



ATENÇÃO TODO MUNDO

RESSIGNIFICANDO O TDAH



MESTRADO
PROFISSIONAL
ENSINO EM CIÊNCIAS
DA SAÚDE E DO MEIO AMBIENTE

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Podcast Handbook



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Podcast Handbook
ATTENTION EVERYONE - Redefining ADHD



Volta Redonda

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Volta Redonda University Center - UniFOA

Product of the Master's in Teaching in Health and Environmental Sciences

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PRESENTATION

The Podcast ATTENTION, EVERYONE! was developed as a teaching product in the Professional Master's Program in Teaching in Health and Environmental Sciences (MECSMA) at the University Center of Volta Redonda (UniFOA). This manual presents all the stages of elaboration of this educational product.

The development of the educational product, as well as the methodology and the brand are detailed, in order to contribute to a better understanding of the proposal and the entire process carried out until its materialization.

The authors hope that this pedagogical proposal, based on the form of a Podcast, can contribute to the training of higher education teachers in the face of ADHD and promote the overcoming of challenges in the day-to-day of the profession. In this way, it is intended to enable the practice of teacher self-training that aims at transforming learning in the process of inclusion of these students.

1- INTRODUCTION

The Podcast ATTENTION, EVERYONE!, is an Information and Communication Technology (ICT) product aimed at teacher self-training, with content on ADHD, Attention Deficit Disorder with Hyperactivity. This product stands out for being a new pedagogical tool and resource with the potential to contribute to the improvement of the quality of the teaching offered and, mainly, of student learning.

This tool seeks, through its contents, to disseminate knowledge, welcome, support and encourage the training of higher education teachers, with the purpose of providing a more inclusive and supportive education in the path taken by students towards graduation.

1.1.OBJECTIVE

Contribute to teacher self-training, in the face of the greatest challenges faced by teachers of health courses at the University Center of Volta Redonda (UniFOA) about ADHD in the academic environment.

2- THEORETICAL BASIS OF PODCAST

The theoretical basis used in the Podcast ATTENTION, EVERYONE!, is linked to Paulo Freire's political-pedagogical thinking, which understands education as a political action that fosters and encourages the development of critical awareness.

In this perspective, Freire (2000) chooses autonomy as a continuous process of human emancipation that cannot be restricted to a certain social group, which the author calls oppressor or dominant, but which must enable the inclusion of all to provide social transformation. .

In this sense, in defending the proposal of teacher autonomy in this work, the authors establish connections between the construction of sociocultural

meanings that teachers have about people with ADHD that subsidize the self-learning paths they will follow.

Therefore, the proposal for self-training is supported by the Independent Study Theory, which brings reflections on teaching in distance education (DE). These reflections are formulated by Charles Wedemeyer and Michael Moore (1981), who argue that on the need to propagate learning, in order to satisfy the public that needs to have independent actions that are not formatted by geo-temporal space, continuing their training. .

The perspective of independent study is linked to the subject's ability to be prepared to decide about self-directed learning, as well as what to study, which method is best adapted, and, above all, which technology will be used to carry out this study.

In addition to these theoretical proposals, the educational product, in this case the Podcast, is configured in a meaningful learning practice and as a strategy to encourage the subject to be the protagonist of his own learning, when choosing where, when, how and what to learn.

In this sense, the proposal is also anchored in the Theory of Meaningful Learning by David Ausubel (1982), which takes place from the actors' previous knowledge, and becomes significant when new knowledge emerges, whether they are formulas, ideas, concepts that bring meaning to this subject, contributing to the transformation of this knowledge into application and/or problem solving.

