



The Use of Audiovisual Resources and the YouTube Platform as Mediation Strategies

Pedagogical

The Use of Audiovisual Resources and the YouTube Platform as Pedagogical Mediation Strategies

Fagner Wanke Granvilla – Master's student in the Graduate Program in Teacher Training for Science, Technology, Engineering and Mathematics (PPGSTEM) at the State University of Rio Grande do Sul (UERGS).

Summary

This study aims to analyze the use of videos in education as a pedagogical support tool in the context of new digital technologies. Continuous improvement in the quality of teaching depends on the constant professional development of educators and the integration of resources that resonate with the reality of contemporary students. The study consists of a literature review and document analysis that investigates the impact of video use in the classroom, based on data from previous research on teacher and student perceptions, in light of the competencies of the Brazilian National Curriculum Base (BNCC). The results indicate that, when well used, videos generate positive engagement, facilitate the understanding of complex content, and improve classroom dynamics, although they do not replace the mediating role of the teacher, who becomes a curator of knowledge.

Keywords: Video. YouTube. Education. Technology. BNCC (Brazilian National Curriculum).

Abstract

This paper aims to analyze the use of videos in education as a pedagogical support tool in the context of new digital technologies. The continuous improvement in the quality of education involves the constant improvement of education professionals and the integration of resources that dialogue with the reality of contemporary students. The study consists of a bibliographic review and document analysis that investigates the impact of using videos in the classroom, based on data from previous research on teacher and student perceptions, in light of the skills of the Brazilian National Common Curricular Base (BNCC). The results indicate that, when well used, videos generate positive engagement, facilitate the understanding of complex content and improve the dynamics of classes, although they do not replace the mediating role of the teacher, who becomes a curator of knowledge.

Keywords: Video. YouTube. Education. Technology. BNCC.

1. INTRODUCTION

Over the years, education has shown itself, through new methodologies, to be capable of adapting- This reflects the transformations that society has been undergoing. The content is no longer centered on... teachers, as it is their responsibility to encourage students to seek knowledge beyond the classroom. acting as a mediator. According to Freire (2017), it is up to the teacher to understand individualities. of their students and facilitate access to information, promoting a liberating education and contextualized.

One way to facilitate understanding and increase student performance is to understand how today's students, digital natives, think and consume information. It is not suitable for teachers focus their classes solely on traditional theories and exercises, ignoring the ecosystem. The media environment in which students are immersed. Using a new approach can create teaching possibilities, enriching classes and capturing students' attention.



Year V, v.2 2025 | Submission: November 29, 2025 | Accepted: December 1, 2025 | Publication: December 3, 2025

In this context, the use of technologies, among which the use of videos stands out.

And platforms like YouTube tend to create different classes that can bring students closer to...

content considered uninteresting or difficult (JUNGES; ROSA; GATTI, 2021). The platform

Video is not just a repository of entertainment, but has become one of the largest...

Libraries of tutorials and lessons from around the world.

This article seeks to analyze, through a literature review and analysis of secondary data, the

The potential of this tool in the school context, discussing both student receptiveness and its impact on the students.

Regarding the preparation of teachers for this new scenario.

2. THEORETICAL FRAMEWORK

2.1 Teaching with the Aid of Videos and the Teacher's Posture

Basic education, like the world, is constantly changing. The way in which...

Current teachers learned from their mentors in childhood, but that doesn't necessarily mean the same thing.

effective way of transmitting knowledge today. Where previously a teacher who possessed the

Centralized knowledge, today, gives way to the teacher who encourages the student to seek knowledge.

knowledge.

The classroom should be a collaborative environment where everyone contributes ideas and can...

to express their opinions and voice their doubts (FREIRE, 2017). In this scenario, video enters not as

a substitute for lectures, but as a trigger for debate, illustrating concepts.

Abstract concepts that connect distant realities.

Teachers need to possess technological knowledge in an increasingly modern society.

more computerized. The use of digital tools makes it possible to develop more activities

Interesting, capable of capturing the student's attention. The educator needs to guide their students on

How to search for and filter quality content, acting as an information curator.

(MARKET, 1998).

2.2 The BNCC and Digital Culture in Education

The National Common Curriculum Base (BNCC), a normative document that guides education.

Brazilian law, in its General Competency No. 5, establishes the need to "understand, use and create

digital information and communication technologies in a critical, meaningful, reflective, and ethical way in

various social practices" (BRAZIL, 2018).

The use of videos and YouTube in the classroom directly addresses this competency, because



Year V, v.2 2025 | Submission: November 29, 2025 | Accepted: December 1, 2025 | Publication: December 3, 2025

It allows the student to not only be a passive consumer of media, but to learn how to analyze it. veracity, aesthetics, and intentionality of audiovisual content. The school, by integrating these... tools validate students' digital culture and bring it to the center of the pedagogical process. making learning more meaningful.

2.3 The BNCC and Digital Culture in Education

YouTube is one of the main tools of the contemporary world, providing... Educators are exploring new teaching approaches. The platform has over 2 billion active users. world (JUNGES; ROSA; GATTI, 2021). For these authors, it is important to pay attention to the time of Videos: short content, between 8 and 14 minutes, have a greater capacity to hold the attention of viewers. students, respecting the cognitive attention curve.

