ONLINE EDUCATION IN STRICTO SENSU POSTGRADUATE PROGRAMS

Diaries, Visual Storytelling, Narratives, and Authorship of a Researcher on the move in Cities and Cyberspace

Edméa Santos

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Pedro & João
editores

EDMÉA SANTOS

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LIFE, EDUCATION AND RESEARCH ENCOUNTERS: NOTES ON ACADEMIC INTERNATIONALIZATION

Writing a preface for a work by Edméa Santos (#Professor Santos) is both a privilege and a significant duty. The book she supplies us with, while serving the fundamental objective of our academic endeavor, much exceeds that status and invites us to a stimulating meditation on the issues of post-digital teaching.

This work is creatively distinguished by its use of various languages. In the first section, the author describes her connection with online diary activities throughout her research and education career in cyberculture. It then shifts to digital storytelling using Instagram's online diary style. The third piece is a pedagogical scientific report that provides a theoretical-practical analysis of her postdoctoral term at The Ohio State University (OSU), USA, using a more formal academic discourse. She supplies us with what we may call a Personal Research Environment (PRE) with high reflective potential.

Edméa Santos' book is a fascinating contribution to rethinking current teaching and research in today's world of cyberculture, open science (OS), open education (OER, MOOCs), and the forced immersion into the digital world caused by the pandemic, which some regard as the greatest "online experience" ever conducted, particularly in an educational context. The author investigates new approaches in her practice, transforming well-traveled territory and venturing into emerging areas such as Artificial Intelligence, as well as mobilizing numerous other contributions that have caused significant disruptions in the context of the professor's role in the academic institutions where she works.

The use of a narrative in the style of digital storytelling, combined with comments on the daily life of a researcher and professor, evokes the original concept of scholarship (BOYER, 1990), which, in the absence of a better translation, I refer to as "teaching work." Boyer's contribution provides us with a framework for academic practice and its multidimensional nature, expressed in four basic functions that encompass all academic activities - discovery, integration, application, and teaching - thereby counteracting the traditional devaluation of teaching activities in relation to research.

This teaching approach has veered dramatically from its original, almost romantic nature, and is today defined by academic productivity based on publication and evaluation reliance. We agree with Candau's concept that these are times of rapid science and excessive work pressure under the clock (Guzmán-Valenzuela and Barnett), embodied in a plethora of disconnected but specialized teaching tasks (mandatory administrative-bureaucratic tasks, internationalization pressure, number of students, technology use, funding acquisition, among others).

There is thus opportunity for new contributions such as digital scholarship or open scholarship, which stem from the advent of Web 2.0 and phenomena such as openness, sharing, and cooperation, as well as the diffusion of digital tools and new research and publication methodologies. These developments have had a significant impact on the ecosystem of academic practices, as well as more or less digital, more or less hybrid contexts and territories of activity, leading to the emergence of new academic identities, as indicated in a 2019 publication (Cardoso, Morgado, and Teixeira).

Edméa Santos's perspective on academic labor in a cybercultural and ubiquitous context is embodied in a continuous research-education cycle in a hybrid setting, with each component informing and enriching the other. It makes a substantial contribution to understanding the current state of teaching practice.

Where does the educator operate? The territories where the educator operates are increasingly hybrid and ubiquitous, introducing complexity to their practices and the mastery of their daily lives, which unfold in multiple scenarios due to the platformization resulting from the creation of virtual campuses of varying sizes, multi-platform aggregating environments (LMS + Web 2.0, social networks, multifunctional apps, etc.), campuses as personal institutional environments, or even personal learning environments as referred to by Mota. Physical spaces of interaction and communication are joined by virtual classroom spaces and remote laboratories, content creation spaces, technological management, pedagogical and scientific coordination, digital libraries and repositories, technical support systems, educational support and mentoring, evaluation management, and also socialization spaces.

Edméa Santos's book also brings us a reflection on the challenges faced by online postgraduate courses in a post-digital context, as well as on the contentious issues currently debated regarding this approach of education.

Literature documents how the shift in teaching spaces and times, which has introduced a greater diversity of students and cultural learning profiles, demands changes in pedagogical practices, teaching strategies, and instructional design models, also referred to as learning design by Connole and educational design by Paula Carolei.

Flashbacks and the Master's Degree in eLearning Pedagogy (mPeL)

Upon commencing the Master's Degree in eLearning Pedagogy at Universidade Aberta de Portugal, a pioneering and innovative fully online postgraduate program in 2006, we encountered significant challenges and the necessity to rethink the teaching culture and its associated ecosystem. We encountered misunderstandings from our colleagues and from within the institution itself. Some of the challenges were from the creation of expectations for a fresh approach to teaching and learning, which were based on the same sources that had influenced our own learning and teaching habits decades before.

This is a very common approach, both on the part of decision-makers and officials in institutions, as well as academics and the students themselves. As a result, in my opinion, the investigation of practices embedded in teaching work (the aforementioned "research-education in cyberculture" proposed by Edméa Santos) should be a permanent practice, employing methodological approaches that are also evolving in response to the new phenomena we face.

My entry into online education occurred in the early 1990s, when I had the opportunity to learn to teach online from those who were already doing so - in 1993 in the famous TLO'4 course at The Open University in Britain (Teaching and Learning Online), with Robin Mason, Tony Kaye, and many other researchers I encountered in the texts I studied. In a challenging situation, when the Internet was still very limited and inaccessible, we overcame barriers and had a high-intensity experience, one of the richest and most significant for my future teaching career. It resulted in my

doctorate, during which I worked and researched the creation of a prototype of a virtual pedagogical model and online teaching work, as well as the foundation for what would become my contribution to the development of the Universidade Aberta Pedagogical Model and the establishment of the Master's Degree in eLearning Pedagogy in 2006.

Years later (2013-2014), I had the opportunity to collaborate with Edméa Santos on this master's program when, during her postdoctoral study, she served as an observer-participant, researcher, and visiting lecturer in a master's program course and in the learning community. The following year, she returned as a guest lecturer in the Research Methodology in Online Contexts (MICO) course, where we discussed reflections and co-constructed knowledge, as well as her vision of research-education in cyberculture, which was reflected in her work with students and dissertation guidance for the master's program.

Inspired by the use of the diary format in the book, I also record a happy encounter that occurred at the time between Edméa Santos and Ana-Paula Correia when I invited them to the Guest Panel of the 4th Conference of the Master's Degree in eLearning Pedagogy - MyMpeL, in 2013 (http://mympel.blogspot.com/p/confere.html), dedicated to reflecting on academic work, research practices (Ana-Paula Correia), research and education practices (Edméa Santos), and which has borne fruit to this day, of which this book is an excellent testament.

We end with the assurance that readers of this book will find reasons to incorporate the author's perspectives in these co-constructed research-education journeys, as well as their encounters with other actors and researchers.

Lisbon, October 30, 2023, or nearly 10 years later!

#Lina Morgado

4ª Conferência do Mestrado em Pedagogia do Elearning
myMPeL, 2013

30 de Novembro de 2013

Universidade Aberta: Palácio Ceia - Lisboa
9.00 -19.00
PROGRAMA PROVISÓRIO

09.00 : RECEÇÃO
9,30 -10.00

PRÓ-REITOR DIRETORA DO DEED	Abertura	UNIVERSIDADE ABERTA

10.15– 10.45: PAINEL DA COORDENAÇÃO DO MPEL

COORDENAÇÃO DO MESTRADO EM PEDAGOGIA DO ELEARNING	Radiografia do curso MPeL	UNIVERSIDADE ABERTA

11.00 -12.30: PAINEL DE CONVIDADOS DO MESTRADO MPEL
MODERAÇÃO:

ANA PAULA CORREIA	Elearning- Research directions and Advanced Practices	IOWA STATE UNIVERSITY
MARCO SILVA	Fundamentos da interatividade na sala de aula presencial e online	UNIVERSIDADE ESTADUAL DO RIO DE JANEIRO
EDMÉA SANTOS	Cibercultura na era da mobilidade ubíqua : práticas de pesquisa e formação	UNIV. ESTADUAL DO RIO DE JANEIRO

4ª Conferência do Mestrado em Pedagogia do Elearning
myMPeL, 2013

'Radiografia' dum curso online:
estudo das práticas docentes sobre o desenho das atividades online

Rosalina Simão Nunes
Prof. Doutora Lina Morgado

Photos from Lina Morgado's personal archive—with Marco Silva, Ana-Paula Correia, and Edméa Santos at MyMPeL2013

Welcome!

Grab your map and enjoy the journey

Edméa Santos

Full Professor at UFRRJ
CNPq Productivity Scholar
and Scientist of Our State by FAPERJ
Leader of @gpdoc.ufrrj
Daughter of Oxúm, mother of Nina,
Traveler, Cinephile,
Author who shapes authors in cyberculture

www.edmeasantos.prof.br

INTRODUCTION

WELCOME! GRAB YOUR MAP AND ENJOY THE JOURNEY

The research as a curricular device is, at the same time, an availability in the matrices of university curricula, a necessary formational possibility for stricto sensu postgraduate programs in our country. Its circulation is already part of a complex, relevant, and undisputed formational tradition. However, thinking about and promoting the realization of research as an act of curriculum requires deeper and more relevant curricular reflections and interventions. This implies experiencing research in the curricula of stricto sensu postgraduate programs in our country. (Emphasis added. Macedo, 2020, 21).

I agree with Macedo (2020) that stricto sensu postgraduate programs in Brazil and elsewhere require research experience in their curricula. In the subject of education, we conduct study in and around schools, in university pedagogy, and in other educational networks, such as cyberspace and virtual learning environments. In general, postgraduate programs are divided into disciplinary curriculum, interdisciplinary activities centered on research seminars and scientific events, the formation of research groups, and research itself. These activities have traditionally been established in face-to-face courses, with few online activities that rely substantially on the individual initiative of professors and research groups.

With the Covid-19 pandemic, our face-to-face programs migrated completely to cyberspace. The context required managers, professors, and students to quickly mobilize knowledge for online activities regarding the direct training of researchers. There are many research and training dilemmas, as well as the multiplicity of daily curriculum inventions. We need to investigate curricula and their emerging mediations to produce knowledge in research contexts of stricto sensu postgraduate education.

