

THE PANDEMIC OF COVID-19: The impacts and trends in the process of continuing teacher education

AS NOTÍCIAS JORNALÍSTICAS EM UM CENÁRIO PÓS-MODERNO: reflexões sobre o ato de ler em novas plataformas

NOTICIAS PERIODÍSTICAS EN UN ESCENARIO POSMODERNO: reflexiones sobre el acto de leer en nuevas plataformas

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ABSTRACT:

This article seeks to situate journalistic practice and news reading in the midst of the concept of postmodernity and mobile platforms. Based on authors such as Kumar (1997), Featherstone (1991), Freire (2000) and Citelli (2016), and the result of a questionnaire about reading habits among higher education students, it proposes reflections about the subject-reader and its relationship with reading news on digital media. Educommunication and its relationship with journalism appear as a proposal to rescue dialogue, critical training and media literacy in a society increasingly mediated by digital devices.

KEYWORDS: Reading; Journalism; Postmodernity; Educommunication.

Introduction

The growth of the Internet and the sharing of news by mobile devices have put traditional journalistic production into check, generating a crisis, including economic, in the media. The ease to access free news, in just one click, concomitantly with the multiplication of forms of communication in the digital environment unbalanced the economic balance that guarded the privileged position of journalistic conglomerates. With this, it is increasingly common and urgent to rethink the ways of doing journalism, especially in the online environment. Not just do journalism, but make it profitable. And if the ways of doing things have changed, in this same direction the modes of reception of the journalistic product have moved towards readers.

Thus, in the first generation of online journalism, in the second half of the twentieth century, little used the potential of the Internet and *its software*. In search of financially profitable paths, the news industry invaded the Internet repeating the already old structure of print news in digital media. The second generation began the

use of available capabilities, email, hyperlinks, videos and comments, which inserted the reader in fact in the news (Schwingel, 2008).

Currently, the multiplicity of media has made it possible for everyone to participate in the process of building the news (ROST, 2014), either with a video, a suggestion of agenda or a photo. Therefore, accessing news portals or reading news is something routine that is already internalized in the average citizen.

Within this context, the objective of this article is to situate journalistic practice in the midst of the concept of postmodernity, and from this scenario to propose reflections about the act of reading news in times of structural changes in the social and technological aspects. How does the individual feel when reading a news story in an online vehicle? Does the diversity of sources and channels harm or facilitate the understanding of issues? Have social networks contributed to journalism? These are some of the questions that move this article and drive the reflection that is proposed here.

Assuming that the current stage of society predicts the multiplicity of the media and the displacement of news production, it is of paramount importance to locate the role of the subject-reader and reading in the contemporary movement of the act of reporting.

It also departs from the premise that postmodernity affects sectors of society and dissolves its borders. Transforming society, as the English professor Krishan Kumar (1997) points out, not into a "neoprimitivista totality" but into a condition of fragmentation.

Thus, at first we will discuss about the basic concepts for the development of a theoretical panorama, such as the very issue of postmodernity, the conceptualization of news and the contributions of educommunication to a contemporary thinking in the face of reading. After this first moment, we will bring to debate the empirical part through a research that rescues the interaction of university students with online journalism and the reception of individuals.

Posmodern

It is somehow impossible to propose a complete and closed definition of postmodernity, because all meaning could refer to modernity, and would automatically go against the characteristics of the concept.

For the British sociologist Mike Featherstone (1991) to speak in postmodernity is "to suggest the change from one time to another or the interruption of modernity,

involving the emergence of a new social totality, with its own and distinct organizing principles" (p.20). Thus, many variables define and configure postmodernity, such as the subjectivity of the individual in the face of daily events, contemporary economic exchanges, globalized culture, information technologies, new communication models, as well as the quality of life and a sense of discontinuity of time.

However, to think of postmodernity is not to speak of an instant rupture with modernity, but of a process that is still developing. Fredric Jameson (2000) presents the concept in a transitory way and points it out as the third phase of industrial capitalism, late capitalism.

In this perspective, classical authors such as Lyotard (as cited in Featherstone, 1991) point to a postmodern society whose presupposition lies in a post-industrial era. The main focus of the concept for the author is on the effects of computerization on human knowledge. For him, the loss of meaning that the postmodern condition provides should be seen as a new form of knowledge, and a possibility of replacing conventional narratives by the plurality of language games and the exchange of universalism by localism.

