociotechnical context.

In this way, dialogue is a central element of training practices, promoting listening, autonomy, and co-authorship and contributing to the creation of an inclusive and democratic educational environment. Fofonca (2019) and Moreira and Sartori (2019) highlight the importance of integrating Educommunication into teacher training curricula, both initial and continuing, to build educommunicative ecosystems based on dialogue, active participation, and reflection on learning processes, social interactions, and citizenship practices, which are essential elements for human development and critical teaching.

Thus, the statements indicate convergence between the principles of Educommunication and current training demands, especially with regard to the integration of technologies into teaching practice and the creation of more dialogical, interactive, and contextualized educational environments. From this perspective, it becomes feasible to promote practical and collaborative training in this school context, in which these professionals can develop concrete educommunication projects, involving students in activities that combine media, dialogue, production, and critical reflection.

5 Final considerations

The research sought to highlight the inclusion of Educommunication and educommunicative ecosystems as strategic elements for the integration of digital technologies in the context of vocational high school education. The responses of educators at Cedup Renato Ramos da Silva indicate the need for pedagogical practices that go beyond the instrumental use of technologies, prioritizing dialogical, collaborative, and student-centered approaches, ensuring greater student engagement and participation.

It was found that, although there have been advances in the conceptual understanding of Educommunication by these teachers, there are still gaps in training

that require continuous, systematic, and effective training actions. It should be noted that, such actions must include the development of skills that involve not only technical mastery but also critical reflection on communication processes in schools, in line with current legislation and the theoretical references that underpin the educommunication approach.

Furthermore, the statements show that, when integrated into teaching practices, Educommunication expands the possibilities for participation and collective knowledge building. However, despite recognition of its potential, the data indicate a lack of concrete experiences implemented in schools, revealing a gap between theoretical discourse and practical implementation, pointing to weaknesses in the incorporation of educommunication principles into everyday school life.

Similarly, based on the analyses carried out and reflections on the implementation of Educommunication and educommunicative ecosystems in the context of vocational high school education, it is recommended that practical workshops focused on school media production be held, covering content such as radio, *podcasts,* video, and *blogs,* with the aim of enhancing the expression, creativity, and protagonism of students.

It is also suggested that school educommunication ecosystems be created to promote effective interaction between students and the community, favoring the development of communication skills and the collective construction of knowledge. It is considered essential to include specific training on critical thinking and media literacy as structural components of the curriculum, contributing to the education of young people capable of critically analyzing, interpreting, and producing content in the face of multiple media discourses.

Furthermore, it is important to encourage collective planning among educators, promoting interdisciplinary practices with the use of digital technologies, as well as providing guidance materials, such as scripts, lesson plans, and examples, to support the practical and innovative application of Educommunication in schools.

It can thus be concluded that the critical and creative integration of digital technologies in vocational high school education, through Educommunication and educommunicative ecosystems, is a promising path for promoting dialogue, participation, and youth protagonism, which are essential elements for the comprehensive, civic, and critical education of students in this school context.

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DATA AVAILABILITY

The entire dataset supporting the results of this study has been published in the article itself.

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