Considering my extensive experience in the field of Education in Cyberculture, especially in Online Education, including the online teaching and guidance I developed at Universidade Aberta de Portugal during my first postdoctoral internship (2013/2014), I investigated how online curricula were organized and established in stricto sensu postgraduate programs. I was able to serve as a visiting professor in MPEL, the Master's Degree in e-

Learning Pedagogy, where I taught online classes to geographically dispersed students and guided entirely online master's dissertations. In my time in Brazil, I worked for 11 years at PROPED/UERJ (program 7/Capes) and 5 years at PPGEDUC/UFRRJ (program 4/Capes), always incorporating online education into the face-to-face curriculum, whether through online didactic designs as extensions of face-to-face classes or in collective and/or individual guidance of master's and PhD students.

During and after the Covid-19 pandemic, I developed online teaching and research methodologies beyond synchronous remote activities or live classes. In this context, I felt the need to continue researching our own postgraduate curriculum practices and to continue researching with international online programs. The American experience interests me directly. In recent years, I have been working directly with Professor Ana-Paula Correia (OSU). The collaboration has been effective with joint participation in scientific publications, public lectures, research supervision, and participation in doctoral committees in Brazil. I felt the need to further strengthen our partnership by being physically present in the formative context on-site at The Ohio State University (OSU).

I investigated pioneering practices of online education in postgraduate programs, analyzing through the methodology of online immersion the case of the curricular unit "Applied Instructional Design" of the Online Postgraduate Program in Educational Technology at Ohio State University (OSU) in the United States, understanding by curricular didactic design the architecture of contents and learning situations, which converge the language of hypermedia with synchronous and asynchronous interactive communication, in tune with the materiality of teaching and student action, in this case, interactive online teaching. To do so, I researched for two months acting online and interacting face-to-face with different physical environments at OSU. The research involved academic participation in different university contexts, as well as in the city of Columbus, practicing the methodology of ubiquitous walking.

Cyberculture research and training procedures are increasingly in tune with and converging spaces/times, as well as pedagogies in motion and at the interface of physical (city), informational (cyberspace), and symbolic (subjective practice) domains. As a result, developing research devices and methods to investigate linguistic convergences and their hybrid supports becomes increasingly challenging.

This book describes an experience of research-education in cyberculture using the ubiquitous walking as a device, as I interacted in the formative interface in the city of Columbus (United States) - connecting with its cultural, artistic, scientific, and, most importantly, daily equipment

- both on the physical campus of OSU and online (Carmen/Canvas Platform). Throughout the period, I documented the formative experience by creating an online research diary in the form of visual storytelling on my Instagram page (@measantos). To give readers the entire experience, I arranged this book into three chapters.

1. **Chapter 1 - "Online Diaries: Research and Training Journeys in Cyberculture"**

In this chapter, I share my historical investment with online diary devices in the context of cyber research-training. I explain the choice of the genre and format of visual storytelling for this project. I narrate with sequential images from photographic records of my daily research, in the context of ubiquitous walking.

2. **Chapter 2 - "The Online Diary on Instagram: Visual Storytelling in Columbus"**

In this chapter, I literally transposed the online diary produced on Instagram into the format of a book chapter. My choice was for the literal recording of a dynamic experience. The idea is to share with students/researchers and researchers/supervisors the experienced research and training narratives in the "city/cyberspace" relationship, as well as through QR codes inviting readers to online interaction with the lived experience. The conversation can continue, updating memories of life and training. We can create new and unique formative environments by updating memories during online conversations.

3. **Chapter 3 - "Online Education in Stricto Sensu Postgraduate: The Case of the Curricular Unit 'Applied Instructional Design' of the Online Postgraduate Program in Educational Technology at Ohio State University in the United States"**

This part is a hypertextualized version of the article published with the same title in the Journal Interfaces of Education (Santos, Correia, 2023). My decision to include a previously published scientific article in this book is solely for educational purposes. I understand the importance of sharing different content in different languages in order to provide more and better opportunities for learning and formative environments in online postgraduate programs. The reader will be able to access various links to different sources, digital learning objects, online conversations with specialists, and various productions with my supervisor, Professor Dr. Ana-Paula Correia, revealing our academic partnership and involvement with a more democratic, open, polyphonic, playful, and networked university pedagogy.

I chose to publish in two languages, Portuguese and English. Thus, we ensure, to some extent, greater accessibility of communication of results for interaction contexts between research groups and our universities. This book is the result of a research project on internationalization. I relied on the support of my home university (UFRRJ, with support from PPGEDUC/Capes), the host university (OHIO), and financial resources from FAPERJ - through the Scientific Program of Our State - and CNPq - through the PQ Program. Without these supports, this now-public experience would not have been possible. I express my gratitude to the institutions mentioned while also advocating for increased opportunities and funding for research in our country.

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ONLINE DIARIES:
RESEARCH AND EDUCATION JOURNEYS IN CYBERCULTURE

CHAPTER 1 - ONLINE DIARIES: RESEARCH AND TRAINING JOURNEYS IN CYBERCULTURE

Research in Motion: Walking, Narrating, and Experiencing in Cyberculture

Narrating life at the city-cyberspace interface, i.e., between physical, informational, cognitive, and symbolic territories, is already part of my personal ethnographic methods and the GPDOC - Research Group Teaching and Cyberculture (SANTOS, 2005), (WEBER, SANTOS, 2009, 2014). On the other hand, we understand that each formative experience is unique; therefore, this book presents a unique experience, full of stories and autobiographical narratives throughout a life, education, and academic career. Furthermore, we are not always the "same person"; each journey with and within the spacetimes of research-training generates unique formative experiences. We create devices and let devices affect us; online diaries are concrete examples, with this and in this context, we produce knowledge in and with the experience. Experience in context and in the relationship between city/cyberspace.

By "city," we understand the physical territories we inhabit and move through, whether in urban and/or rural areas, in home offices or through the streets. We walk feeling each step, observing people, technical objects, and their movements, their bodies as media. Media that reveal their aesthetics, poetics, potentialities, limitations, historical processes of inclusion and privileges, as well as excluding oppressive processes that are not unique to them. We are a society. Much of who we are is contingent and was politically fashioned by more or less civilizational projects.

And cyberspace? What is its relationship to cities? The digital is embedded in the "skin of culture," influencing and conditioning us. It serves as an infrastructure and device for subjectivation practices, intelligence technologies, and cyberculture (LÉVY, 2003). We shape who we want to be by educating and informing ourselves through increasingly digitized, datified, and platformed mediations. With access and accessibility, we can

invent, create, and authorize ourselves, but we can also be co-opted by cognitive and surveillance capitalism, which produces cutting-edge technologies that can change the world for the better while also killing and excluding entire peoples through various forms of violence. Everything will be dependent on the political projects associated with these technologies.

I came across an extremely violent scene today, May 28, 2023, in Columbus, Ohio/United States, while returning from Montreal/Canada. I took a bus from Columbus International Airport to my City Center residence and encountered an embarrassing situation. Embarrassing for a first-world country or any city. A young black woman with stunning eyes boarded the bus. Her facial beauty grabbed my attention for a few seconds. Her body took up the entire entrance space. Her clothes did not fit her obese body, which was covered in strange markings and scars. Life has literally left its mark on the body.

How not to think about violence in its various forms. The odor of urine was unbearable. I could not breathe. How did humans reach this level of civilization? That is what I wondered. This body isn't alone in this situation. It is impossible not to consider the processes of enslavement experienced by our ancestors, as well as the most recent forms of colonialism that we are still experiencing and that are updated through various materialities, including symbolically, in racial segregation, white supremacy, the lack of public policies, and civilizational processes that have failed and continue to fail. The mentally confused woman took a few minutes to find her travel card but was able to board; I got off at the next stop.

How to think about all of this almost simultaneously, if the day before in Montreal, in the province of Quebec/Canada, I drove for the first time a Tesla car, a cutting-edge vehicle fully computerized with autonomous driving features and artificial intelligence which, if desired, eliminates the need for a human driver. Produced by one of the world's most technologically advanced companies, whose owner is one of the world's wealthiest white men, and who funds the extreme right, which produces necropolitics, fake news, and other atrocities... The car that impressed me technologically belonged to a fellow university professor. In Canada, university professors are offered perks and financial assistance to invest in their urban mobility. All of this has been put simultaneously. Detrimental processes coexist with rapid technological development. What can we do in order to minimize these sociotechnical distances?

What distinguishes the young woman who was trying to get on a bus in the United States with her body marked by violence from the university professor who rides in a cutting-edge vehicle? What about the researcher professor who is narrating all of this? What purpose does sharing these

experiences serve? Narrating life in motion helps us organize who we are in the world. Academically, it enables us to organize our everyday life within the context of research and training. Autobiographical narratives from the author's everyday walking (SANTOS, 2020) in her urban journeys are used in this text to materialize introductory notes on the device in question. We understand by everyday walking:

> The act of walking through physical territories in connection with cyberspace, producing, recording, and documenting research-training data in cyberculture. Walking is portrayed as an act resulting from the researcher's learning and training experiences in direct relation to cultural equipment, people, and their meanings in motion, symbolic territories. SANTOS (2020) values the researcher's effective interaction in the city-cyberspace relationship through urban, communicational, and pedagogical knowledge mobilized with networked digital technologies.

Thus, we do not separate the formative experience of research from the narrative processes. As suggested by MACEDO (2015):

> In terms of the relationship between experience and narration, it is well known that experience has a clear narrative content because it unfolds over time and lives through time span, reflecting the subjects' experiences and implications, as well as their protagonists. [...]. The recognition of narration places the narrator in the position of author and, more importantly, of undergoing a process of authorization, as previously stated, of becoming a co-author of oneself (MACEDO, 2015, p.46).

Experience results in knowledge and understanding, which can then be reflected on with greater rigor, tension, problematization, and materialized in various scientific genres and formats, such as scientific papers. According to Josso and Macedo, experience is essential in the training of Professors/Researchers because it allows us to develop our professional singularity, mobilize knowledge, and implement pedagogical practices and curriculum actions. I sincerely appreciate the way Josso categorizes the dimensions of experience as "lived, transmitted, and reconstructed." I co-create and update these dimensions in the context of cyberculture.