The variants of postmodernity, in this scenario, directly influence the social and subjective behavior of the individual, which in turn comes into his relationship with communication and in the way he perceives it. The American Marshal Berman describes modern life in the second part of the twentieth century, the previous stage of postmodernity and an essential concept for understanding postmodernity.

to be modern is to live a life of paradoxes and contradictions. [...] It is to be revolutionary and conservative at the same time: open to new possibilities of experience and adventure, terrified by the nihilistic abyss to which so many of the modern adventures lead, in the expectation of creating and preserving something real, even when everything around it falls apart" (Berman, 2007, p.13-14).

David Harvey points out that today's society is going through "a process of abyssal change in cultural as well as political-economic practices since about 1972" (1989, p.7) and that in postmodernity – although it believes more in postmodern appearance than the real emergence of a new society – a new subject emerges: more sensitive, contradictory, ephemeral. As Berman exposes, "a subject of agitation and turbulence, psychic shaking and drunkenness, expanding the possibilities of experience and destruction of moral barriers and personal commitments, self expansion and self-disorder, ghosts in the street and in the soul" (BERMAN, 2007, p.18).

The media, specifically journalism, coexists in a scenario of rapid social and technological transformation. A moment when the experimentation of time and space takes place in a dissonant way and reaches the production of news. A direct consequence of postmodernity, the social acceleration of time concerns at its core the subjectivity of the individual, the unique way in which people go through the same situations.

The rapid technological and communicational development that occurred in the 20th century brought new perceptive ways of being and being in the world, and concomitantly restructured the modes of sociability. With this panorama, the 21st century faces new arrangements between society, technologies and subjectivity. (Citelli, 2016, p. 13).

Efeitos De Um Jornalismo Pós-Moderno

In this social, cultural and economic panorama the question of receiving news for the subject-reader of online vehicles, social networks and mobile devices is included. How does the contemporary individual feel when reading a news on digital devices? What factors can contribute or hinder the understanding of the news fact? The purpose of this article is not to bring conclusive answers, but to propose reflections about the act of reading at a given historical moment, in this case, postmodernity, and thus seek educommunicative outputs.

In a postmodern society, awareness of uncertainty and ambivalence is inherent to all of us. News and answers on hold. From this scenario, contemporary communication is crossed by numerous variables that can cause it, communication, whether efficient or not, to change forms, opinions and desires.

It is too important to note that the economic issue marks contemporary communication, differing from all previous phases, from the pre-Christian era, through the Enlightenment, or even the era of advertising. Communication conglomerates hold the great power of traditional media and have the symbolic power to legitimize information. Bourdieu criticizes the issue of neoliberal economy in the face of the communication market:

(...) this symbolic power, which in the vast majority of societies was distinct from political or economic power, is now concentrated in the hands of the same people who have control of the large communication groups, who control the set of instruments for the production and dissemination of cultural goods (Bourdieu, 1997, p. 16).

Therefore, it is in this scenario strongly marked by the economic issue that contemporary communication takes place, so the communication we call postmodern, economic and technological here. The journalistic field in recent times has undergone major structural changes. The way to do and also in the way of being received. Thus, the effects of these changes are still being studied and perceived these days.

One facet of this current journalistic field that restructures and seeks ways out of problems now maximized is the phenomenon, which although it has always existed, but now takes monumental proportions, is that of fake news, or fake news. In addition to misinformation or ignorance for a particular subject (commonly politics, health and religion), fake news has shown itself in recent years to have real political weapons of combat.

In recent elections, fake news has become a weapon of combat, as was the case in the United States where Trump was elected. In Brazil, in the 2018 elections, the issue became the agenda for complaints by the newspaper Folha de São Paulo (MELLO, 2018) against the now president-elect, Jair Bolsonaro. The theme was the agenda of the Superior Electoral Court (TSE), and had as response of minister and president Rosa Weber:

we would love for a ready and effective solution. As a matter of fact, we don't. Fake news is nothing new, What is new is the dissemination and circulation of these news, [...] if they have a solution to *rein fake news*, please introduce us. We haven't figured out the miracle yet. (VENAGLIA, 2018)

In many cases, tied to fake news, there is an indication that can lead to the question of *post-truth*, or "*post-truth*", another topic widely debated in recent years. The concept, which was chosen as the word of the year for the Oxford University Dictionary in 2016, points to the relationship between the emotional issue and the news fact, that is, the way a person's feelings or beliefs can shape their understanding of the news, resulting in misinformation and in many cases manipulation.

