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Active learning methodologies to Adress Disinformation: Observing Brazilian experiences

Isaac Santos dos Santos¹, Ergon² Cugler de Moraes Silva³

Introduction

Disinformation and fake news have generated significant repercussions across various sectors of society, especially after the 2016 U.S. elections. Authors such as Tandoc et al. (2019) and Silva and Vaz (2024) have pointed out that these phenomena not only undermine trust in democratic institutions but also directly interfere with the formulation and implementation of public policies. Aïmeur et al. (2023) contextualize that the expansion and diversification of social media platforms have amplified this phenomenon, allowing false news to quickly reach large audiences. Furthermore, authors such as Silva (2023) highlight how the interaction between digital platforms and political actors reinforces the spread of misleading information, often driven

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by particular interests and algorithms that prioritize sensationalist content. Examples of this intensification are evident during electoral processes or even during the COVID-19 pandemic, illustrating the potential to amplify polarizations (Lazer et al., 2018).

In another line of investigation, media literacy has been pointed out as a possibility for citizens to recognize disinformative practices and critically question the content they consume (Posetti & Matthews, 2018). According to Hossová (2018), analyzing real cases of disinformation in educational activities can increase awareness about the social impacts of fake news and prepare individuals to confront them proactively. Thus, beyond media literacy itself, active learning methodologies not only enable greater knowledge on the subject but also strengthen the skills necessary for the construction of responsible citizenship.

In this context, Mota (2018) highlights active methodology practices as techniques to stimulate citizens to become protagonists, learning through playful and immersive moments, with more active participation in which they themselves become responsible for their level of learning. Moreover, Bastick (2021) argues that the inclusion of educational practices focused on the critical analysis of information in school curricula can prepare a generation better equipped to deal with the challenges of the digital age. Drawing an analogy to the classroom, this type of methodology proposes a form of interaction between student and teacher, with additional resources used in the proposed dynamics (Santos, 2022).

In this scenario, this investigation seeks to reflect on “what are the possibilities for using active learning methodologies to combat disinformation?”. Considering the Brazilian context, the objective is to identify media literacy practices that incorporate

elements of active learning methodologies, making it possible to systematize evidence from empirical experiments through a literature review. To that end, an exploratory and non-systematic literature review was carried out, aimed at identifying Brazilian experiences that empirically address the interface between media literacy, disinformation, and active methodologies. Priority was given to articles and academic reports that describe pedagogical actions conducted in school, community, or university contexts. Although not exhaustive, this approach allows for the mapping of concrete possibilities based on cases that help to understand the topic.

1. Active methodologies can increase students' interest and curiosity

An initial survey tends to converge on the understanding that active methodologies can generate greater student engagement by linking school knowledge with socially relevant topics. An example is the experience of Caxito et al. (2024), who proposed a didactic sequence on vaccines and fake news in science education. By integrating digital tools, discussion circles, and games, the authors observed increased student curiosity as well as a more active disposition toward learning. Similarly, Doyle (2022) shows how critical practices in the field of media education, aimed at deconstructing gender stereotypes, can also generate significant engagement. Using diverse media such as photography, music, and advertising, the author argues that it is possible to unite critical reflection and spontaneous interest, bringing the school universe closer to popular culture. These results indicate that curiosity and the desire to learn are enhanced when school content is associated with real-life situations and the possibility of intervention in the lived world.

2. Active methodologies can make learning more meaningful

The diversity of resources and formats used by active methodologies can contribute to meaningful learning. Costa et al. (2020) report a university extension experience that mobilized digital tools to systematize studies. The project enabled undergraduate students to develop mind maps and collaborative murals, promoting both the organization of thought and the exercise of authorship. In this case, learning was not merely content-focused but also involved practices of synthesis, selection, and multimodal expression. However, Santos et al. (2021) implemented the active methodology known as the “flipped classroom” as a pedagogical intervention to combat disinformation during the COVID-19 pandemic, targeting students from the integrated high school technical program at the Instituto Federal Goiano. Although the results were promising, several student accounts indicated difficulties related to the lack of materials for completing remote activities. It was found that the flipped classroom method is relevant, but for it to be effective, students need access to learning objects and tools.