1- **Lived experiences** – It refers to each being's personal and unique experiences in the world, including interactions with others and objects. These personal experiences shape how professors/researchers perceive and comprehend reality, resulting in the development of their own ethnomethods, ways of being, existing, and producing in the city/cyberspace relationship.

2- **Transmitted/shared experiences** – It comprises the exchange of knowledge and practices across generations of educators and researchers. We learn from our more experienced professors, but we also teach them about cyberculture through our own experiences. We experienced this firsthand during the COVID-19 pandemic. We learn and teach from previous generations, as well as those who we supervise and teach on a daily basis.

3- **Reconstructed experiences** – It refers to the process of critical reflection on lived and transmitted/shared experiences. Professors/researchers are challenged to reinterpret, recontextualize, and reconstruct their experiences as a result of immersion in contemporary practice. This critical reflection enables us to update our research and training tools in the context of cyberculture. In this study, we experienced and reassembled our online education practice and research diary.

A field note or online diary is already or can be used to communicate, propagate, and/or popularize scientific knowledge. But what's the point of doing all this in a network? Why should we share our experiences with network opening and connection? First and foremost, we write for ourselves in order to document, reflect, and produce knowledge through our own experience. The experience acquired through teaching/researching is inextricably linked to who we are, who we were, and who we intend on becoming. Contrary to popular belief, we are today's professionals because of who we were and continue to be... Experience and memory are hybrid concepts for thinking about online research and training diaries.

Memory, according to authors such as Elizeu Clementino and Christine Josso, plays an important role in the preparation for teaching because it allows us to access, reconstruct, and reflect on our past experiences. Understanding and interpreting our current experiences allows us to recover events, situations, and knowledge from our life and educational journeys. Reflecting on our memories allows us to make connections between different situations, identify patterns, challenges, and accomplishments, and thus make sense of our current experiences and future decisions.

Hence, we are able to recreate experiences. By recalling and reflecting on our past experiences, we can question, reinterpret, and reconstruct them into critical knowledge and understanding. By working in a network and being open to the participation of our research practitioners, we can

advance theoretically and practically, innovating in cyberculture research training. We reach out to previously unknown interlocutors and engage directly with our closest research partners.

When we open networks and their connections, we can share and communicate without concern towards time or space. The conversation starter can help us organize our experiences in multiple languages while also triggering the collective construction of knowledge. Awakening others to their own experiences and providing new perspectives based on their memories of previous experiences.

Diaries in cyberculture allow us to share in real time our research and training experiences, if we so desire, and we understand that researching in cyberculture does not imply researching in non-interactive, individualized postures in the privacy of supposedly authorial arrogance. Cyberculture research is more than just observing and describing cultural phenomena, as we did with mass media: it is also about collecting data autonomously, with no dialogue with practitioners or the research field. It doesn't fit anymore. Some people may choose this path; however, this option was never mine, and even less so with GPDOC (UERJ/UFRRJ).

We choose to share and produce data in context and interactively (synchronously and asynchronously), sharing our experiences with both direct and indirect researchers. Over the course of two months, we gathered experience with visual storytelling during our postdoctoral fellowship. Using photographs to describe the daily life of a cyber-research-training process allowed us to record experiences in the city/cyberspace interaction. But, before we get into our most recent case of online diaries in the form of visual storytelling, let's take a look back at our experiences with the device in its different genres and configurations.

First Steps: A Thesis Creation

My relationship with online diaries began with the intentionality of cyber-research-training, meaning the diary I created as one of the devices for online education in the context of teaching and academic research in cyberculture. Throughout my thesis project (Santos, 2005), I developed an online research diary in two inseparable dimensions but with distinct objectives:

• Students'/Researchers' Diaries

• Professors/Researcher's Diary

Both in the same communicational ambience, the virtual learning environment designed as a research-training field. The first dimension was the teaching aspect, 1) Students'/Researchers' Diaries, which encouraged students/researchers to narrate their daily routines of online learning, research, and training. How are they learning online? How do we learn by reading, leaving comments, and interacting with the online community through their diaries? These questions served as some of our primary provocations and triggers when mediating online teaching. Each student/researcher had an open personal workspace, which meant that while each student had their own space to narrate their learning through dilemmas and ethnomethods, they could also share and receive feedback from the entire class, the entire community of practice, including professors/researchers and students/researchers' classmates.

In this particular topic, students/researchers wrote every day, posted their activities in multiple languages, and made use of hypermedia, the internet's language (Santaella, 1996). They wrote in the interface's writing area (we were using an online multiple discussion forum at that time), creating hyperlinks and combining them with pictures, infographics, audio files, animated gifs, and other elements. They also attached content files created on different platforms. Since the emission pole was open, and the teaching/mediation took place in the context of formative assessment, in three dimensions:

• Co-evaluation, students evaluating students;

• Hetero-evaluation, professors evaluating students;

• Self-evaluation, students evaluating their own evaluations. Everyone intervened in everyone's narratives (Santos, 2005).

The second dimension was the professor/researcher's diary. Research diaries, field notes, are common practices and strategies in the field of human sciences, especially at the intersection of anthroposocial sciences. We learned from great masters (and academic interlocutors) the significance of dense descriptions of phenomena, self-narratives, and actions and creations by and for our research practitioners. All of this is common practice, both individually and intimately. Even though many professors and researchers now use digital interfaces. Our research group has written about it (Santos, 2005; Santos and Caputo, 2018).

Our initial goal was to disrupt the logic of the intimate and private research diary, breaking paradigms and making use of the openness and interactivity inherent in cybercultural practices. We were inspired by the transparency of personal diaries that circulated online, initially through personal web pages (home pages) and later through blogging practices (Oliveira, 2014). Our work with online diaries progressed from cyberspace interfaces to VLEs (virtual learning environments), which were also combined with mobile apps.

We shared our research diary with our student-researchers. We chose risk, in favor of a deeply interactive online experience. We narrated our dilemmas (daily concerns that emerged in and with the relationship with researchers and the research field) and ethnomethods (creations, authorships, ways of doing ours and with our peers in the research field) arising from research and training practices on and with our researchers, student-researchers. We took risks, but we experienced sharing our intimacies and have stories to tell.

This online curricular creation was innovative at the time. After all, research logs, class or research journals usually occurred with physical and analog devices (notebooks, physical diaries, document folders) and always in intimate communication (writing to oneself and rarely to others). The sharing of research and training memories appears in pedagogical literature in punctual and synchronous situations in person (conversation circles, dialogic focus groups, among other face-to-face dynamics).

So, we can affirm that the practice of the online diary was not only innovative in our thesis work in technological terms, with the creation of different temporal and spatial arrangements caused by the use of digital networking (use of digital platforms and interfaces) but also in terms of pedagogical innovation. The online diary in cyberculture is, or should be, fundamentally interactive. Interactivity taken seriously here. Self-creation with others, co-creation of the message with collective authorship, bidirectionality-hybridization, participation-intervention, as fundamentals (Silva, 2010).

Obviously, nothing prevents us from using online diaries that are intimate or shared with specific interlocutors. On the other hand, it has always been our intention to use online education as a phenomenon of cyberculture, and this foundation is a thesis (the choice of a researcher and her research group) and not a dogma. Our ethical, aesthetic, and political choices begin with an understanding of contemporary cultural phenomena so that we can learn from them, train and be trained, and practice online education. As a result, our devices are never transpositions of massive communication practices, rather they are post-massive.

Throughout my tenure as a professor-researcher (in my teaching practice in university pedagogy within undergraduate and postgraduate contexts), advisor (undergraduates, master's, and doctoral students), and supervisor (of postdoctoral students), thesis inventions and innovations underwent various updates. We developed various genres and arrangements of online multireferential diaries while leading the GPDOC (Teaching and Cyberculture Research Group).

Teaching and Cyber-Research-Training Developments

I often tell my students/researchers and advisees that digital interfaces themselves are not cyber-research-training devices. What makes a digital interface a device is the pedagogical innovation we imprint upon it. A discussion forum interface, for example, only materializes as a discussion forum when inhabited by humans engaged in interactive communication processes. With the same digital interface, we can design and materialize different research and training practices. Our concept of a device starts from the idea that a device is in itself the pedagogical intelligence we create by harnessing the pedagogical and communicational potential of the digital network. By pedagogical intelligence, we mean the creation, mediation, and management of an interactive didactic design. The architecture of content, situations, and mediations of collective learning.

Multi referential online diaries materialized in the context of GPDOC in diaries on and with Facebook (SANTOS, 2011), Evernote (MADDALENA, SANTOS, 2016), WhatsApp (BARBOSA, SANTOS, RIBEIRO, 2018), Blogs, Diary Apps (LUCENA AND SANTOS, 2019), Online Portfolios (SANTOS; SANTOS, SALLES, MIDLEJ, 2022), Instagram, among others. Each digital interface presents us with a unique plasticity in terms of semiotics and communication. With GPDOC, we investigate these plasticities in the broader cultural practice and in cyber-

research-training contexts. We always ask ourselves, what can each interface offer in terms of communication and pedagogy? How do cultural professionals use them, and how can they influence the design of our devices? By immersing ourselves in cyberspace through these interfaces, we are constantly inventing and creating.

Next, we'll investigate our interactions and devices with and within the Instagram interface.

Social Media as Online Diary Devices

I've been an online diarist since 1995, when the internet became commercialized. As a professor, I started by keeping logbook diaries. I narrated and drew my first didactic designs even before we had access to the first digital platforms for teaching. I architected didactic designs through the creation of web pages. These pages gave way to blogs and later to internet social networks: a) Orkut (which I used very little), b) Facebook (which I currently use and, at the moment, much more as a "mirror" of Instagram), and c) Twitter (which I was one of the first researchers to use and publish on the topic (SANTOS, 2012) (SANTOS, OZÓRIO, 2019). I had a large number of followers on my profile before being attacked by hackers. I deactivated it and reactivated with a different username) and d) INSTAGRAM, in which I have been narrating with pictures for a long time.