Leitura, jornalismo e educomunicação

In this historical evolution, different theories were developed to account for the process of construction of the news and what values it was formed. Mirror theory, newsmaking, gatekeeper, among many others. For this discussion, we will take the definition of news proposed by Olga Curado: "news is information that has relevance to the public. The

importance of an event is evaluated by the journalist, who judges whether the fact is news and should be disseminated" (CURADO, 2002, p.15). Along with this, we have the news values that increase to the fact certain characteristics that increase its newsability. The theorist Portuguese Nelson Traquina (2004) lists criteria such as death, notoriety, proximity, relevance, time, novelty, notability, conflict and infraction. Thus, the news built in daily journalistic and experienced by the reader has its bases formed since the seventeenth century initiated by Peucer (SOUSA, 2004). Currently, there is a very wide variety of news. Countless editorials are opened and closed in the routine of a newspaper. In this scenario, the reader finds himself increasingly in an avalanche of news.

From the perspective of postmodernity, reading is the result of the tension between modernity and postmodernity and can be conceptualized as a discursive process – socio, historical, cultural and ideologically constituted – therefore interpretive, and, secondly, as a virtual process, due to the new technologies that support the reading itself. This conception requires the recognition that the subject-reader, the subject-author and the senses are historically determined, configuring a work of interpretation that relates the text to other texts, to the discourse and to the interdiscourse that cohabit in us and in our sociocultural historicity (CAMPOS, 2011, p. 3).

In this sense, educommunication emerges as an alternative to propose new paths between education and communication. In this case, we discuss the issue of reading, an aspect in which the educommunicational field elucidates ways to contribute to better performance and development.

The educommunication, a field that emerged in the 1980s, through the concept developed by the Argentine philosopher Mário Kaplún through paulo freire's pedagogy, to refer to the communication-education interface. In Brazil this concept gained power with the Communication and Education Center of the University of São Paulo and by professors and researchers Ismar de Oliveira Soares and Adilson Citelli.

From the identification of the concept to its systematization, educommunication has been understood as:

the set of actions inherent to the planning and evaluation of processes, programs and products aimed at creating and strengthening communicative ecosystems in face-to-face or virtual educational spaces, as well as improving the communicative

coefficient of educational actions, including those related to the use of information resources in the learning process. (SOARES, 2001, p. 43)

With regard to the issue of postmodern school, it is worth emphasizing the role of educommunication in developing efficient reading and learning in the student in school times of technological transition. A time when the educator must adapt to the means and make sure that students do not get lost during class. This requires both teacher and student, a dedication, and above that, requires that new ways of teaching be sought. Blackboard and chalk are not enough, so are projected slides either. In this scenario, Borges (2012) highlights a problem that, although urgent, is worked by few educational institutions:

The numerous cultural changes and technological advances that society has been going through have not changed, or changed little, the way in which the school and teachers have dealt with so many elements that condition teaching and learning. The dynamics of most schools are the same as decades, or even centuries ago, and this is due, in part, to the difficulty of schools to integrate the cultural goods produced by the media, to the cultural goods produced and perpetuated for years by the educational system (BORGES, 2012, p. 19).

This problem mainly touches on the issue of interaction, ways of life, sociability, the individual-technology relationship and its limits, ethics and clearer definitions of use.

For Paulo Freire (2008, p. 9), a Brazilian pedagogue and one of the theoretical bases of the field of educommunication, reading "is not exhausted in the pure decoding of the written word or written language, but that anticipates and stretches in the intelligence of the world". Therefore, for the Pernambuco theorist, reading is not only in the simple act of reading and understanding, sometimes superficially, what words encode. Reading is almost holistically understanding words and therefore interconnecting them to other moments, knowledge and knowledge.

Reading the world precedes the reading of the word, hence the subsequent reading of the word, hence the subsequent reading of the word. Language and reality are dynamically fast-off. The understanding of the text to be achieved by its critical reading implies the perception of the relations between the text and the context. (FREIRE, 2008, p. 11)

Thus, one of the numerous possible contributions of educommunication to contemporary journalism would be the fall of the extremely informative journalistic text and director. With reflections drawn on the basis of the writings of Paulo Freire, a more humane text that contextualizes with the life of the possible reader of the news contributes to a reading that is concrete and efficient. In this way, we can assume that the text will generate a greater interest, which entails in a text read.

