Acquiring Knowledge the Quilombola Territory of the Jambuaçu River through the Games

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Abstract

This game aims to become a didactic-pedagogical tool to facilitate the interaction and transmission of history, culture and some traditional knowledge of quilombola community living in the Quilombola Territory of the Jambuaçu River, located in the municipality of Mojú, state of Pará, to be applied to the students of the local schools and students of the School of Application of the Federal University of Pará. It also aims to boost the interaction between these different worldviews, through the joint elaboration

between quilombola researchers, community members of the Quilombola Territory of the Jambuaçu River and the others researchers.

Keywords: mobile game, education, quilombola, interaction

1. Introduction

Simone Lucena [1] informs that in the last decades of the twentieth century, the insertion of information and communication technologies (ICT) in different social sectors potentiated new forms of communication, learning and the dissemination of digital contents and cultures. She adds that at the beginning of the 21st century, a new technological transformation in the media stands out: the use of portable technologies and mobile networks. The social interactions marked by the use of these new resources led to the development of new sociotenic processes and the birth of new types of languages as a new and dynamic culture of mobility. The United Nations (UN) through the United Nations Educational, Scientific and Cultural Organization (UNESCO) develops activities that seek to preserve heritage and cultural entities, stimulate creativity, oral traditions, reading and book production [2]. And for the sake of information, it seeks to promote freedom of the press, the free circulation of ideas through audiovisual means, independence, pluralism and the diversity of the media through the International Program for the Promotion of Communication with a focus also on preserving human rights, and try to overcome the global digital divide. Thus, it is intended to develop a game for cell phones that aims to disseminate information about quilombola communities to the world. To alternatively teach quilombo children their origins in a playful way to motivate them to learn more about their past and to help endure the history and traditions among young people and adults.

2. Motivation

When observing the history of Brazil, it is noted that the effort of blacks is striking, where they could enjoy the freedom to be and live according to their customs and maintain these groups of resistance to slavery. Historically quilombos have been the ultimate expression of freedom and appreciation of beliefs, traditions, customs. The quilombo was the collective experience of Africans and their descendants in the diaspora in a reaction to slavery, added to the contribution of other segments with which they interacted in each country, notably with some indigenous peoples" [3]. It is well known that the quilombola people do not have the visibility they deserve in different ways, as they are historically imposed the prejudice of being an abject subject [4] where the black person is not considered to be a life subject capable of dignity, education is essential and with that the inequality is alarmed [5]. Quilombola people constantly suffer from discrimination and prejudice due to the society's lack of knowledge about their culture. To help combat discrimination and prejudice, the development of this application arises with the aim of promoting historical knowledge and awareness about the quilombola culture and people that deserve greater prominence, recognition and respect before Brazilian society.

3. Playful Teaching

The global prominence achieved by the advance of the means of distance communication demonstrates an expressive reach together with education, according to UNESCO website in Brazil [7] "the estimated population of the Earth is 7 billion people, among them, 6 billion already have access to a working mobile phone". Given this fact, in 2013, UNESCO launched the "UNESCO Policy Guidelines for Mobile Learning" [6], by which it defines mobile learning as a branch of information and communication technology, connecting people for the creation of educational content, emphasizing the accessibility of education.

Mobile learning therefore appears as one of the solutions to the challenges faced by education, as it popularizes access to knowledge. In cyberspace it is essential to recognize the educational potential of communication tools, which are technologies in the form of digital applications that act as channels for educational dialogues between school, family and society, fostering this as a communication resource in the formation and construction of citizenship.

Electronic games, common in the daily lives of children, adolescents and adults, must be understood as an educational mediation tool that helps in the teaching-learning relationship in interdisciplinary educational processes.

4. Game Modes

Several game modes have been defined to make a more intuitive interface, as seen in Figure 1, for the user to orient themselves within the game. There are tabs through which you can get to know important people better, considered leaders in the quilombola territory, understand a little of the culture from the functioning of the archaeological site and the championship, with mini-games, or learn about the history of the Quilombola Territory of the Jambuaçu River and their communities through a platform game, evaluating the content discovered through quizzes.

Figure 1: Main Menu

4.1 Characters
In the characters mode, it will be possible to know the main leaders and their importance for the historical construction of the researched territory, as in Figure 2.

Figure 2: Main heroes of the quilombola territory of the Jambuaçu river.

For children and young quilombolas who will play, knowing the history of these characters and the formation of the territory where they live is important, in order to preserve this knowledge and pass it on to future generations.

The contribution of this knowledge to non-quilombola students and society in general, makes it possible to present the existence of the Quilombola Territory of the Jambuaçu River, in the municipality of Moju / PA, so that they know the history of struggle and resistance of these people who want to be seen, heard and respected by all, in addition to having their rights assisted by the government.

4.2 Mini-games

Through the mini-games, users will be able to better understand the culture of the quilombolas through two games, one about the functioning of the archaeological site, present in the quilombola community of São Bernadinho / Moju - PA and the other about the quilombola championship. The mini-game menu can be seen in Figure 3.

Figure 3: Screen with mini-games

The game of the archaeological site will aim to find on the screen artifacts obtained in Quilombo. After finding the object, it will be in a register, which the user will have access to at any time to know the history of the chosen piece.

The game about the quilombola championship will focus on football, a sport practiced during the tournament. The games will be aimed at the entertainment of users, which may be against artificial intelligence or against a friend from the local multiplayer. Although the focus of this mini-game is on children's entertainment, it will still have the option to click on a souvenir book, where the winners of the past championships will be registered, with the classification of all games in the competition.

4.3 Story Mode

In the history mode, the user can first enter the map with quilombola communities, which will show the fifteen communities that form the Quilombola Territory present in Pará, as seen in Figure 4.

Figure 4: Map with some quilombola communities.

When clicking on one of the communities, the user will be directed to a screen where they will have information on the chosen community, as seen in Figure 5, being explained through text or by a persona. With that, the player will be able to choose between doing a quiz about the community, for academic purposes, or playing within that community.

Figure 5: Menu with the history of a community.

When choosing the "Quiz" mode, the user will be directed to answer ten random questions, in a database about the selected community. As the game will be developed to be used within the academic environment, this mode was developed in order to test the children's knowledge about the community, preferably, being applied after the child reads, hears about or plays within the community.

When clicking on "Let's Play" it will be as if the user is playing within the community. This game mode will be created to be more interactive both with the player and with the history of the quilombola community,

through a gameplay similar to adventure and fighting games. In this mode, the persona of the player will enter the community, at the time of its origin, and live the same adventures that occurred at that time. As for example in the history of Aurestiano of the community of Poacê, where the main character will have to carry out several fights, in addition to organizing and guiding his people in the face of the difficulties faced by the community, such as attacks by external agents, invasions of territory, among others.

As a reward for each mission completed, the user will receive an achievement, to motivate him to continue playing. These achievements will also be related to the contents seen regarding the communities. As an example, when completing the mission mentioned above, the user will receive the "Foundation of the CFR Padre Sérgio Tonetto school" archievement.

5. Conclusion

The application emerged as a learning resource for children and adults, in a playful way it promotes knowledge about the quilombola culture and identity, it seeks to represent quilombola teachings and traditions, presenting the academic community that collaborates with the elaboration of this application. It is important to highlight the approximation that this didactic resource provides in society, promoting cultural diversity and combating discrimination against quilombola culture through education.

The didactic resource is being developed to be used by students and teachers in schools, initially it will be implemented at the UFPA Application School (EA-UFPA) and with children from the Quilombola Territory of Jubuaçu.

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