Each social network application has very specific uses for my cultural and research-training activities. Those who know me and follow me in cyberspace know that I do not separate personal life from education because I do not conceive one thing as detached from the other, and this is an educational foundation for me; I can say that I am a "bricoleur." Bricolage is not about mixing or practicing eclectic postures. We define bricolage as a multireferential and everyday practice of putting together with epistemological coherence, subverting single and disciplinary thinking.

Bricoleurs are not insane transgressors; they are chroniclers of difference, and their presence and influence are limitless. [...] The bricoleur imagines himself, launching himself on a journey that is intended to be fruitful and involved in creation. It is designed as an intimate subject in action, much closer to the artist and craftsman (MACEDO, 2015, p. 60).

In this realm, I culturally use the applications as follows:

• FACEBOOK - A daily online journal chronicling daily life and education; building groups for cultural and pedagogical debates, photo albums to share photographic essays, and narrating daily activities of doing and knowing in the network. Over the years, I enabled everybody who asked for my friendship to become my "friend." The "digital jumble" of internet communication. Even with the rise of fascism in Brazil, I did not unfriend practically anyone. Except for one or two more invasive individuals. Currently, I share activist messages, authorships, and inventions of intellectual partners via Instagram mirroring, which means that everything I publish on Instagram is automatically posted on FACEBOOK.

• TWITTER (today X) has always served as a more intentional interface for learning about cyberculture and the broader "contemporary." Historically, I have followed colleagues and intellectuals in these fields of knowledge. Following and tracking the authorship of authors, intellectuals, and artists in the field of cyberculture has always served as an educational resource for me and GPDOC. Through this network, I track the emergence of cyberculture phenomena in an interdisciplinary and cross-referential manner. In addition to scientists, I follow various artists, politicians, and activists who support the causes I believe in. Currently, I'm following the LED/OSU and its educational networks both inside and outside the university. Academic partners inhabit X on a global scale, particularly in the US. Given the platform's current controversies and policies, I admit that we are facing serious ethical quandaries, which prompt us to conduct additional research and debates about our time, primarily due to emerging themes and problems with cognitive surveillance capitalism. We must constantly evaluate their policies and position ourselves critically. Obviously, this action applies to all interfaces we inhabit because they are always fields of cyber research and training.

• INSTAGRAM – Initially and for many years, until the emergence of the COVID-19 pandemic, I always used this interface to narrate my daily life with images. With and on this interface, my learning and aesthetic and visual repertoires were significantly expanded. I almost exclusively followed visual artists, professional photographers, and talented academic photographers, even if they were amateurs, in the field of photography. Unlike FACEBOOK, where I follow any and every profile, on Instagram, I reserved it for good taste and visual competence. Those who follow me on this platform know that my uses prior to the COVID-19 pandemic were: 1- Travel guide and ubiquitous walking, narratives in motion with real-

time locations; 2- More frequent photographic sharing of family and professional activities; and 3) cyberculture research-training tools. During and after the COVID-19 Pandemic, moving and ubiquitous walking gave way to the sharing of remote experiences. Sharing cards on the feed, reels, stories, and lives became more common, and they were almost always academic. We were compelled to work from home due to the pandemic. The devices took on various formats, including GPDOC (ALVERNAZ, SANTOS, 2022). Several studies were conducted on, with, and about Instagram profiles, including our cyber feminist research and authorship (SANTOS, FERNANDES, YORK, 2022).

Visual Storytelling in Cyber Research Training: Journeys of a Postdoctoral Fellowship in the United States. A Bahian in Columbus with a brief stopover in Quebec.

So far, I've been able to narrate a bit about my itinerancy and involvement with online diaries in different contexts and with different interfaces. In this section, I'll narrate it in order to clarify my motions and ubiquitous wandering in the context of my in-person postdoctoral fellowship in cyberculture in Columbus, Ohio, where I spent two months living and studying at Ohio State University.

We hope that our synthesis effort, in mapping different urban, pedagogical, communicational, and scientific digital knowledge, continues to invite us to forge, more and more, research in motion and displacement. "Displacement is its preferred method and investigative device; stopping in unforeseen places, so that difference presents itself and adds to it, is its passion as a flaneur learner." (MACEDO, 2015, p. 61).

Working with images has always been a dear process to us, from my initial academic training at FACED/UFBA alongside GEC and FORMACCE, always through teaching practices. I've always invested in the use of images in my teaching (SANTOS, 2005) and learned and expanded my repertoires with great masters. Here, I highlight the work carried out by Professor Nilda Alves and the collective, along with the Image Laboratory at UERJ, a laboratory in which I am a member.

As soon as I joined PROPED/UERJ in 2008, I encountered a great school, the Education and Image Laboratory at UERJ. In addition to the research coordinated by its members, focusing on Research on Daily Life, I met and collaborated with and organized some editions of the Education and Image Journal. The idea was to encourage and produce scientific writing, subverting traditional academic writing. Narrating and sharing

knowledge in and with school daily life and different educational networks with texts triggered by images (drawings, photographs, and remixes), that is, an image triggering the writing of authentic, short texts free from the constraints of current technical norms. Texts that communicate the languages of their educational networks and return to them in a more democratic way. Narrative is also a legitimate way to communicate and disseminate scientific knowledge.

The treatment of images in the "Education and Image Journal" publications was much more than just "illustration images," with the image serving as a conceptual character (Alves). An image that triggers knowledge and allows us to think about knowledge, meanings, and significations of cultural practitioners for other cultural practitioners. In addition to producing texts for the journal and guiding my students for it, I also supervised a dissertation that reflected on this whole process, having the Education and Image Journal itself as the field and construct of research.

Since then, everything has been expanding and tinkering with what we were already doing in authorship in cyberculture and online education, as we have already narrated here. Multireferential online research diaries with daily life were gaining different materialities in the context of GPDOC. Nevertheless, how does "visual storytelling" appear as a genre of digital narratives in our work? As I previously stated, we were already narrating through images, but visual storytelling was introduced to us under the supervision of Tánia Maddalena's doctoral thesis, who is now a professor at UERJ and PROPED/UERJ. Initially, Tánia began her work with the theme of digital narratives based on the use of digital videos to tell stories. This was the initial idea of the research, to understand the potential of this everyday practice, particularly with audiovisuals, to educate and research using "Digital Storytelling".

During the initial supervision sessions, I embraced the field and the desire of the student who signs the beautiful afterword of this book. I provoked her in the following terms: "The audiovisual itself is not the language of the internet, let alone cyberculture. Audiovisuals have always been produced and diffused in mass and media culture (SANTAELLA, 1996). We need, in our cyber-research-training, to make use of the potentials of hypermedia, which is indeed the language of the internet, which even includes videos and audiovisuals, but is not limited to these".

In order to conduct our research, we must develop digital narratives for and about cyberculture. I noticed at the time that the student took some time to understand the provocation, but nothing beats cyber-research training for training and educating students. We collaborated to create a variety of genres, including micro-stories on Twitter (now X), hypertextual diaries in student blogs, research films, and visual storytelling. Tánia

Maddalena discovered the latter through the work of an American artist who photographed passersby in the city and invited them to share a bit about their lives. This discovery occurred precisely when we began exploring Instagram in our undergraduate classes, where the research field that inspired her thesis also emerged (MADDALENA, 2018).

Researching in cyberculture is learning from cultural practitioners and their phenomena, to seek inspirations for our cyber-research-training devices with them, devices that also give materiality to our educational practices and curriculum acts in online education. Instagram, which I had previously used in various situations, as explained in the previous section, took on new meanings for our practices as a result of the discovery of visual storytelling (MADDALENA, DVILLA, SANTOS, 2018).

Narrating daily life is very significant to us. As a way of existing, as a research-training practice, as a teaching activity. In short, writing means to exist. We've been leaving tracks on networks and with digital networks since 1995, when the internet turned commercial. There were various paths and experiences that this book could not report on, but an effort was made to provide a satisfactory synthesis of this current work using online diaries. This diary, which we compiled in e-book format and printed book form in two languages (Portuguese and English) in order to precisely consider access and accessibility to different interlocutors of the current research context, which took place in the city of Columbus with OSU (Ohio State University), is another creation that aims to ignite additional debates and inspire more and better research in education in cyberculture.

We chose to bring the daily life of this writing in both languages, with access to the diary on Instagram via the QR CODE, so that the conversation may continue. After all, it is online conversations that provoke truly collaborative, interactive, and non-banking education. Educating in cyberculture is essentially educating for co-creation. May each post inspire you, reader, to curriculum acts more attuned to the challenges of our time. I learn a lot from my readers; I receive feedback in the form of praise and constructive criticism that greatly shapes me, so come on! Let's interact!

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THE ONLINE DIARY ON INSTAGRAM:
VISUAL *STORYTELLING* IN COLUMBUS

Columbus
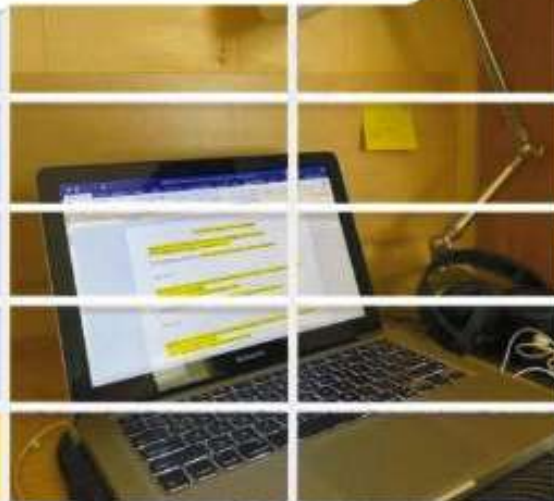
Bahia

Rio de Janeiro

Português (BR)

CHAPTER 2 - "THE ONLINE DIARY ON INSTAGRAM: VISUAL STORYTELLING IN COLUMBUS"