In addition, it is essential to highlight the role of the journalist as an educator. Educommunication, an area that requires a professional who has the ability to work his technique looking at the dialogical issue and along with this, coexistence, constantly crosses paths with journalism. This field of communication and education is often put in the background by the journalist's routine. Between fulfilling various agendas and often editing videos and photos, it is increasingly difficult to promote a discussion about the journalist's performance as an educator through his journalistic texts.

Questionnaire

To think about the central theme of the article and understand a little more about the interaction of individuals with online journalism and social networks, a questionnaire was proposed, so that we can empirically analyze this relationship. It is noteworthy that the questionnaire serves as a tool to assist us with regard to reflections and not to dictate conclusions and closed answers.

The proposed questionnaire aimed to elucidate the relationship between the individual who is informed through digital devices (news portals, Twitter, Instagram, among others). In a scenario of rapid technological and social transformation, the main means of consumption change rapidly, driving the already established relationships to change as well.

The main point in this questionnaire was to understand whether the large offer of news, combined with the speed of the Internet, mobile devices and social networks contributed to a lower degree of concentration at the time of reading, resulting in a low absorption of the content read. As previously stated, we searched the answers of this questionnaire for the side effects of fast time.

The dynamic in the rhythms of life, with patterns of behavior that are aligned with the communication devices - locative media, microcomputers, online connections - the weakening of stable belonging, the overlap of activities, the reduction in sleep hours, the race for a food without loss of time, in which fast food rules sovereign. (ROSA apud CITELLI, 2016, p. 15)

Thus, the questionnaire elaborated to support us in this walk was constructed based on six questions that related the modes of use, consumption, subjectivity and means of consumption. It was made available through the online tool Google Forms and stayed open for a week. The target audience was strictly university. It is worth remembering that the dissemination of this form occurred through sharing in university groups.

The questions in the questionnaire, from the first to the last were:

- 1) Do you often read news?
- 2) How many days a week do you consume news?
- 3) How do you rate your degree of news consumption?
- 4) Which of these means do you use to stay informed?¹
- 5) In your opinion, does the large supply of information on the Internet hinder the understanding of the news fact?
- 6) When reading certain news on online and social media, what is your degree of concentration?
- 7) Do you usually read the news text to the end?
- 8) Do you have a habit of checking the information that is read?
- 9) In your opinion, how much do you retain from the information you read through news sites?

In addition to these questions, questions regarding age and university education were addressed to better draw the audience that was answering the questions.

The questionnaire obtained a total of 102 responses throughout the week in which it was open and available and had an interesting variety of answers regarding age and university education. The predominant age range in the answers was from 18 to 21 years. The other answers were distributed from 17 years to 43 years of age. In relation to the university courses that answered the questionnaire the most, there was a predominance of law degrees (17), journalism (23) and psychology (16). Other courses included in the 102 answers are: animal science, biological sciences, economics, textile and fashion, electrical engineering, computer engineering, advertising and advertising and social sciences. The fact that the three predominant courses are in the area of

¹ As answers, the questionnaire offered the following options: TV, Printed Newspaper Radio, Internet (ex: Folha de São Paulo, Campo Grande News, El País), Instagram and Twitter. If those who were responding felt the need for another option there was a box for the person to add another means of access to the news.

humanities and, on assumption, require a higher reading degree, is something that we can ask in certain answers.

After identifying the sample, we will deal with the nine questions about the user's reading modes, the means used to access the information, the degree of consumption, the subjectivity of the reader and the degree of concentration of the same regarding the absorption of the content.

The first question dealt with the habit of consumption of news and contained as possible answers the options yes or no. Of a total of 100% of responses, 92.2% answered that they had a habit of reading news, and only 7.8% answered that they did not.

Regarding frequency, 64.7% consume news 3 to 5 days a week. However, only 19.7% have a high consumption of news (more than 5 times a day), according to answers to question 3, whose question was about the degree of news consumption. 52.9% claimed to have intermediate consumption (this portion of individuals said they read news more than once a day and less than five times) and 27.5% had low consumption, that is, only once a day.