In order for meaningful learning to occur, there must be a predisposition of the subject to learn, within this perspective, complementing the theoretical basis, we also use the critical significant learning of Marco Antônio Moreira (2006), where in addition to prior knowledge, and the insertion of new knowledge, the subject needs to position himself in a questioning way in front of what he has

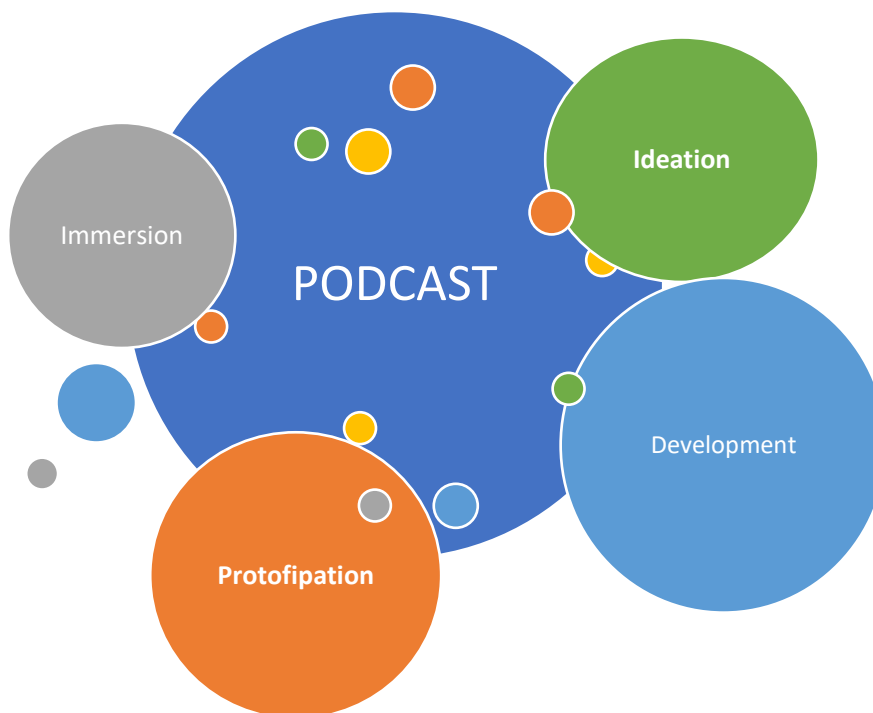
learned and, above all, decentralize the way of learning, looking for different models of educational materials with great significant potential.

3- PODCAST CREATION METHODOLOGY

3.1 DESIGN THINKING APPROACH

The methodology used in the process of creating the Podcast was carried out using the Design Thinking approach, a practical-creative method that seeks to solve questions and problems with a view to future results (BROWN, 2010).

Figure 1- List of steps for the central idea: "The Podcast"



Source: authors (2020)

For the product, four steps were applied, namely: Immersion, Ideation, Prototyping and Development.

3.2 CREATION STEPS

3.2.1 Step 1 - Immersion

The first stage, called immersion, aims to know the scenario and the obstacles to be overcome, as well as idealize the necessary solutions for change. At this stage, data collection was carried out to enable a greater understanding and foundation on the subject.

3.2.2 Step 2 - Ideation

In the second stage, based on the information from the previous stage, we sought to produce relevant ideas to achieve the necessary improvements, to solve problems, stimulating creativity according to the context and the peculiarities of the product.

3.2.3 Stage 3 - Development

The third stage consisted, in view of all the relevant ideas, of defining which ones would be most appropriate, necessary and with the greatest chance of success, to later start the process of elaborating a prototype that would effectively make the product viable, before the investment. Final. In this phase, the ideas were validated for planning the prototyping stage.

3.2.4 Step 4 - Prototyping

In the fourth and final stage, the product development actions, the brand creation process and the recording of episodes were carried out for product validation and improvements.

The graphic part of the Podcast's brand was developed together with the design professional Wendel dos Santos Dias.

Thus, based on the information acquired from the research results, training was carried out for the elaboration of Podcast, for the recording of the episodes

and the editing and mastering of the episodes made by a specialized company, called Fábrica de Podcast.