According to Mattar (2009), videos can be used to enrich face-to-face classes. both in Distance Education (EaD). Among the possibilities of learning through YouTube is The flexibility to rewind, pause, or fast-forward the video, allowing the student to focus on the part of... Focus on the content you find most difficult, allowing you to personalize your study pace.

However, videos should not be considered the main focus of the lesson. Their application It must be planned to avoid problems with students adapting to this form of teaching (CAETANO; FALKEMBACH, 2007). Machado (2016) warns that the lack of teacher preparation for technologies Digital tools can make curating suitable videos difficult, leading to the tool being used only as a means of transportation. "A stopgap" approach, not an intentional pedagogical strategy.

3. MATERIALS AND METHODS

The methodology adopted in this study is a literature review with data analysis. secondary. The decision was made to analyze the data presented in the case study published by State University of Londrina, authored by Machado (2016), entitled "The use of video as learning tool".

The choice of this data source is justified by the relevance and detail of the research. The original field, which encompassed both the student and teacher perspectives, was used. quantitative data obtained in the author's research to support the discussion about the perception of teachers and students regarding classes using video. The analysis focuses on the interpretation of these Results in light of educational technology theories and BNCC guidelines.



4. RESULTS AND DISCUSSION

Analysis of the data from the reference study (MACHADO, 2016) reveals perceptions
Important information regarding the use of videos in the school environment. Regarding the students, it was found that...
In one class analyzed, approximately 39.2% of students appreciated the feature for its practicality of "not having to..."
needing to copy", while 42.8% considered the class more "cool" and felt that time passed quickly.
faster.

These data suggest that the video alters the perception of time during the lesson, making it less...
tiring. A relevant piece of data for effective learning is that approximately 28.5% of students reported
to perceive a better understanding and performance with the use of video. Only a minority (7.1%)
He stated that he did not like the methodology, preferring traditional expository content, which reinforces the
The need for methodological diversification to cater to different learning styles.

Regarding the teachers' perspective, the study indicated that 71.4% of the teachers interviewed already...
They used videos in the classroom. This high rate demonstrates that technology is already integrated into...
daily school life, albeit in a heterogeneous way. Among the reasons cited for its use, 28.5% of
Teachers believe that video makes the class more dynamic, and 14.2% believe that the resource...
It brings the student closer to the content, making it more attractive.

However, it is observed that, among the teachers who used video, all responded that
Their sources were taken from the internet or TV programs, without necessarily being produced.
own. This points to the importance of continuing education, empowering teachers not only
not only to reproduce, but also to curate and produce digital content aligned with the objectives.
pedagogical.

These data corroborate the view that the educator's role is to mediate situations of
Learning that connects the social to the individual, using technology as an ally to challenge
the students, as advocated by the Vygotskian ideology cited by Machado (2016).

FINAL CONSIDERATIONS

The teacher's role is fundamental to the full development of students, and it is up to them to...
Get to know your student group and understand that each student is unique, with their own strengths and weaknesses.
An approach that includes new technologies, such as YouTube, proves to be an excellent ally in
education, provided that the teacher seeks informative content that adds value to the curriculum.

It can be concluded that the teacher must master the subject and be able to select, from among the millions...
From the videos available on the internet, choose the one that best suits your students and the objectives of the BNCC (Brazilian
National Curriculum). It is necessary to understand that, although the vast majority of students prefer lessons with videos, this



Year V, v.2 2025 | Submission: November 29, 2025 | Accepted: December 1, 2025 | Publication: December 3, 2025

This type of class does not replace the traditional lesson and human contact, but serves as a tool.

Enriching and contextualizing.

Technology should be seen as a means, not an end. We know that in a class there will be students with great aptitudes and for whom video content can accelerate learning, but We cannot forget that there will always be students who need other forms of mediation. Balance and lesson planning are therefore essential for quality education in the modern era. digital.

REFERENCES

BRAZIL. **National Common Curriculum Base (BNCC)**. Education is the Foundation. Brasília, MEC/CONSED/UNDIME, 2018.

CAETANO, SV; FALKEMBACH, GM **YouTube: an option for the use of video in distance education**. Porto Alegre: Federal University of Rio Grande do Sul, 2007.

FREIRE, P. **Education as a Practice of Freedom**. São Paulo: Paz e Terra, 2017.

JUNGES, DV; ROSA, LP; GATTI, A. **YouTube and Mathematics Education: A Study of Channels Specialized in Teaching School Mathematics**. Florianópolis: Journal of the Center for Educational Sciences, 2021.

MACHADO, LC. **The Use of Videos as a Learning Tool**. Londrina: State University of Londrina, 2016.

MATTAR, J. **YouTube in Education: The Use of Videos in Distance Education**. São Paulo: Anhembi Morumbi University, 2009.

MERCADO, LL **Teacher Training and New Technologies**. Maceió: Federal University of Alagoas, 1998.