I took this photo yesterday at 5:00 PM directly from Galeão Airport. My feeling for the caption was "Entering relaxing mode", after all, it wasn't easy to get here. I didn't post yesterday because I needed to go through immigration in the United States, which always causes me some stress. I'm starting my field diary now, from the in-person part of my postdoctoral research that I'm conducting under the supervision of Professor Dr. @correia_65. I study her online didactic design, based on project-based learning. A practice that connects academic training directly with the world of work involving educational technologies. I'll be here until June for my internship. It all officially began on January 10, the first day of the school term in the United States. This study is the result of a larger research project funded by CNPq (pq) and FAPERJ (cne) "Online Education in Graduate Studies". During the pandemic, which has already passed its peak of deaths, I developed online didactic designs for the mobilization of scientific knowledge. Obviously, online isn't the same as remote web conferences. In addition to my own cyber-research-training, I study colleagues' practices in a network with Portugal, France, and the United States. In this international research network, I am now at The Ohio States University. Getting here was a big struggle. The problematic bureaucracy of universities, documentation, logistics of stay, financing (without a funding for post-doc)... it wasn't easy. I had precious help from friends @vivian.martinst @jones_de_sousa and Leonel in organizing the processes. Without you, everything would have been even more difficult, thank you. I count on the support of my program @ppgeduc.ufrrj and @ie.ufrrj, also essential in this process. The image of the drink 🍹 represents above all a toast to achievements of merit that are never individual, they are always collective. We are a group @gpdoc.ufrrj @gpdoc and a collective. All learning here and from here will have direct resonances in our classroom, in the training of researchers inside and outside Brazil. Let's go. Still connecting in Texas. Hopefully, I'll get to Ohio exactly 24 hours after departing from Rio. Let's go!
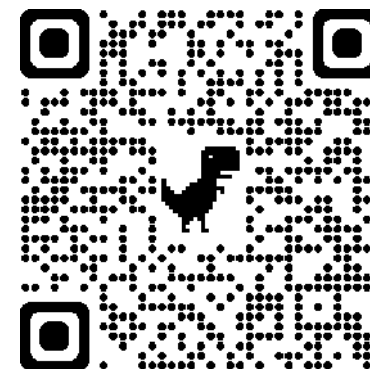
Traveling for exactly 24 hours and finally arriving home in the city of Columbus. Of course, there was a lovely welcoming reception at the airport, including a typical American lunch with @correia_65. I woke up feeling great today. The intense cold is gone, and spring is coming. There's beautiful Sun shining outside and a nice chill in the air. I deserve it because I enjoy this kind of weather. My plans for my first morning here were exactly to explore the area, I mean walking around the neighborhood, finding basic services, and exploring the programming of two libraries that I already mapped out on Google Maps. But, along the way, there was a "Sucupira"... That's right. When will we be able to experience other things, especially regarding our continuous education and expanding our knowledge, without having to work so much in the academic routine? Since I left (and I warn everyone: don't just take 6 months off. It's a trap!), I haven't stopped as I should have. Along the way, there are reviews and editorials for journals, guidance and articles to revise, panels, lectures, selections (we even had a Dinter), and this thing called a "Sucupira". I spent the entire morning reviewing my data. About 70 pages worth. And that's because this time, all the articles were pulled directly from Lattes. Phew! Let's go, let's go. Luckily, the morning plans will be carried out this afternoon. At night, there's a long text to devour, and didn't the ChatGPT find it, @marcoparangole, @carva_lhofelipe, @pimentelmariano, Leonel, and @wallacecalmeida?
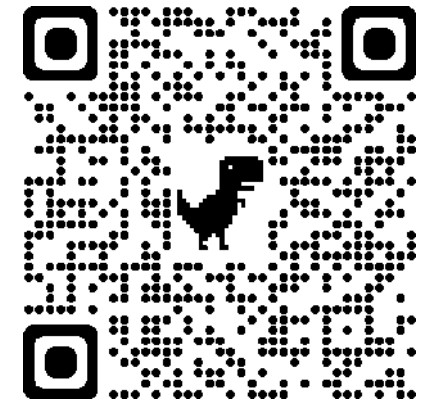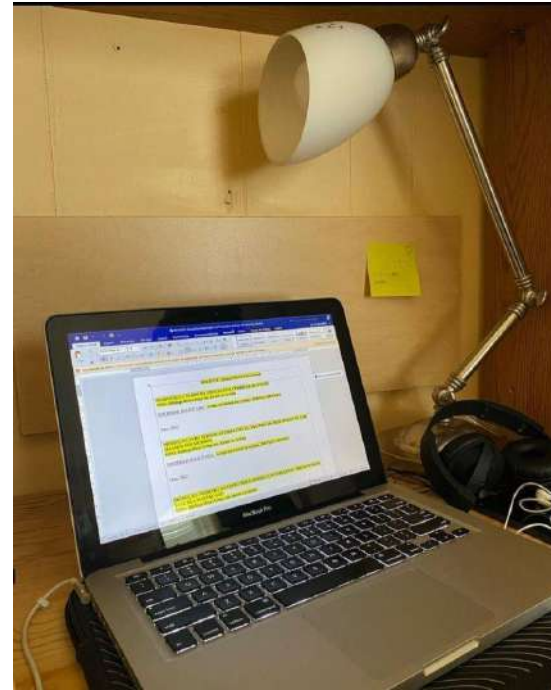
Where and how to live in one of the most expensive cities for students, especially when you don't hold a scholarship? University cities are typically expensive and overpriced. What about Columbus, a city with the largest university campus in the USA? Well, when I headed here for a week in 2018, I must admit that I was unaware of the "expensiveness". Wow, I recovered a word I hadn't heard in centuries. My mom loves to say "expensiveness" ("caristia" in Portuguese) to refer to "very expensive" situations. Looking here, looking there, I found a place that met my needs, but I knew I would have to commute a little further to work at the university. But as fate would have it, I feel super comfortable with my choice. My hosts are super dear. Super well recommended by their guest history on the platform. But I couldn't imagine that I would be protected and far from possible Trump supporters. If that's even possible around here... The week has been tense. More shootings in schools and the whole atmosphere has heated up, with places already expecting far-right revolts. Tense? Yes. Thank goodness we stopped this process in Brazil, at least for now. It's the same here... But extremist groups are organized and armed to the teeth. Despite all that, I want to tell you that I feel at home. My neighbors are anti-racist, anti-sexist, and my street is a haven of art and colors. Despite feeling strange about this desert-like place, I've never felt like I was in a ghost town. I have never seen anything like it. Today, I walked for hours down my avenue and didn't see a single person, and that's no exaggeration. Hours of walking yielded nothing. Where is everybody? Working or at home. And what do you do if trouble breaks out on the streets? An attack may occur from time to time... Risk management is defined as "go to the hospital, it's always the safest place. Run there." Well, my house is literally opposite the emergency room ⌘ of the university hospital where I now work. I hope I don't have to go there, after all my locus is Education and Human Ecology...
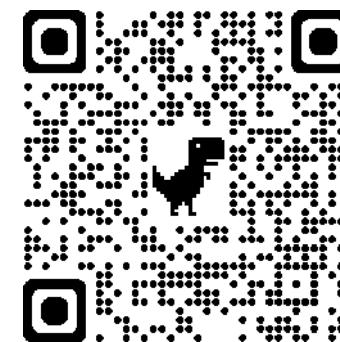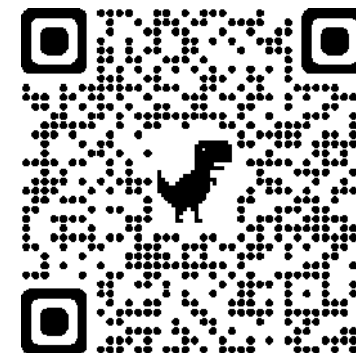
As I usually say: "Let the city take you." In this case, it's the street itself. My street cuts through the city! Let's walk... Speeding up, music 🎵 on the vintage iPod (which I love). End of the day, evening approaching... After walking a lot, enjoying urban sculptures, glimpsing youth at the colleges, entering the city's art museum (which was an absolute revelation to me), I see a beautiful and happy crowd gathered at the theater entrance. Generous laughter, wide smiles, sculptural hair, dancing bodies, diva voices, and DIY tips... There was an ambiance embracing me... I inquire about what's on tonight and am greeted with a warmth that's only matched in Salvador da Bahia, lol. Smiles, welcomes all around, guess what I got as a 🎁? I swear it wasn't a guest list, lol. It was a free pass for real. "Let's go and enjoy it." There I went, to get emotional with art. Today's program included music, poetry, performance 🎭, dance, and comedy. Nice, right? I'm wrapping up the first workday this way... Already leaving there, knowing about the weekend's program... Enjoy it too. Watch each short video and try to see yourself in a theater full of resistance and historical talents... Sorry for the quality of the shots... I was practically out of battery and the walking wasn't seamless. @vivoriorj let me down. Where's the network my mobile internet provider includes? Subject for now! At least Google's satellite doesn't let me down with maps... Ugh, I need to access the 🚌 app. Need connectivity on the move! @nwnzart @masednem this post is for you, my loves!
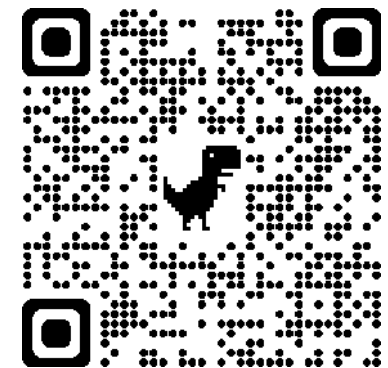
Looking for life? Seek out traces and memories of authorship, or even better, let them find you... Bathe your eyes in beauty's various manifestations... Letting the walk take me, I am deeply moved by the memory that materializes in heritage, art, design, the history of those who have made and are making history. In Brazil, we cultivate statues of genocides, colonizers, and when there are critical manifestations about it, there are still those who defend these hideous statues. Not that it doesn't happen here too, but I confess that I am in love with finding memories of those who are worth it. Protagonists who have made their autobiographies their devices of liberation and emancipation. These are always done collectively. @alelimas10 this post is for you! I remembered our walk through Harlem so much... @nwnzart just as we did in NY, I wanted to show you this art school too. Two Colleges, practically opposite one another. I will return to immerse myself in this energy with young people... But, returning to authorship and its permissions, how do you write the pages of this book that are yours and the lives of those who intersect with us? In what way does this message, written on the first screen in this carousel 🦓, touch your daily authorship? @gpdoc.ufrrj how do you see yourselves before and after our itinerant writing exercises? To write academically with authorship, for example, wouldn't it be necessary to write life in other ways? Some walk, others create art, others write freely leaving public traces, others create their intimate writings... And how do you create and write your pages of life and formation? And you, who don't write, do you want to share your dilemmas here? Let's embrace our dilemmas and those of others?
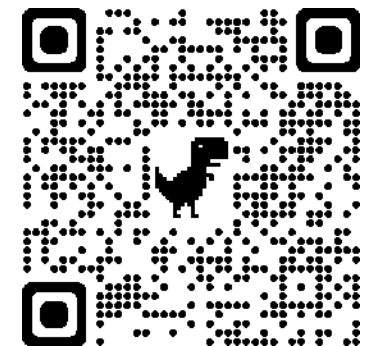
Convergence, one of the dearest notions of cyberculture and consequently for our practice and theory of online education. The networked digital environment enhances the bricolage of technologies, media, interfaces, languages, contents, conversations... All mixed together in the same environment/platform and/or medium that is never alone and open to unthinkable connections. Well, what to say about this convergence here? Obviously, it, like so many others, is not a new concept, but it is with the digital that they gain potential to provoke thought about education and communication in our time. They are other materialities, meanings, and significations... I was completely captivated by this sculpture... and as the weaving of knowledge is always in network and the digital network connects us with other contexts in the city-cyberspace relationship, I share with you this conversation I had access to today, by Alessandra Martins and @tatibernardi. @tatibernardi, it's great that you've brought back "My collective unconscious." I was already missing the @calcinhalarga and being without the collective unconscious was way too much... What was this program about the "envy of the vulva"? I loved it, super: https://spotify.link/5OenTGpeDyb . My people, connect! Bricolage and hypertext with me, once none of this makes sense without interaction, so come talk with me here. Tell me your thoughts on all of this... @marcoparangole too bad I can't mix it with the text you sent me privately today... haha It would be perfect for another convergence... Enjoying the Friday! Today I explained to @correia_65 what "sextou" (enjoying the Friday) means, "sextando" with her...