4- PODCAST EDUCATIONAL PRODUCT “ATTENTION, EVERYONE!”

Podcasts are audio files hosted on digital platforms, broadcast over the internet. They are similar to digital radio, in that the content format only allows them to be heard.

We can exemplify some applications of this format, with content for broadcasting interviews, debates, storytelling, lectures, among others.

The main driving factor for the consumption of this content is related to the fact of time optimization, as it provides the possibility of accessing while performing another activity.

Prepared by the authors as a result of the research for a Master's thesis in Health Sciences and the Environment, “Attention, everybody!”, is a podcast that deals with topics related to ADHD, Attention Deficit Disorder with Hyperactivity, making an intersection between entertainment and teacher training.

It stands out for presenting a pedagogical resource that is based on Information and Communication Technology (ICT), which uses the most diverse formats as tools, audio, video, image, text, among others, as a communication facilitator to offer on-demand teacher training, where the content can be accessed according to the need identified by the teacher-listener.

Its target audience is teaching courses in the area of health at the Centro Universitário de Volta Redonda - UniFOA, but with the potential to expand to all areas and educational institutions, including basic education, as well as to all the public that is interested in subject, such as parents, guardians and professionals from other areas.

In the case of “Attention, everybody!”, the content adopted in the training process will come from the research carried out for the Master's course. In this

way, the themes addressed on the subject will be those whose professors declared to have greater pedagogical insecurity to carry out.

In addition to being a feature of higher education faculty to develop professional activities in addition to teaching, such as research and extension, the training process sometimes becomes unfeasible due to the schedules and calendars in which it is offered.

Thus, given the significant number of professors who complain of having little free time to dedicate themselves to continuing education practices, this educational product presents itself as a facilitator and supporter in the development of the training process of these professors, harnessing innovation and, mainly, ease of using the cell phone device for this.

4.1 HOW THE PODCAST EDUCATIONAL PRODUCT IDEA ARISE

Faced with the need to develop an educational product as a result of a master's research associated with the restlessness experienced by the master's student in the exercise of her teaching activities in relation to students with learning disorders, among them, specifically, ADHD, which is predominant in the institution where she teaches, the idea arose of producing an artifact that was both innovative and optimized teaching time. In this way, in addition to serving students who declare themselves as people with ADHD. upon enrollment, we overcame the challenge of reconciling the availability of the teaching schedule with the training offered by the institution.

4.2 CONCEPTION OF THE NAME

The name of the Podcast came from a search carried out to identify strategies to maintain the attention of students with ADHD during classroom activities.

One of the results found presented as a strategy, phrases that were directed to the class, with the objective of seeking everyone's attention to what the teacher would be presenting, such as "look class", "attention here!", "class, let's pay attention attention".

According to this perspective, for a message sent to reach the receiver, I would need to attract the attention of the receiver, with a phrase or a jargon.

In view of this, when questioning the knowledge of teachers in relation to ADHD, we decided to use the expression to question whether these teachers throughout the profession had attention focused on enabling the learning of people with ADHD.

5- BRAND GRAPHIC DEVELOPMENT

5.1 PODCAST LOGO

The podcast logo arose from the need to create a graphic representation that would transcribe the reason for existence and the philosophy of the educational product, to differentiate the brand and establish a connection between consumers and the product on the content access sites.

The podcast logo "ATTENTION, EVERYONE!" (Figure 1) was based on a lowercase letter "a", the initial letter of the podcast name and an exclamation point, as a sign of attention, which reinforces the idea of the name. The middle of the letter and the dot of the exclamation mark are aligned and form the design of two eyes in a position of attention towards the brand name. Below, a sign of closing parentheses in a horizontal position added to the eyes forms a smiling face, which gives a friendly and relaxed character to the symbol. The typography chosen (Qanelas Soft) has circular shapes and rounded corners, emphasizing the light, friendly and fun image.