3. Active methodologies can help develop critical thinking

One of the promises of active methodologies, when used in media literacy projects, is the possibility of developing critical thinking regarding information. Doyle (2022), for instance, advocates that educational practices aimed at the critical analysis of media — especially from the perspective of addressing gender inequalities — foster the questioning of hegemonic narratives and the deconstruction of stereotyped discourses. By fostering students’ autonomy and encouraging the creation of their own content, such practices contribute to forming individuals who

are more aware of the informational mediation that surrounds them. The importance of critical media reading also appears in the findings of Costa and Bizerril (2024), who conducted a systematic analysis of studies focused on youth and adult education (EJA). Additionally, Alencar et al. (2022) emphasize the role of critical information literacy in combating disinformation. Although many studies still reproduce an instrumental use of technologies, an increasing number of experiences prioritize the critical analysis of media discourses. These practices are based on the assumption that dealing with disinformation is not just about access to correct information, but about developing repertoires regarding sources, recognizing rhetorical strategies, and contextualizing content.

4. Active methodologies can bridge different fields of knowledge

Another potential identified in the literature is the ability to foster interdisciplinarity through projects that connect different fields of knowledge. Fordellone Rosa Cruz and Bourguignon (2019) argue that active methodologies, by promoting collaborative problem-solving, create fertile ground for dialogue among fields such as communication, technology, social sciences, and education. This articulation of knowledge, according to the authors, is essential for addressing complex phenomena like disinformation. The practice reported by Ferreira and Ferreira (2023), carried out through an extension course based on Freirean pedagogy, reinforces this perspective: the project involved participants from different areas and cultural contexts, promoting knowledge exchange through critical media analysis and discussions about democracy and social participation. The proposal not only connected fields of knowledge but also different

life experiences, which contributed to the collective construction of strategies to resist disinformation.

5. Active methodologies can form multiplying agentes

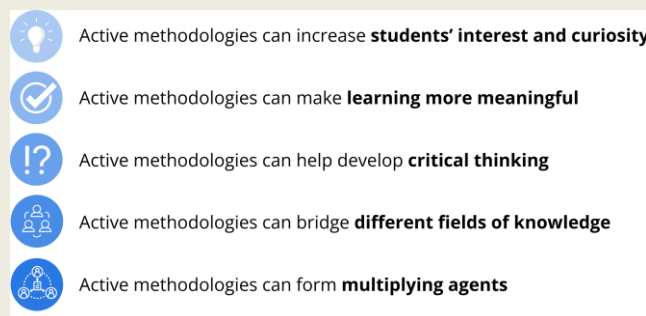
Active learning practices can also help students become knowledge multipliers in their communities. This becomes especially relevant in the context of university extension and adult education. Vieira (2023), in developing a digital notebook aimed at media literacy for older adults, observed that participants not only learned to deal better with digital information but also began guiding others in their family and community circles. Experiences like those described by Moreira and Barreto (2021) also highlight this potential. The project enabled students to become producers of reflective content and active participants in public life. The authors suggest that media literacy training, when carried out through active methodologies, can build ecosystems capable of resisting disinformation in a collective, affective, and continuous way.

Final considerations and notes

We sought to preliminarily explore “what are the possibilities for using active learning methodologies to combat disinformation?”. To this end, we carried out an exploratory and non-systematic review focused on Brazilian experiences documented in scientific articles. From the analysis, we identified five recurring clusters of possibilities: (1) the stimulation of students’ curiosity and interest; (2) the diversification of strategies that make learning more meaningful; (3) the strengthening of critical thinking regarding media; (4) the promotion of interdisciplinarity; and (5) the potential to form multiplying agents in their communities. These findings, as we can see in the following Figure 1, reveal that active methodologies, when integrated into media li-

teracy efforts, can operate as pedagogical tools for building critical repertoires to resist disinformation.

Figure 1. Systematization of findings



Source: Authors (2025)

However, when considering the implementation of active methodologies in contexts those requiring technology use, it is crucial to recognize that the deep social inequality we experience can create significant barriers to their implementation. The lack of adequate infrastructure and necessary resources can hinder the full realization of these methodologies' potential.

Although not systematic, the findings presented may serve as an initial basis for broader and more structured future reviews, as well as feed the debate in the field of public policies aimed at promoting information integrity. By highlighting empirical experiences focused on the use of active methodologies, this work aims to encourage the formulation of practical interventions to face the challenges posed by disinformation, promoting not only access to reliable information but, above all, the empowerment of critical, autonomous individuals committed to the quality of public debate in democratic societies.

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Hemorrhagic Dengue Epidemic In The Legal Amazon: Public Health Challenges

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Introduction

Hemorrhagic dengue, a severe and potentially fatal form of dengue, poses a serious public health challenge in tropical regions such as the Legal Amazon, where climatic, socio-economic, and environmental factors favor the proliferation of *Aedes aegypti*. This study aims to analyze the epidemiological progression of the disease in the region, supporting more effective public policies for its prevention and control.

