

EDITORIAL

In an era defined by rapid technological advances and the proliferation of Artificial Intelligence (AI), the intersection between innovation, research and education takes on profound significance, particularly in the domain of Communication studies. As editors, we are pleased to present this edition of the *Revista de Comunicação Cultura e Sociedade* da Universidade Estadual de Mato Grosso (UNEMAT), which invites readers to critically reflect on the evolution of relationships between Human and Artificial Intelligence, the transformative impact of the coronavirus pandemic COVID-19 in educational paradigms and the ethical considerations surrounding the integration of generative Artificial Intelligence (genAI) technologies in the educational environment. Although Artificial Intelligence can memorize all the words of a language, the narrative still lacks the unprecedented creative sensitizing essence that only Humans possess. Must need, to experience the word through the senses and emotions to understand, and to experience the word and feel its symbolic representation.

The central question that permeates this edition is how can we establish a significant overlap between Human Intelligence and Artificial Intelligence, leveraging the strengths of each to improve research and educational outcomes in contemporary times? As we navigate the post-pandemic scenario, characterized by increased virtuality in the time and space of learning and self-learning, both educators and students face unique challenges and opportunities for interactive cognitive exercise between them, in person and virtually, in an inclusive way, democratic and citizen. Dialogical plurality includes working on public policies that make it possible to expand free connection in regions with a below-average Human Development Index (HDI), navigating the complexities of cell phone use during face-to-face classes and address the ethical considerations of students using generative Artificial Intelligence (genAI) tools, such as GPT, in their academic work.

On the topic, we present a review of the book *ChatGPT Assignments to Use in Your Classroom Today* by educators Kevin Yee, Kirby Whittington, Erin Doggette and Laurie Uttich, from the University of Central Florida (UCF), who defend a differentiated approach to the integration of technology genAI in education. The authors highlight more than 50 innovative opportunities for educators and students to leverage AI, specifically GPT, as a pedagogical tool in the classroom.

The articles in this issue cover a wide range of topics within Communication studies, reflecting the breadth and depth of research and scholarship in this field. From investigating the role of Artificial Intelligence in journalistic production to exploring

digital games for journalistic study, from examining representation in television journalism to analyzing the preservation of media archives, each of the research offers unique perspectives and contributions to discourse analysis about communication, technology and society.

Paulo Eduardo Silva Lins Cajazeira, from the Federal University of Pelotas, signs the text *Artificial Intelligence and collaborative content in Television Journalism* which deals with the use of Artificial Intelligence in Journalism at TV Globo Paraná, in the process of production, checking and selection of content sent by the viewer through applications. The article *A necessary review of synthetic visualization in Journalism: hyperinfography as a new dynamic structure*, written by Adriana Alves Rodrigues, from the Federal University of Paraíba and William Robson Cordeiro, from the State University of Rio Grande do Norte, presents a review of the concepts and categories of multimedia journalistic infographic production in contemporary times. Geraldo José Rodrigues Liska, from the Federal University of Alfenas, writes about the *Relationships between innovation and teaching: use of digital games for studies in specialized Journalism*, a proposal for a digital game for journalistic studies, as a tool for developing professional skills in the area of Communication.

Ana Paula Lopes da Silva Rodrigues, from the Federal University of Viçosa analyzes the *Perspectives on Communication research in Brazil: mapping postgraduate programs and their lines of research*, a study on Master's and Doctorate courses in postgraduate programs degree in Communication in Brazil, seeking to identify a decentralization for the less specialized regions of the country. *Epistemic recovery, whiteness and coloniality in academic Communication curricula: an autoethnography in re-existence* is the title of the article by Luan Matheus Dos Santos Santana, from Federal University of Cariri, which presents a reflexive autoethnographic study on coloniality in the theoretical matrix of the Master's and Doctorate courses of the Postgraduate Program at the Federal University of Ceará. *COVID-19: the detection of fake news by public school teachers in Brazil* is the article written by Diego de Deus, from the Brazilian University TV Association and Adinan Carlos Nogueira, from the Pontifical Catholic University of Minas Gerais. The study analyzes the processes of identifying fake news about the Covid 19 virus, by students and teachers from Brazilian public schools. Julia Ribeiro Bezerra and Felipe Collar Bernie from the State University of Mato Grosso write the article *The agenda is a crime: analysis of the representation of black people in television journalism in Tangará da Serra*, which presents an investigation into the representation of black and brown people in local television journalism from the municipality of Tangará da Serra, state of Mato Grosso.

The article *Online journalism from no-code platforms* written by Eduardo Fernando Uliana Barboza, from Universidade Tuiuti do Paraná, analyzes no-code digital platforms, that is, intuitive drag and drop tools that reduce or eliminate developer work, and therefore, they can be used to produce online journalistic content. *From CEDOC to Memória Globo: preservation, access and use of television archives* signed by Jose Jullian Gomes de Souza, from the Federal University of Ceará is a study on the Memória Globo archive analyzing the preservation of the archives produced by Grupo Globo, as well as the use in open and free access, part of the material, by the public. *Sacred Feminine and bodily experience: representations of the self in social media* written by Valquíria da Silva Barros, from the Federal University of Rio de Janeiro, presents exploratory research on the expression in digital media of notions of spirituality and happiness related to the *Sacred Feminine* movement.

We invite readers to engage deeply with the chapters presented here, contemplating the ethical, pedagogical, and social implications of genAI integration, digital media expression, and the evolving landscape of social communication practices. We hope that this edition will serve as a catalyst for dialogue, innovation and critical reflection at the ever-evolving intersection of educational and technological processes, especially for academic research in the field of Communication.

Happy reading and intellectual exploration.

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