Figure2- Logo developed for the podcast



Design: Wendel do Santos Dias

5.2 PODCAST BRAND

The brand of the podcast "ATTENTION, EVERYONE!" (Figure 2) was based on the orange color palette, which is the color of the World ADHD Awareness Campaign, which takes place annually on July 13th. It is formed by 3 analogous shades of orange and 2 shades of blue, considering blue a complementary color to orange, which contributes to the graphic composition with contrast between the elements and the background.

This process worked on creativity, shapes, colors and letters to create the brand according to the desired reach of the product.

Figure2- Brand developed for the podcast



Design: Wendel do Santos Dias

5.3 SLOGAN

Figure3- Slogan developed for the podcast



Design: Wendel do Santos Dias

Once the product design creation steps are carried out, the podcast brand presents this finalization.

Figure4- Podcast Brand Attention everyone!



Design: Wendel do Santos Dias

6- DEFINITION OF THEMES

6.1 DATA COLLECT

Two data collection processes were used to define the themes: 1) Questionnaire with professors from the Biological and Health Sciences courses; 2) Interview with the person responsible for the Institutional Pedagogical Sector. Both research practices were carried out with UniFOA professionals.

6.2 SELECTION OF THEMES TO BE ADDRESSED

The themes of the podcast episodes are the result of the teaching weaknesses identified in the results of the questionnaire and the suggestions made by the Responsible for the Institutional Pedagogical Sector of UniFOA in the interview.

The topics addressed in the research with the teachers were:

- 1 - Teaching-learning strategies
- 2 - Behavioral management skills
- 3 - Evaluation criteria
- 4 - Interpersonal relationships
- 5- Learning Paths
- 6 – Elaboration of test questions.
- 7 - Integration and Inclusion: Knowing the differences.

Therefore, the contents were developed from the topics most demanded by teachers and suggested in the interview, with the aim of meeting the needs that they identified as necessary for their training. The survey results showed an average of 2.6 topics of interest to professors, among the 6 presented. Therefore, it was decided to record on all themes, addressing 2 themes per episode, the last one with a theme suggested by the interviewee, to raise awareness among teachers about the theme and self-training.

7- TRAINING IN PODCAST

Two training sessions were carried out by the master's student in Podcast, with the objective of promoting greater understanding and preparation for the recording, development and production of the episodes. Being them, on 07-31-2020, lasting 2 hours, the Give Voice to the Podcaster Within You Workshop by the B-LAB Learn Space Learning Laboratory and the other on 10-13-2020, lasting 3 hours, the Podcast Workshop: a tool to be used inside and outside the classroom, by the University Center of Volta Redonda (UniFOA).

8- PODCASTING

Podcasting is a term that defines the process of planning and building the podcast, in this case, used as a guide in the development stages of each episode.

8.1 FORMAT OF EPISODES AND VOICES

The recording format of the episodes depends on the topic to be addressed, varying as individual, interview, conversation circle. To this end, formats will be presented with the participation and voiceovers, of the master's student in the role of moderator and for the solo presentation, as well as invited professionals interviewed and participants in debates.

8.2 DURATION AND FREQUENCY

The episodes have the duration times defined according to their format, but they will obey the time of 10 to 35 minutes each. Initially, they will have a single frequency, that is, they will be developed as content of the educational product of teacher training for MECSMA. With the possibility of new research to open new seasons and new approaches.

8.3 HOSTING PLATFORMS

Digital podcast hosting platforms are pages that host the audio file generated on the podcast channel, where the links and all the episode details are available.

On these digital platforms, episodes are organized so that they are distributed in directories accessible to listeners, where, in addition to storing, data and information are recorded that allow a diagnosis of the results of social interaction, monitoring the audience reached.

In the specific case of this educational product, the hosting platforms Anchor and Spotify, Google Podcast, the website created to promote the product,

where the links to the episodes will be attached will be used. as well as the Educapes educational product repository page.

