

Prefácio

Editorial

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In 1996, under the guidance of former European Commission president and renowned educator Jacques Delors, UNESCO published a groundbreaking document entitled **Learning: the treasure within**. The publication highlights growing tensions and new forms of discrimination appearing like cracks across the face of society, and calls on education systems across the world over to urgently address them. It points to the unequal rate of social and economic progress between people and countries, and the impact on values and ways of life, underlining the importance of ensuring that advances in knowledge foster human development rather than create further distinctions between people. Back then, who could have foreseen the enormous place that digital technology would take in the lives of most of us, and the ways in which it would multiply the tensions and discrimination the document described?

Today digital technology influences almost every facet of our lives, from the way we learn and create to how we consume and socialise. In just two decades, social media has segued into what is now known as the metaverse, where socialisation is virtual and the information we receive is filtered through algorithms which, by their very nature, promote rather than lessen discrimination. Digital technology has contributed to the blurring of the borders between real and fake, replacing pluralism with profiling and polarization and exacerbating human differences in the process. Generative AI has brought an added layer of complexity. Though it can take the drudge out of many mundane human tasks, its stupendous rate of hallucination makes information ever more unreliable and its capacity to create deep fake makes it difficult to believe anything we see or hear. In such a world, digital literacy and critical thinking skills are essential tools for all citizens, underpinned by

ethical values and attitudes developed through education.

This special issue was conceived within the scope of the project PROPS (Interactive Narratives Propose Pluralist Speech), a media education initiative developed by the University of Algarve and funded by the Portuguese Foundation for Science and Technology. It aims to tackle discrimination and hate speech by fostering media education and pluralism through interactive narratives in widely diverse facets of the digital universe, from social media to gaming and other emerging forms of online communities.

This edition of **ROTURA** aimed to broaden the debate outside the framework of the project inviting readers to discover, beyond Europe to discover initiatives in Africa, Brazil and India, all designed with a similar objective: to tackle the ever-increasing cyber violence encountered in the virtual environment as a result of discrimination, bias and prejudice.

Two articles from Nigeria take different approaches to the challenge of hate speech in their country. Maggai Tsokwa describes the challenging steps of trying to implement a nation-wide regulatory framework for both online and offline communication, in a country where the judicial system still relies on global law reviews to adjudicate cases of online hate speech. The article looks at the overall impact this has on society, and puts forward recommendations for addressing online hate speech in Nigeria. Msughter Aonover looks at hate speech in the public sphere, more specifically in the 2015 and 2019 elections. Through research that includes in-depth interviews with newspaper editors, this study offers an overview of the implications of hate speech on professional journalistic practice and challenging ethical issues in professional journalism.

Two articles from Europe provide insights into ways that children's attitudes to hate speech can be shaped through education. Rosalia Urbano focuses on strategies to mitigate the impact of violence in AI-generated content, underlining the need for further research and better digital education throughout childhood. In the second article, Laura Picazo and Eva Tomás Fernández discuss ways that media literacy is being taught in Spain to encourage primary school children to develop a more critical attitude towards screens. They look at online violence through the lens of communication theories, and

offer insights into how hate speech can be reduced among minors.

Author Valdemir Soares dos Santos Neto describes experiments he conducted on social media platforms over a six-month period to investigate the impact of content producers on the rise of hate speech between Brazilians and Portuguese. He puts forward several innovative suggestions on ways of reducing hate speech. In a second article from Brazil, Ana Helena Barbosa da Silva looks at the importance of media literacy from another angle. She uses a case study to analyse the impact of fame, audience and the actions of haters on the formation of identity, self-esteem, and the psychological well-being of a YouTuber.

Digital technology is here to stay, and is set to remain a major influence in our lives. Education faces a challenging task, as it must continually adapt to the rapid evolutions that technology will continue to wreak on society, underlining the importance of research and empirical evidence to provide well-founded guidance in plotting the way forward. This is the aim of the PROPS project, and of each of the articles presented in the current issues of Rotura.

In the *Varia* section, Carlos Miguel Gonçalves explores Blender 3D's capacity as a discovery tool. His article **No Meshs: Blender as a Tool for Studying the Subversion of Public Space in Web 2.0** reflects about the digital space and the Right to the City.

In **Image and Americanization of the World in Civilization, How We Became Americans by Régis Debray**, Brahim Mouradi delves deeply into the implications of the loss of identity and memory in a humanity that seems to succumb to the domination of the new civilization, thus erasing its past to focus exclusively on the present.

In **Seeing ghosts: The queer creative act in I remember the crows**, Daniel Oliveira Silva and Ana Catarina dos Santos Pereira reflect on how queer cinema can contribute to an antinormative proposal of gender and sexuality, focusing mainly on the work of trans actress and screenwriter Julia Katharine in the documentary *I remember the crows*, supported by the methodology proposed by the Filmmakers' Theory.

In **Digital media-art: Creation of experimental post-photographic visual artifacts**, RENNIER

Logarretto Feo presents the development of an artistic practice from the perspective of the a/r/cographic method, addressing the creation of visual artifacts linked to post-photography to question the current educational system.