Martin Blank
American, born 1962

Convergence

About 2008

Glass
Gift of Robert and Rachel Stern

2018.033a-r

Enjoying the Saturday... I woke up super late, talked with my family and some friends of mine from Brazil. It's delightful to share and follow the adventures of my friends in their 50s. I still need to write more about this. There's so much power, so much discovering new emotions, learnings, many of these charting new routes and longing for more life. Superb! Others are learning new and previously unthinkable things. I love it! I love sharing... During the week, I couldn't keep up with my @clubedeleituradamanu2023, so I took advantage of the laziness to wake up with the wonderful @heloisabuarqur and her extra-special participation in the club. A month talking about the life and work of Raquel de Queiroz. Tensions between talent, privileges, and feminisms. By the way, all week I was crossed by this tension. In the online reading club, one of the devices I study in @gpdoc.ufrrj, I'm diving into it with @raquel_s_barros and @maristelamidlej. To be or not to be a feminist? In the past, those who were in practice didn't like this label, often because they understood that this movement was limited to the suffragettes and their European contexts. Everything changes and gets intensified with the waves - especially the fourth one - plural and intersectional feminisms, and so on. On the other hand, there are many meritocracy militant women who join neoliberal collectives, pretending to be feminists. One of them went so far as to publicly say once that the country had already paid all compensation to the women who were tortured in the 1968 military dictatorship. I'll never forget that; it was on her own Instagram. Believe it or not. Thats disgusting... The woman even endorsed and supported that monster in 2018, same for the last elections. So, hold your horses... Don't go around pretending to be cool and feminist. How many women wore their CBF shirts and went out worshiping that monster on September 7th. This is not just a difference of opinion, my dears. Sorority like this makes it very difficult. But let's get back to the live with the diva... What lucidity, what criticism, what capacity for analysis and synthesis, what generosity... After all this, a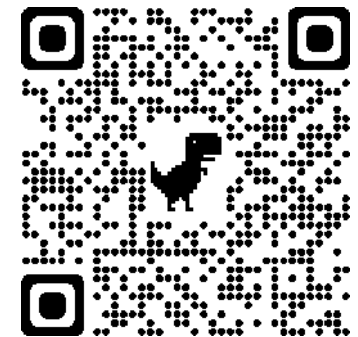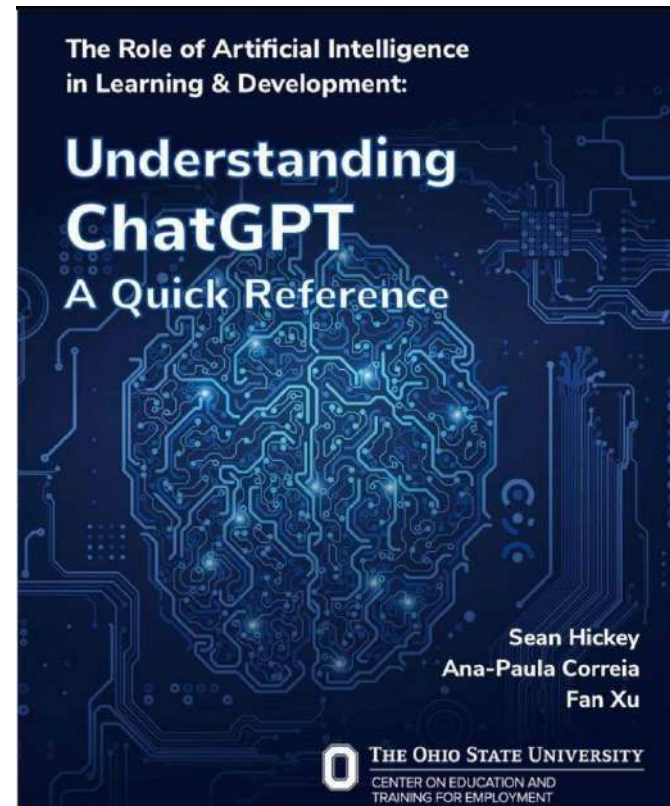lmost noon. The ubiquity of Brazil BR and US is only separated by the cloudy weather here, which is also crazy windy today... Walking is not going to happen. 👎
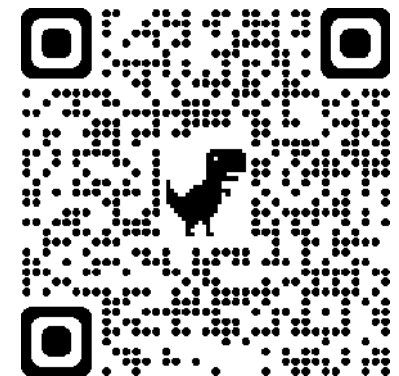
Libraries! One of the facilities I enjoy the most when I'm in new cities. My memories of libraries are the best. During childhood, I used to visit the Monteiro Lobato library located in the Nazaré neighborhood, in Salvador. It was the home of storytelling and art workshops. Since we didn't have books - except for textbooks - at home, I was aways too captivated by everything there. Mom would leave me there whenever she accompanied my grandfather to his cancer treatment. He would come back feeling sick, but he would still play with us no matter what. We were all fired up! Throughout my youth, I used to visit the Barris Library. There I borrowed my first books and I used to go there to meet friends for school group work. Due to access to networks and their connections, I stopped going to libraries for reading, but I still enjoy them as cultural spaces. Whenever I travel, especially in the United States, I turn into a bookworm. It's always good to attend lectures, participate in events, and engage in good debates. Of course, I also do all of this to boost my broken English. Years in the average position... On a scale from 0 to 5, my housemate gave me a 4 today. I'm feeling great, but I know that at least one point in this core goes for my joyfulness, friendliness, and good humor. I have fun with myself. So, let's head for our first experience at @columbuslibrary. I was warmly greeted by the dear IMARI, who resembles my friend @tatianaspaz. I logged in, accessed the app, and got the April program. The weather was turning bad, so I didn't stay long. Early in the morning, my supervisor warned me about the dangers of strong winds. Trees are dry, and their branches tend to come loose easily. Accidents happen. I listened and promised to be careful. The weather improved, so I headed for see the library named after one of my idols. I had fun with the strong wind but came back home scared. Upon returning home, I received a text from Letícia, a librarian at IFG and my newest doctoral student. We're going to conduct a cyber-research training in this educational network that I personally enjoy. The bricolage will include cyberculture as well as information literacy. @joselitojoze, here the networks. Libraries in my life.
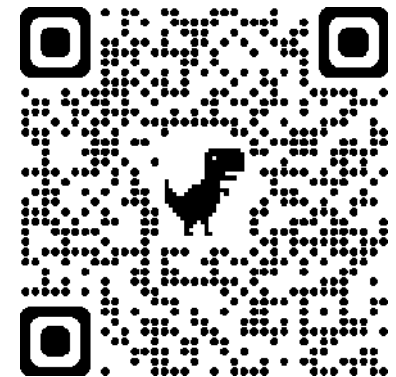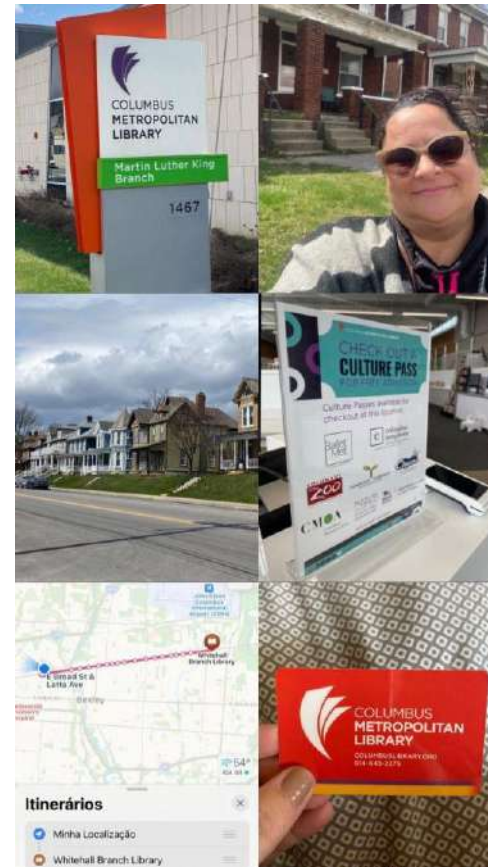
We've been facing one of the most important phenomena of cyberculture. Our relationship with speaking, studying, mapping, reading, multimodal writing, and producing knowledge will change significantly due to the everyday presence of AI solutions. Criticizing their productive contexts, capitalist applications, datafication, and the interests of large corporations remains important and fundamental. On the other hand, we cannot ignore the phenomenon, much less fail to understand and apply these same solutions in our educational projects which are engaged with authorial and libertarian agendas. As professors and researchers, it is critical to activate and comprehend current "user operations" in the context of research and daily life. Dialoguing about our dilemmas and meeting ethnographic methods continues to be our great bet at @gpdoc.ufrrj. Meanwhile, only white and urban men have been appropriating AI solutions in a more authorial manner. I can vividly remember the beginning of our studies in the BBS era, before the Web. Well, we have a lot to do. @gpdoc.ufrrj, we are starting to use, forge devices and acts of curricula to continue our cyber-research-formations, increasingly anti-racist, anti-sexist, and authorial. But the challenges are enormous. We do not have infrastructure, much less training policies. What saves us is that we are immersed in the culture and sharing our discoveries and findings among peers. I share with you this material produced by @correia_65 and collective. Direct link: https://cete.osu.edu/65ea0be8-e5d3-42a9-9cc7-de0e054d5e45 @gpdoc.ufrrj let's get to know this material, as we will soon have opportunities to dialogue more with our partner Led. For more beloved @gpdoc.ufrrj @gpdoc whose dialogue has been very fruitful on this topic: @krishnababy @tanialuciamaddalena @pimentelmariano @carvalhofelipe @tatiana.rossini.16 @wallacecalmeida @marcoparangole Leonel. Let's go! PDF at: https://cete.osu.edu/research/expertise-briefs/