8.4 RECORDING AND CONDUCT CRITERIA

In the recording process, conduct criteria were adopted for the recording of the contents, such as the collection of authorization for the use of image and voice of the interviewees, as well as the Free and Informed Consent Term (FICT). Other aspects were also considered, such as the organizational culture of UniFOA for the elaboration of the contents and design of the Educational Product, the guarantee of copyright using copyright-free content (images, sound, audio) and the maintenance of ethics, commitment and respect for everyone involved.

The recordings were made at Rádio FOA, during the month of October 2021, with the collaboration of Edson dos Santos Ribeiro, responsible for the Radio and for directing and recording the episodes, and Matheus Souza de Azevedo Freitas, responsible for editing and finalizing the episodes. episodes.

9- PODCAST EPISODE PLANNING SCRIPT

The podcasting process follows this script model, which must be filled in each episode, for better control and monitoring of the creation process, in order to contribute to the achievement of results and guarantee the quality of the product.

Painting1- Podcast Episode #01 Planning Script

PODCAST: ATTENTION, EVERYONE!" #EP01	
Theme	Presentation of the Podcast "Attention, everyone!"
Public	Higher Education Teachers and all those interested in the topic, such as parents, guardians and professionals from other areas.
Name	"Attention, everyone!"
Time	Minimum 10 minutes / Maximum 35 minutes

Frequency	Master's Product (In Group)
Format	Collective
Road map	<p>Hello Are you okay? is starting the first podcast episode "Attention, everyone!" which today presents the Educational product and its importance as a tool for self-training and continuing education. My name is Luciana Werneck, I'm a master's student O Professional Master's in Teaching in Health and Environmental Sciences at UniFOA. So, in this episode we will present the objective, the authors, as well as the target audience and, in addition to help reflect on teacher self-training, with content on Attention Deficit Hyperactivity Disorder, known simply as ADHD.</p> <p>We have our guest here today, Professor Ivanete da Rosa Silva de Oliveira, who will talk a little bit about the educational product and its importance as a tool for self-training and continuing education..</p> <ul style="list-style-type: none"> • Educational product: "Attention, everyone!" self-training and continuing education tool <p>Topics to be covered:</p> <ol style="list-style-type: none"> 1) Educational Product 2) The impact on teacher continuing education and training 3) Independent study and the search for new knowledge 4) Redefining ADHD in higher education.
Recording	Unifoa Radio
software	Anchor and PodoX
Link to hosting	<p>Spotify: https://open.spotify.com/user/yfl82co9pttwkx7zjr0ymvfu</p> <p>anchor: http://anchor.fm/ateno-todo-mundo</p> <p>Site: https://sites.google.com/view/atencaotodomundo</p>

Source: Authors (2021)

Painting2- Podcast Episode #02 Planning Script

PODCAST: "ATTENTION, EVERYONE!" #EP02	
Theme	Presentation of the Podcast "Attention, everyone!"
Public	Higher Education Teachers and all those interested in the topic, such as parents, guardians and professionals from other areas.
Name	Attention, everyone!"
Time	Minimum 10 minutes / Maximum 35 minutes