In **An interactive sound tour for self-recognition promotion**, Ricardo Mestre, Pedro Alves da Veiga, and Rui D'Orey present the process of conception, implementation, and testing of an interactive audiovisual artifact developed according to the a/r/cographic method, and inspired by the concepts of soundscape and soundwalk, based on the perception and understanding of daily human practices.

In **Latin American organizational communication in constant evolution**, Fernando Guerrero-Maruri traverses Latin American communicational thought in its constant process of evolution, amidst the decolonial struggle to disentangle from Western precepts where the market surpasses the prioritization of human beings. Through documentary review and critical analysis, inquiries are made about the critical and participative possibilities to instigate changes in organizations.

Highlighting new possibilities for dialogue between musicians and AI, the article **MAD Clarinet 3.0**, authored by Rui Travasso and Luís Marques, explores the possibilities and potentialities of the interaction between a static artificial intelligence system and a clarinet through a tangible acoustic interface, using Max/MSP.

In **Sopralluoghi in Palestina per Il Vangelo secondo Matteo: The film essay of confession in Pasolini**, Jesús Ramé López focuses on a series of essayistic documentaries by the Italian director, defined as *filmic essay of confession*, summoning up perspectives from authors such as Foucault and Zambrano, and also in relation to the work of Debord, Godard and Marker.

Beatriz Guerrero García looks at the medical terminology used in popular television series such as *House* and *The Good Doctor*. The article **Medical terminology in television series. The case of Dr. House and The Good Doctor: a comparative study** reports on the analysis conducted by the researcher in translation and intercultural mediation of some seasons of these series, observing how the terminology of specialized language can extend beyond its strict domain in various media contexts.

In the *Essays* section, a new addition to this volume, we present **The reverse-shot as an infinite movement: The filmic and academic legacy of Raquel Schefer** by Caterina Cuccinota. This essay hypothesizes analyzing Schefer's work as a proposal for expanded cinema, manifested in words, gestures, and objects, as well as in academic writings and artistic presentations, primarily based on the filmmaker's interview on the Speculum project podcast.

Also in the same section, **The presence (or absence) of women artists in official Art History and Its impact on opening spaces for women today** by Débora Falcão relates the patriarchal manner in which Art History is presented in textbooks to the current exposition of artists, pointing towards structural changes in Art education in Basic Education.

Finally, in the *Interview* section, we conclude with **The new toy of Edgar Pêra or about the restlessness of the cinema of ideas**, an interview with Edgar Pêra conducted by the researcher Teresa Lima, who accompanied the filmmaker's work and offers an enlightening perspective on the creative processes and interconnections between art, literature, and philosophy, present in the Pêra's new cinematic project *Kartas Telepátikas*.

Bio

Originally from Pembrokeshire, Wales, **Dr Anthony Lewis Brooks** is Associate Professor emeritus, was Founder/Director of the SensoramaLab (VR, HCI, Human Behaviour, Serious Games, digital Creativity for society (Technologies for Inclusive well-being) at Aalborg University (Denmark). A EU expert with a long list of global keynote credits. Research realised international projects, patents, and commercial products. National and International awards and fellowships have been conferred.

Researcher, author and educator, **Janice Richardson** is Director/Senior Advisor at Insight, an international hub in digital education specialist, and sits on the safety advisory boards of Meta and Snapchat. Recent publications for the Council of Europe include the Digi-Nauts video series (2023), *Manual for the protection of children against cyberviolence* (in French, Morocco, 2023), and the *Digital Citizenship Education Handbook* (2019), soon to be published in a child-friendly version for Turkish learners. Other publications include *Global Citizenship Education in a Digital Age* (UNESCO, 2024), *Closing the cybersecurity skill gap* (IS3C, 2022), and *All Aboard for DigiTown* (a primary school manual in 5 languages created by Insight's youth council in 2020).

Susana Costa is a PhD student in Digital Media Art (UAlg/ UAb) and a collaborator at the Research Center for Arts and Communication (CIAC). She is the editor of *Rotura – Journal of Communication, Culture, and Arts*, of the *Humanitas Collection*, and she collaborates as a reviewer and editor for CIAC Editions. She has also published in various peer-reviewed journals and presented scientific papers at national and international conferences. Participating in several national and international projects, her research interests include education, arts, and technology. Her doctoral research focuses on studying the manifestations and consequences of hate speech in games and online communities of young people and adolescents, proposing game-based and gamification approaches to address this issue.

Ana Filipa Martins is an adjunct professor at the University of the Algarve's School of Education and Communication, Portugal, where she lectures in the degree course in Communication Sciences and the master's program in Communication and Digital Media. She holds a PhD in Communication and is a researcher at CIAC – Research Centre for Arts and Communication. She has participated in various funded projects in the field of media production and media literacy, as a researcher, local coordinator and Co-IR, namely the PROPS – Interactive Narratives Propose a Pluralistic Speech project. She has also promoted and coordinated various projects in collaboration with news organizations and other entities.

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