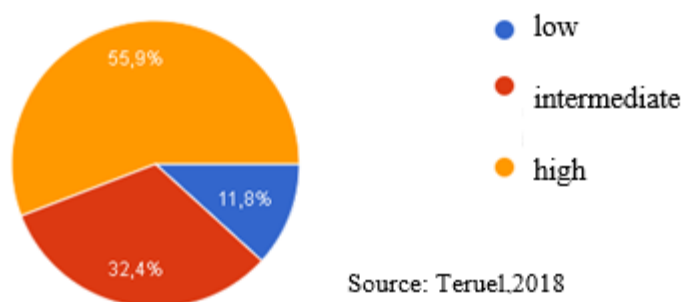
With regard to the forms of access to the news, the answers were diversified and also demonstrated the changes that journalism goes through in contemporary times. The most accessed means for 69.6% of the answers were online news portals. Just behind it was the television with 9.8%. The surprise here, in this case, lies in the third place, which stayed with the social network Instagram. 8.8% of the individuals who responded use the social photo network to get informed.

There is a growing movement of large journalistic vehicles, such as Folha de São Paulo, UOL and Estadão develop through stories (tool for publishing videos and photos that last 24 hours) journalistic texts that inform the public about the main news of the day. The Spanish newspaper El País develops through the publication of Instagram photos journalistic narratives that cover topics such as pankararu indigenous pottery in Tacaratu (PE) until the immigration of Venezuelans in Boa Vista and Pacaraima.

The fifth question proposed concerns the large range of information available on the Internet. The answers showed, that for users, the bombardment of news on social networks, emails, WhatsApp, among other means, can hinder the understanding of the news. 52% of the answers agreed that this oversupply ends up confusing the reader.

Despite some confusion, most of the answers to question 6 show that readers fully understand the news read. Below is the answer chart and their respective percentages.

Figure 1 Graph on the concentration level

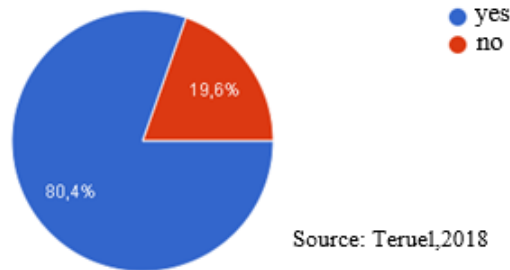


It is too important to put the question of the concentration of the individual reader under discussion, because from a given result, one can analyze whether the bombardment of news and the chaotic environment of the Internet affect the reader in some way in its reading process. That is, if what we are here calling communication in postmodernity affects individuals.

As shown in the graph, the low and intermediate concentration add up to 46.2%. High concentration in news readings stood at 55.9%. Clearly it is possible to debate this result when comparing with the courses that answered the questionnaire the most, therefore, journalism, law and psychology. Such courses have a great reading demand, which may have interfered, in a certain way, in the results. If they were courses in the exact area the result would have been different? If they were with people outside the academic environment, could the concentration be lower? These are issues that we can think of from the overall result.

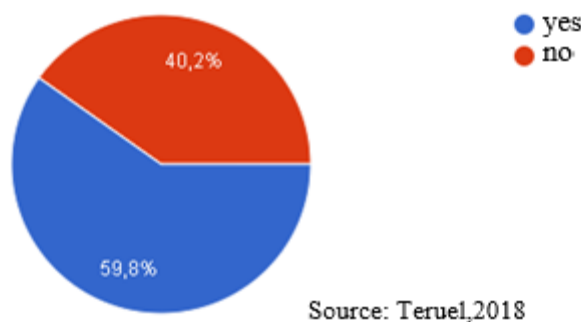
The seventh question concerns the full reading of the news text. The result was positive, because 80.4% of the answers went towards yes, that is, most of the people who answered read the texts until the end. This result can be thought in conjunction with the high concentration of readers in relation to the news. Nowadays young people, mainly, only read what interests them and therefore do the full reading?