The Role of Artificial Intelligence in Learning & Development:

Understanding ChatGPT

A Quick Reference

Sean Hickey
Ana-Paula Correia
Fan Xu

THE OHIO STATE UNIVERSITY
CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

What do reinterpretations teach us? What did the original works focus on, and exactly what do reinterpretations invite us to consider? These are questions worth reflecting on regarding artistic, literary, scientific, and everyday productions. I dedicate this post to @cristiane.daniel.796, an artist who loves Matisse and appreciates original reinterpretations, and to @marielcarvalho, whose presence in the carousel reflects the magnificence of the artwork that fills us with self-esteem. What a magnificent painting! And what about this Buddha, folks? I promise to show it better; it occupies a huge room and is an invitation to self-discovery in the Bahian style. Let us reinterpret our own lives and structures.
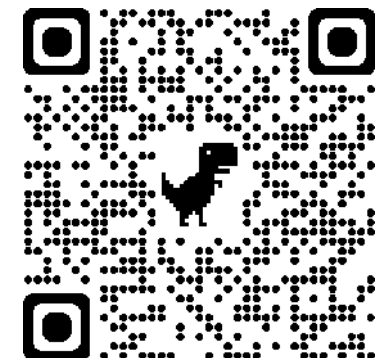
Forging! I love this word. We, the members and former students of the @formacce_faced_ufba group, from which @gpdoc.ufrrj also arose, often employing this notion/action in our work as a political, ethical, and aesthetic intentionality whether referring to creations, innovations, curriculum planning, or research and training devices. More than merely producing or doing... It carries an enormous cost of "making it happen," despite everything. Despite the system and power structures that stifle our autonomy and/or projects. Forging is power! More recently, while reading an article by @cristianosam about Ogun's technologies in his beautiful book organized by @xire_epistemologico, I learned that the term forge also means to create metal objects by forging, so all of the previous meanings follow, which obviously also involve other tools and the digital as well. The digital is also Ogun's tool. Therefore, I dedicate this post to you @cristianosam. In the vibe of using different materials to forge, I came across beautiful glass butterflies that I dedicate to @krishnababy and to the women of Oxúm - where the sunflowers 🌻 go. What a wonderful work! For you @mairapereira12, @sissilucena, @teperinoju, @marta.ferreira_s, @laroye_grupodepesquisa, @mae.marciadoxum, and anyone else who identifies with this whole pantheon...
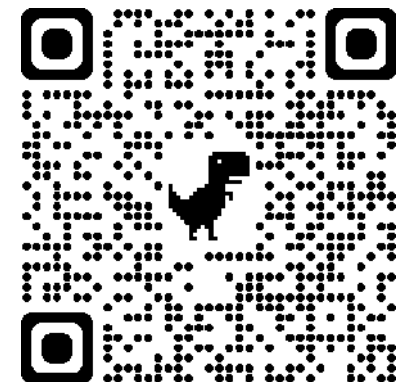
Poles of liberated emissions, plural convergences, and connectivities are just a few potentialities of the networked digital realm that we have already theorized and practiced for some time. With these foundations, we have developed a multitude of research and training devices in @gpdoc and @gpdoc.ufrrj. We used blogs (which were and continue to be powerful interfaces and represented the watershed between web 1 and the others), as well as various social networks, to engage in online interactions, meaning sharing, and dialogs. Online education in my work has always been a broad notion, a phenomenon of cyberculture. Therefore, we can do online education in the formality of curricula and/or in the openness of networks. It just takes people interested in designing devices and more people to inhabit these devices. In my thesis, defended in 2005, one of the devices studied was the online diary. A diary that was open to everyone. @dr.okada and I developed the same device for our two theses together. We created an online course where she studied cartography techniques for research and I studied the Avatars as research and training ambiences. But why are we talking about this now? Since these experiences, our research and teaching diaries have been hybrid and open, and our students (research subjects) have interacted with our plans and challenges. Since then, in Gpdoc, we have practiced different ways of narrating cyber-research-training. On my archive website (edmeasantos.pro.br), there are two open books on the subject. Check it out! Those who research in and with cyberculture seek interactivity and have long broken with the passivity of "observing" the phenomenon. The phenomenon needs to be experienced. This diary on my Instagram is an invitation to conversation and collective knowledge production. In similar spirit, @correia_65, my supervisor here at @theohiostateuniversity, started a blog. She uses this technology to wonderfully produce and share her reflections. We can't wait for scientific publications to be released and discuss emergencies. Look at the beauty of authorship: https://www.ana-

paulacorreia.com/anapaulacorreias-blog/2023/3/15/is-chatgpt-the-new-buzz-in-higher-education

ANA-PAULA CORREIA

DRIVING IMPACTFUL CHANGE ACROSS DIVERSE COMMUNITIES

BLOG ⌄

Is ChatGPT the new buzz in Higher Education?