Frequency	Master's Product (In Group)
Format	Collective
Road map	<p>Hello Are you okay? is starting thesecondpodcast episodeAttention, everyone!that today is dedicated to talking about Construction of Teaching-Learning Strategies and Development of Learning Paths. My name isLuciana Werneck, I'm a master's studentOProfessional Master's in Teaching in Health and Environmental Sciences at UniFOAI will be here during these minutes.Today the podcast is dedicated to presenting the objective, the authors and the target audience and their history, in addition toto help reflect on teacher self-training, with content on ADHD, Attention Deficit Hyperactivity Disorder.</p> <p>We have here today our guest toProfessor and Psychologist Aline Lopes Rebouças Gomes, which will talk a little bit aboutthe elaboration of learning paths, and important strategies that can be applied in the classroom and as a support to the teaching-learning process.</p> <p style="text-align: center;">● Construction of Teaching-Learning Strategies and Development of Learning Paths.</p> <p>Topics to be covered:</p> <ol style="list-style-type: none"> 1) Learning paths and teaching-learning strategies, and their importance for helping students with ADHD learn. 2) Identification of critical points in the construction of their learning paths and pedagogical practices. 3) Types of learning paths, and their practice. 4) Advantages of applying teaching-learning strategies in enhancing learning in higher education 5) Establishing teaching and learning strategies that most benefit students with ADHD? 6) Practical examples
Recording	Unifoa Radio
software	Anchor and PodeX
Link to hosting	<p>Spotify:https://open.spotify.com/user/yfl82co9pttwkx7zjr0ymvfu</p> <p>anchor:http://anchor.fm/ateno-todo-mundo</p> <p>Site:https://sites.google.com/view/atencaotodomundo</p>

Source: Authors (2021)

Painting2- Podcast Episode #03 Planning Script

PODCAST: "ATTENTION, EVERYONE!" - #EP03	
Theme	Podcast Presentation Attention everyone!

Public	Higher Education Teachers and all those interested in the topic, such as parents, guardians and professionals from other areas.
Name	Attention, everyone!
Time	Minimum 10 minutes / Maximum 35 minutes
Frequency	Master's Product (In Group)
Format	Collective
Road map	<p>Hello Are you okay? The first episode of the podcast is starting Attention everyone! which today is dedicated to talking about: Establishing Skills for Behavioral Management and Management of Interpersonal Relationships. My name is Luciana Werneck, I'm a master's student O Professional Master's in Teaching in Health and Environmental Sciences at UniFOAI will be here during these minutes. We have here today our guest Professor Sonia Cardoso Moreira Garciathat will talk a little bit about themanagement and relationship with students, with emphasis on those with ADHD.</p>
	<ul style="list-style-type: none"> ● Establishment of Skills for Behavioral Management and Interpersonal Relationship Management. Topics to be covered: <ol style="list-style-type: none"> 1) How is the profile of students with ADHD characterized in their social interaction in higher education? 2) What are the main complaints regarding students with ADHD in classroom interaction? 3) The strategies to be adopted in the management of these weaknesses and behaviors? 4) Important contributions in the training of teachers for better behavioral management with these students? 5) How to carry out a diagnosis of the needs of these students, in order to meet their expectations and strengthen the interpersonal relationship? 6) How do you understand the role of the teacher in the teaching-learning process? 7) How can he seek to achieve and increasingly play this role?
Recording	Unifoa Radio
software	Anchor and Podex
Link to hosting	<p>Spotify: https://open.spotify.com/user/yfl82co9pttwkx7zjr0ymvfu</p> <p>anchor: http://anchor.fm/ateno-todo-mundo</p> <p>Site: https://sites.google.com/view/atencaotodomundo</p>

Painting3- Podcast Episode #04 Planning Script

PODCAST: “ATTENTION, EVERYONE!” - #EP04	
Theme	Presentation of the Podcast “Attention, everyone!”
Public	Higher Education Teachers and all those interested in the topic, such as parents, guardians and professionals from other areas.
Name	“ Attention, everyone! ”
Time	Minimum 10 minutes / Maximum 35 minutes
Frequency	Master's Product (In Group)
Format	Collective
Road map	<p>Hello Are you okay? is starting the first podcast episode Attention, everyone! that today is dedicated to talking about Definition of evaluation criteria and elaboration of test questions. My name is Luciana Werneck, I'm a master's student O Professional Master's in Teaching in Health and Environmental Sciences at UniFOAI will be here during these minutes. Youemohere today our guest Professor Aline Rebouças Lopes Gomes, who will talk a little bit about This episode aims to present and assist in the assessment process of students with ADHD.</p>
	<ul style="list-style-type: none"> ● Definition of evaluation criteria and elaboration of test questions. Topics to be covered: <ol style="list-style-type: none"> 1) What is the importance of adopting appropriate inclusive assessment strategies for the best performance of these students? 2) What are the main difficulties that teachers present with regard to the assessment of students with ADHD? 3) How to define the best evaluation strategies? 4) What practical examples of strategies can be adopted? 5) How to elaborate test questions that potentiate and motivate the achievement by these students? 6) What practical examples of approaches to evidence questions can be cited?
Recording	Unifoa Radio
software	Anchor and PodaX
Link to hosting	<p>Spotify: https://open.spotify.com/user/yfl82co9pttwkx7zjr0ymvfu</p> <p>anchor: http://anchor.fm/ateno-todo-mundo</p> <p>Site: https://sites.google.com/view/atencaotodomundo</p>

