Media and Digital Interface: Designing Learning Spaces and Knowledge

Christiane Wagner

University of São Paulo, Contemporary Art Museum (MAC USP)

Many people live a reality in which everything happens online through worldwide connections, i.e., the “global village” (McLuhan 1968). These individuals are connected most of the time, and the pace of their connections increasingly accelerates. They have access to a lot of information from all areas, as well as access to digital platforms. This seems to be fair, as they think that they are informed. However, it’s not quite like that. Without understanding how to discern, these individuals will have access to information that is nothing more than a source of misinformation. In this sense, the role of communication and information technologies and their meaning is discussed, as well as the pedagogical methodologies to enable individuals to discern content, learning, and knowledge formation amid the complex digital interface. Some essential observations in this process have been analyzed, specifically how technology is changing teaching, based on Seymour Papert’s constructionist theory of learning (1980) and his idea of the “art of intellectual model building.” One of them, and the most dominant since we started the digital era, is the digitalization of the whole system, mainly in the press and education. For this analysis, three points will be addressed. The first and most significant is
the understanding of the process of knowledge construction in the digital interface. Next, the central pedagogies related to this process will be explored. Finally, the sense of this dynamic of the networked information age, specifically how cultural diversity in its social, economic, and political aspects are related to the new behavior of the individual, will be addressed. The analysis will also discuss the socio-cultural context regarding the evolution of psychological and pedagogical theories, scientific and technological development, and the possibilities of innovation and implementation of resources aimed at constructing the data for virtual visual, textual, and auditory content.

Keywords: environment, technology, information, media, knowledge

• Author(s) Biography (200 words each):

Christiane Wagner (Germany), has been a visiting research professor at the Contemporary Art Museum of the University of São Paulo (MAC USP), working on the research “Musical Iconography and the Relations between Music and Visual Arts in the Contemporaneity” and “Heritage Interpretation: Museum, Culture, and Society.” She has a Ph.D. in Sciences of Art and Aesthetics, Université Paris 1 (Panthéon-Sorbonne). First Class Honors Thesis (magna cum laude): “Aesthetics, Contemporary Image. Analysis of the Concept Innovation.” In Germany, her doctoral degree (Doktorgrad) was recognized by the German Ministry of Culture and Education for her doctorate at the Sorbonne. She was also professor and researcher of Aesthetics and Sciences of Communication, Institute of Arts (UNICAMP, Postdoc, CAPES Fellowship, 2014-2018). She holds also a Ph.D. in Design and Architecture and Master’s degree in Sciences of Communication from the University of São Paulo (ranked as the best university in Latin America). She attended the Academy of Visual Arts, Frankfurt and later, in São Paulo, she majored in design at the School of Fine Arts. She gave lectures and participated in panel discussions on Aesthetics and Sciences of Communication at Staatliche Akademie der Bildenden Künste Stuttgart, Germany; ACTE Institute, Æsthetica – Art et Philosophy, Université Paris 1 (Panthéon-Sorbonne); and in many international conferences. She is also an editor of Visual Sociology and executive board member of the research committee on Sociology of Communication, Knowledge and Culture (both research committees at International Sociological Association), a scientific committee member of Center for Open Access in Science (COAS) and is also active in the German, French, European and International Aesthetic Associations.