The high incidence of hemorrhagic dengue in the Legal Amazon underscores the urgency of strategies to combat it, given its burden on healthcare systems and high social and financial costs. This study seeks to map the spatiotemporal patterns of the disease and relate them to epidemiological surveillance, vector control, and medical care measures.

The methodology involved a literature review in the Scielo database using the term "hemorrhagic dengue." Articles published between 2000 and 2023 were analyzed, with 12 selected based on criteria such as publication in Portuguese, national or regional scope, and focus on hemorrhagic dengue.

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For complementary analysis, epidemiological bulletins from states with the highest disease incidence were used (Epidemiological Bulletins Portal of the Ministry of Health) for the years 2020, 2021, 2022, and 2024.

2. Dissemination and Epidemiological Analysis of Hemorrhagic Dengue in the Legal Amazon

The spread of hemorrhagic dengue in the Legal Amazon reflects the complexity of structural, climatic, and socioeconomic factors that perpetuate regional vulnerability to *Aedes aegypti*, the primary vector of the disease. Studies by Mourão et al. (2004) and Luna de Oliveira et al. (2009) indicate that unregulated urbanization, inadequate sanitation, and improper water storage are critical elements exacerbating mosquito proliferation, particularly in the outskirts of cities such as Manaus and Belém.

Recent data from Epidemiological Bulletins (2020–2024) reinforce this analysis, highlighting seasonal incidence peaks between November and May, driven by high temperatures (25°C to 32°C) and elevated humidity. In 2022, for instance, 72,310 confirmed cases were reported, with 1,520 progressing to severe forms. The simultaneous circulation of serotypes such as DENV-1 and DENV-2 has intensified the risk of immune system amplification and complications, particularly among vulnerable populations like children and the elderly. Pará and Maranhão accounted for 34% of reported cases, underscoring structural challenges such as inadequate sanitation and limited access to healthcare services.

Hyperendemicity, marked by the introduction of new serotypes like DENV-3, also plays a significant role. Rocha and Taail (2009) reported that during outbreaks in Manaus, severe cases tripled within a single year due to the circulation of multiple serotypes. While advancements in clinical management,

such as early detection of severe symptoms, have contributed to a slight reduction in the mortality rate to 2.8% in 2024, vaccine coverage remains low, reaching only 12% of the target population by 2023.

Additionally, only 18% of educational campaigns have reached rural and Indigenous communities, which make up 22% of the local population. Misinformation about early symptoms and delayed healthcare seeking exacerbate the situation, while 62% of health facilities remain unable to handle severe cases due to a lack of infrastructure and trained professionals.

The persistence of hemorrhagic dengue in the Legal Amazon underscores the need for integrated and intersectoral actions. Barreto and Teixeira (2008) emphasize the importance of strategies that combine public health, sanitation, and education to reduce incidence and mortality rates. Mourão et al. (2004) further highlight the urgency of targeted campaigns in rural and Indigenous areas, which are often overlooked. Investments in research, including vaccine development and innovative vector control methods, are essential for addressing the issue in a sustainable and comprehensive manner.

This scenario reinforces that combating hemorrhagic dengue requires continuous and effective public policies, including the expansion of primary healthcare, the strengthening of epidemiological surveillance, and the promotion of community engagement in vector control. Only through an integrated approach will it be possible to mitigate the disease's impact and improve health conditions in the Legal Amazon.

3. Final Considerations

Hemorrhagic dengue in the Legal Amazon faces complex challenges linked to socioeconomic, environmental, and structural factors. Data from 2022 and 2023 highlight the region's

hyperendemicity, with multiple serotypes of *Aedes aegypti*, while studies by Rocha and Tauil (2009) point to immune amplification as a contributing factor to the rise in severe cases.

Despite advances in diagnosis and treatment, persistent inequalities in healthcare access and the lack of basic sanitation sustain the high incidence of the disease. These challenges are further exacerbated by the seasonal pattern influenced by the region's hot and humid climate. Barreto and Teixeira (2008) emphasize the need for intersectoral actions integrating healthcare, sanitation, and education, with community engagement and vector control.

According to Ponte et al. (2011), strengthening health infrastructure and surveillance networks is an urgent priority. Effective dengue control requires coordinated intersectoral efforts, research, and educational campaigns to ensure sustainable and impactful interventions in the region.

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