Painting4- Podcast Episode #05 Planning Script

PODCAST: "ATTENTION, EVERYONE!" #EP05	
Theme	Presentation of the Podcast "Attention, everyone!"
Public	Higher Education Teachers and all those interested in the topic, such as parents, guardians and professionals from other areas.
Name	" Attention, everyone! "
Time	Minimum 10 minutes / Maximum 35 minutes
Frequency	Collective Master's Product)
Format	Individual
Road map	<p>Hello Are you okay? is starting the fifth podcast episode "Attention, everyone!" which today presents the differences between integration and inclusion, . My name is Luciana Werneck, I'm a master's student of Professional Master's in Teaching in Health and Environmental Sciences at UniFOA. So, in this episode we will get to know the differences between integration and inclusion, and the importance of this understanding for a better development of activities, relationships and teaching practice, in addition to enabling an awareness teacher, facing Attention Deficit Hyperactivity Disorder, known simply as ADHD.</p> <ul style="list-style-type: none"> • Integration and Inclusion: Knowing the differences. <p style="text-align: center;">Topics to be covered:</p> <ol style="list-style-type: none"> 5) Presentation 6) Inclusive perspective in the social and educational context. 7) Romeu Kazumi Sassaki: the father of inclusion in Brazil 8) Integration and Inclusion: Knowing the differences. 9) Re-signifying ADHD in higher education, through teaching practice
Recording	Unifoa Radio
software	Anchor and PodaX
Link to hosting	<p>Spotify: https://open.spotify.com/user/yfl82co9pttwkx7zjr0ymvfu</p> <p>anchor: http://anchor.fm/ateno-todo-mundo</p> <p>Site: https://sites.google.com/view/atencaotodomundo</p>

10- PODCAST EPISODES

The topics covered in theitation were distributed in three initial episodes, assshown in Table 2.

Painting5- List of episodes and topics covered in the podcast

EPISODE	NAME	Link
EPISODE #01	Podcast Presentation Attention everyone! Redefining ADHD – participation of Ivanete da Rosa Silva de Oliveira	https://open.spotify.com/playlist/4by7B9LHcFGNK7TbZnk6Yo
EPISODE #02	Construction of Teaching-Learning Strategies and Development of Learning Paths - participation of <i>Aline Lopes Rebouças Gomes</i>	https://open.spotify.com/playlist/5spUwnbTo2uqskum4Z9uOh
EPISODE #03	Establishment of Skills for Behavioral Management and Management of Interpersonal Relationships – Sônia Cardoso Moreira Garcia	https://open.spotify.com/playlist/2jBrMH6dYRc0y2o7xFTJfa
EPISODE #04	Definition of evaluation criteria and elaboration of test questions - participation of Aline Lopes Rebouças Gomes	https://open.spotify.com/playlist/23ZqMB2FyZHFjMDrn5sque
EPISODE #05	Integration and Inclusion: Knowing the differences - participation of Luciana Pereira Pacheco Werneck	https://open.spotify.com/episode/13q9J2c2iGHU5fgzqiUZzz?si=GzlhXtU4TZSGwSU2OkjH2g