Figure 2 Graphic about the complete reading of news texts



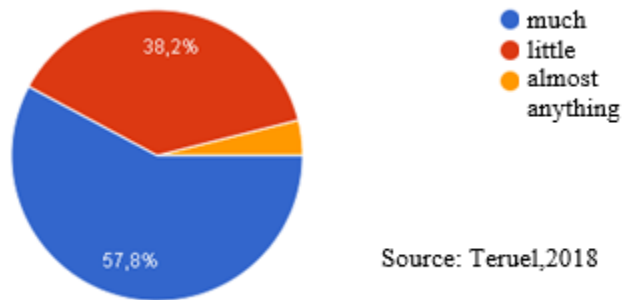
The penultimate question asked about the habit of checking the information that is read, which can influence the spread of fake news by the reader, when it does not occur. In our research there was a result consistent with what academic research perceives lately, that is, there is a tendency for young people not to check – less and less – the information that is read and consequently share what is not true. This movement has been based on issues such as that of, already punctuated, post-truth. This movement is a perfect result of the postmodern panorama that we have been discussing from the beginning.

Figure 3 Graph on checking news and information



The last question of the questionnaire was about the amount of information that the reader absorbed from the news in online portals, that is, we sought to understand in this last question the degree of understanding of the news fact by those who read.

Figure 4 Graph about understanding the news



This last issue is very important because it also reinforces what we are talking about here from the beginning. The postmodern communication scene has brought – and still brings – many facilities. The acceleration of news, information to a degree democratized and the possibility of communication being pulverized, among other points as important as and dear to the journalistic field. However, this scenario also deals with specific problems that intersect, opening fissures that can cause noise in the communication process.

In the postmodern scenario that we are debating in this article, the low absorption of the content read is an effect of this new era in communication.

They converge in the indication of a historical scenario marked by new mechanisms of production and circulation of globalized capitalism, post-industrial, based on financial dynamics, strong stimulus to consumption and technological imperatives that both print quickly and demediated communication processes. (CITELLI, 2016, p. 12).

Conclusion

Comriding the results of the research on the use and consumption of news with the theoretical basis proposed in the first part of this article, we have, therefore, as possible reflections of this article, some considerations about the subject.

First of all, it is fair to point out that given the path we have traveled so far, it is possible to say that a transposition of digital news is underway. From traditional and renowned portals, young people, as indicated by the results of the questionnaires, are migrating to social networks such as Instagram and Twitter. This movement transforms and modifies the way of reporting, reducing the text and betting on agility.

Secondly, we can think that the scenario in transition, ephemeral and the fall of large conventional narratives directly affect the process of construction of journalistic news, affecting the reception of the individual, making him disbelieving in relation to

information and in other cases, apathetic, given the high number of information linked in social networks.

In this scenario, it is urgent to rethink communication and existing models of journalism. It is essential to make it more than profitable, effective, through news that contextualizes what happened and that break with the exclusively informative model.

In this sense, the proposal of educommunication that seeks to rescue the practice of dialogue and the critical formation of a protagonist student, in addition to encouraging media and digital literacy since elementary school, can point a way in this mediated society. It is also essential to approach the reflection on the pertinence of the educative practices to the journalism course, having as premises the Freirean assumptions that see the transformation and emancipation of the subject through the close relationship between education and communication.

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RESUMO:

O presente artigo busca situar a prática jornalística e a leitura de notícias em meio ao conceito de pós-modernidade e plataformas móveis. Com base em autores como Kumar (1997), Featherstone (1991), Freire (2000) e Citelli (2016), e o resultado de um questionário sobre o hábito de leitura entre estudantes do ensino superior, propõe reflexões acerca do sujeito-leitor e a sua relação com a leitura de notícias em meios digitais. A educomunicação e sua relação com o jornalismo surgem como uma proposta para resgatar o diálogo, a formação crítica e a alfabetização midiática numa sociedade cada vez mais mediada pelos dispositivos digitais..

PALAVRAS-CHAVES: Leitura; Jornalismo; Pós-modernidade; Educomunicação.

RESUMEN:

Este artículo busca situar la práctica periodística y la lectura de noticias en medio del concepto de posmodernidad y plataformas móviles. Basado en autores como Kumar (1997), Featherstone (1991), Freire (2000) y Citelli (2016), y el resultado de un cuestionario sobre hábitos de lectura entre estudiantes de educación superior, propone reflexiones sobre el lector de la asignatura y su relación con la lectura de noticias en medios digitales. La educación y su relación con el periodismo aparecen como una propuesta para rescatar el diálogo, la capacitación crítica y la alfabetización mediática en una sociedad cada vez más mediada por dispositivos digitales.

PALABRAS-CLAVES: Leyendo; Periodismo; Posmodernidad; Educomunicación.