Source: Authors (2021)

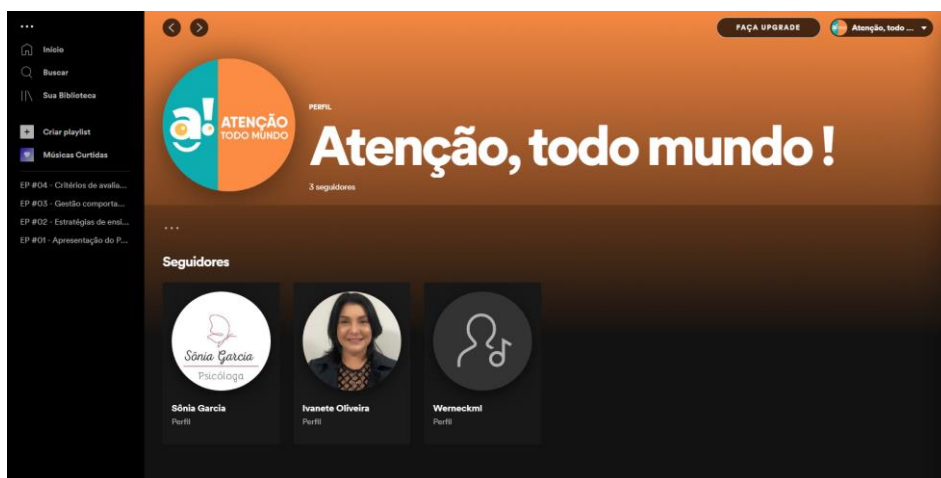
The order and total number of episodes were defined, depending on the conclusion of the analysis of the results of the data collection of the research carried out with the professors in order to prepare the product and address all the suggested themes, considering that all were pointed out as weaknesses.

11- VISUAL PRESENTATION OF CONTENT ON DIGITAL HOSTING PLATFORMS

The visual presentation of the episodes on the digital platforms was developed with the brand impression and with the titles and episodes following the

planning distributed in the List of episodes and topics covered in the podcast (Table 2), as shown below, in addition to the creation of an e-mail and website for the product, with the objective of publicizing, presenting and hosting the episodes to the public interested in the theme. It is worth mentioning that the access, control and responses of the contacts will be monitored by the master's student.

Figure5- Cover of the Podcast Channel on the Spotify platform



Source: Spotify

Figure6- Cover of Episode #01 – “Introduction to the Podcast Attention everyone! Redefining ADHD”



Source: Spotify

Figure7- Cover of episode #02 – “Construction of Teaching-Learning Strategies and Development of Learning Paths”



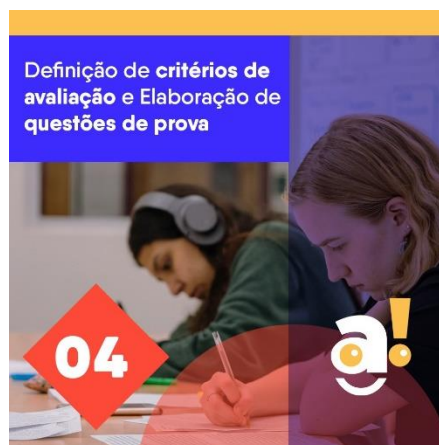
Source: Spotify

Figure8- Cover of episode #03 – Establishment of Skills for Behavioral Management and Management of Interpersonal Relationships”



Source: Spotify

Figure9– Cover of episode #04 - Definition of evaluation criteria and elaboration of test questions.



Source: Spotify

Figure 10- Episode cover #05 - Integration and Inclusion: Knowing the Differences



Source: Spotify

Figure 11- Website cover created for product presentation and hosting



Source: Google Sites

This manual is dedicated to the dissertation, and provides all the information on the process of elaborating the educational product and the means of dissemination, in addition to serving as a reference base in the process of validating the teaching product.

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