MARCH 15, 2023 IN GENERATIVE AI

Certain viewers may find this post unusual or perhaps simplistic. After all, what's new about utilizing Maps while in transportation or exploring new routes in our own city? For whom? You can be certain that it is not for everyone. In 2008, at Uerj, I observed that many students, including master's and PhD students, did not have access to cultural spaces and equipment in their own city, they were unfamiliar with it, also reluctant to approaching public or private locations. How can one educate in the city without having the permission to do so? With @weberaline44, we created #cidadeeducauerj, a research project that mobilized urban, digital, and cybercultural literacies, turning the city into our classroom. Networks were spaces-times to narrate with texts, images and sounds the learning and discoveries. We inaugurated with greater strength the phase of "cyberculture in times of mobility (physical, informational, cognitive)". Later on, I forged the methodology of "ubiquitous walking" and all @gpdoc.ufrrj use and updated the book "walking in education" on my archive website. @wallacecalmeida updated with me app-learning practices, @vivian.martinst created a pedagogy for hypermobility, and currently, with @mariano_geo2, we are with @intera_city. We discovered that many students at UFRRJ do not inhabit the university city of our wonderful campus @universidadefederalrural. Seropédica does not acknowledge the institution, and it should be better incorporated into the community. Our students live in the university campus not in Rio de Janeiro. In addition to the lack of access and accessibility, "Right to the city". How do I resolve this issue? How can you develop gadgets and public policies for those who belong to the City? Are cities more hostile toward women? Anyway, it's worth discussing what I learned today in Columbus. I triggered previously established urban literacies and let the city take me. Actually, I knew what I wanted for today... Just learning how to take the bus 🚌 here. Pleasant surprises: there is Wi-Fi on the bus, and it arrives on schedule. I headed to my favorite bookstore and even chatted a bit there. Celebrating the day...
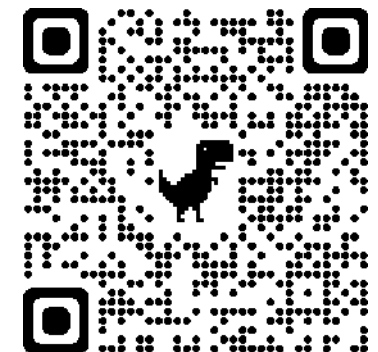
When I started dreaming in English, a psychoanalyst friend told me it was a good sign. I was "freeing myself from the mother and letting the father in." "The father comes in with economy"... On the other hand, I love to make people think of the mother. My Portuguese language shapes who I am, even when I speak or dream in English. I started studying English as an adult, and I enjoy traveling and practicing English whenever I can. My friend @janainacardoso444 taught me that languages belong to the entire planet and humanity. There's no such thing as a "foreign language", non-native languages are "additional languages", that is, we add them to our repertoire as we have opportunities to access them. For this, we need training policies, devices. We at @gpdoc.ufrrj are developing several fronts so that our members activate plural languages. Languages of the mother, the father, and whoever comes HAHAHA. New learnings produce imbalances; don't worry, I won't return to Piaget. It makes me feel alive. However, every imbalance must arrange itself in order to confront the balance of fresh information. Interfaces and digital solutions can greatly help us in this process, and there is no shortage of research on the subject. I want to share here my joy with 💬 GPT for correcting texts in an additional language, in this case, English. I needed to write a relaxed biographical text. No problem if it were in Portuguese, right? Speaking and writing is my thing. But I need to practice writing in English ASAP. I wrote the text and asked the GPT chat to fix it for me. Guys, what a wonder. It adjusted my text beautifully, giving more coherence and cohesion to what I had already done. This applies to the adjustment and revision of all of our texts. We can request rectification based on the technical standards we desire. This will not only simplify our authorship but also democratize access for people from different cultures in the same research group. Speaking of which, today I had the first meeting with the whole Led team. The meeting happened on Zoom and I met colleagues from CN, JM, MN, US, and GH. Guiding and being guided can be more democratic practices. Right?
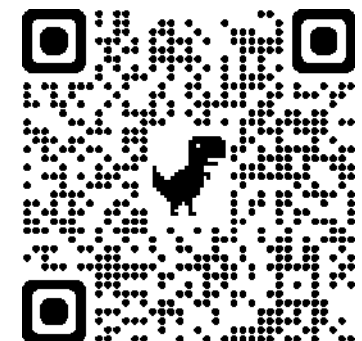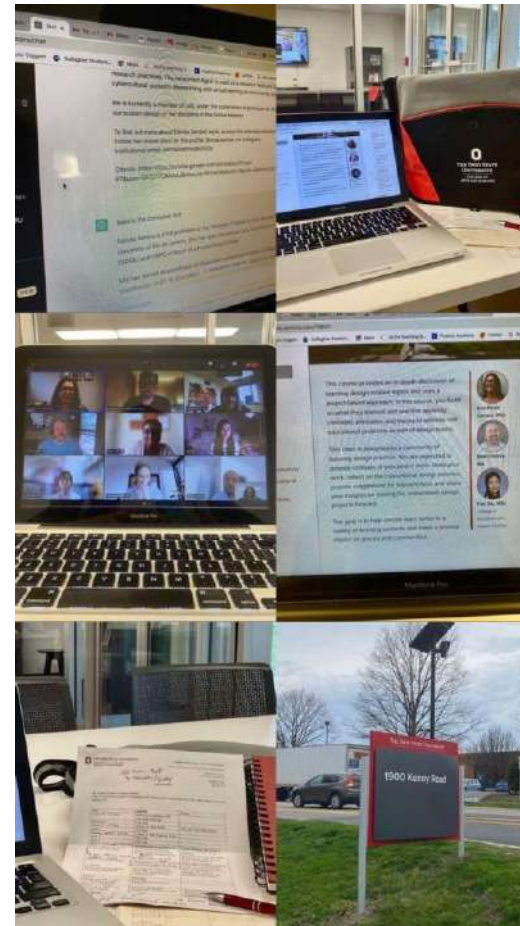
Good Friday in Bahia is a day for Axé food. My Christian background from childhood taught me that Good Friday is not a day for consuming meat. Symbolically, meat represents sacrifice. This idea of dying to save us from the sins of the world no longer fits. Jesus died because he bothered the powerful and was an activist for human rights. Today is a day of reflection, for evaluating what we have been doing. Let's save the celebration for Sunday, Easter 🐣! To hope! Because death leads to life... Well, we didn't eat meat, but in compensation, the table of Bahians is full of Axé food, with the whole family gathered. I talked to all my people. Mom and dad, with that large table welcoming my siblings. I felt such a great emotion and a sharp longing. Coming out from that livestream, I joined another one with my family, which has grown. We now have Venus, the most gorgeous cat in the universe. Marco and Nina were taking care of her, and now their words of love were for the three of us. In ubiquity, a task force at @gpdoc.ufrrj. I worked until late with @maristelamidlej and @tatiana.rossini.16 on some productions. "Work successfully submitted." What is left for me to do? Have lunch. So, I decided to have lunch by myself on this Good Friday. I spotted a restaurant packed with families. Kids making quite a mess. I ordered some fish with shrimp 🦐, the chef's special. I ate my meal, feeling grateful for it, took some time reflecting on life, and planned for the approaching week. When I was on my way back home, I decided to swing by the library and pick up a book. I didn't find my friend Imari there, the one who looks like @tatianaspaz, anyways I was warmly welcomed by Traci and Brian. I sought for Bell Hooks' works and got caught off guard by her entire collection. There's so to see... The system is very interactive and extremely usable. I got her childhood memoirs and purchased another book on masculinities. This last one was not available; therefore, I had previously planned to pick it up for myself. My buddies hadn't heard of Bell Hooks until I talked about her and they got super excited, to the point of inviting me to two events that will happen this April with African-American poets. That's life: sharing, exchanging, chatting, and enjoying sisterhood!!! That is how Easter should be for everyone.
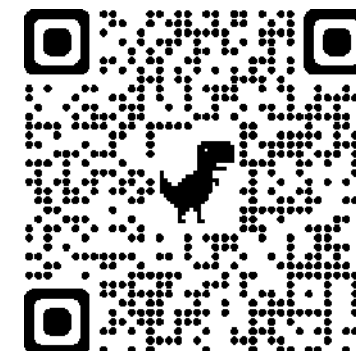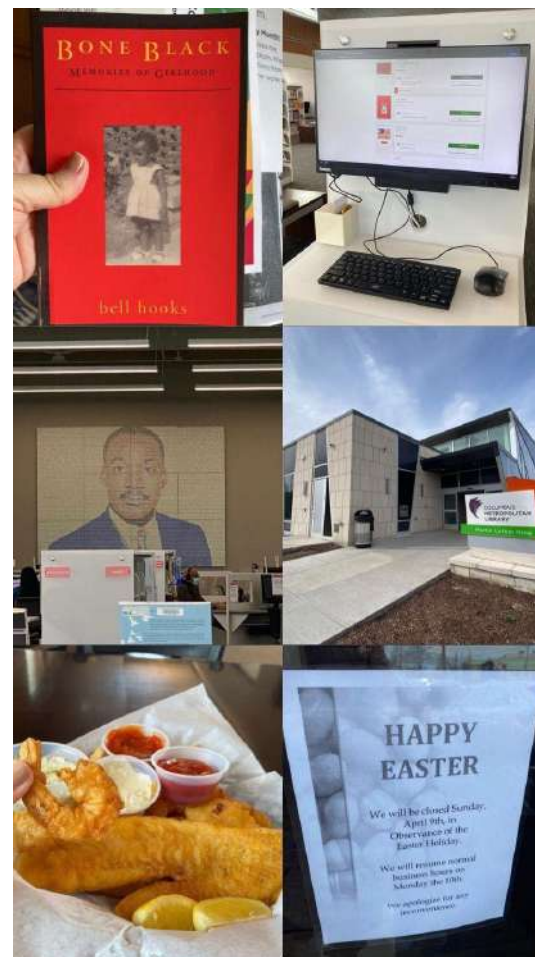
I missed the joke by more than 90%, but I laughed and had a lot of fun. This Holy Saturday did not feature the burning of Judas, but rather laughter with my housemates. I accepted this invitation right away. We have good comedians in Brazil, but I know that here in the United States this art is very traditional and people love it. I loved the colorful atmosphere of the people and the space around, the brotherhood of the artists in individual and generous enjoyment with their peers. We all had a great time!! After two hours of the show: pizza 🍕! My new pals and I talked about art, the Oscars, ancestors, and the neighborhood's gentrification. I could better understand why certain properties are closed because they give off a feeling of desolation, on the same street where we have new entertainment venues and mansions undergoing dramatic transformation. The concept of cities 🏙️ comes and passes with strength. I'm paying attention to the signs... I'm not sure how the Judas-burning tradition is going in Brazil. I only know I had some extremely humorous recollections of it in the past. Still very young, @flavia_mendes and I waited eagerly for The Holy Saturday for two reasons. 1) Opening Easter eggs 🤲 and 2) Dona Andreza's Judas. Mrs. Andreza was a lively neighborhood friend. She ran a small store where my parents had a tab, the kind where you'd buy things, have your name written on a list, and pay later. During Easter, she would collect money to buy the Judas, a doll that would explode with fireworks. I'll never forget how much I loved that tradition. Everyone who contributed would receive an inheritance from Judas. A letter was read by someone in a square and shortly after Judas was symbolically burned. Today I evaluate that this was a ritual of hatred, but I don't have this memory. After all, Judas was Judas and no person was associated with him. Over time the tradition disappeared ... Just like the "Carurus" of Saint Cosmas and Saint Damian, the bonfires 🔥 at the doors of houses (nearly always open) at the June festivities... Now we have a multitude of alienating churches, less music and games, sadder and more

violent neighborhoods. The right to the city also involves the rescue of popular cultures and traditions. And let's not forget about innovations.
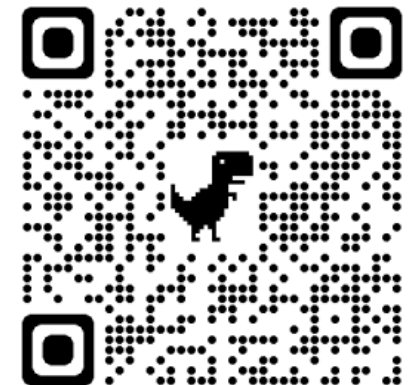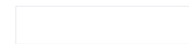
🙏 Thank you 🙏 thank you. I can only thank the @correia_65 family for the beautiful day today. Distant from my family in Brazil, I felt completely embraced and welcomed by you all. You shared with me not only bread 🥖 and good food, but also beautiful life experiences and learning. I loved reuniting with Mariana, so beautiful and mature, meeting Ana, the one who looks like @correia_65, and discovering the super fun side of Paulo. You guys are amazing!!! I learned so many things, and I'll share many more. We laughed and laughed and laughed. It's priceless to make new friends and strengthen bonds of life and learning. Everything was just perfect. Loved it 🥰 felt a taste of Portugal PT in Ohio's culture. Cheers 🥂! Lots of positive energy! The week started with great vibes. More work tomorrow... Good night 😋 Oh, and thanks for the takeaway container 🥡 LOL!

In recent years, Brazil has been awarding the best theses of the year. Capes opens a call for submissions, and each program internally selects its best thesis through a committee, following the guidelines of the call. In our case, in addition to the theoretical and methodological quality of the thesis, we consider its relevance and how it was disseminated in the scientific community. Besides the merit aspect, I consider these awards an incentive for training policies. After all, the thesis is published as a book, and the authors receive financial support to continue their work. Here at the College of Education and Human Ecology at Ohio State University, master's and doctoral students are also evaluated, and their work is awarded. These are different proposals with the same intentions. For the second time, I have witnessed these rituals here, and once again, I am delighted by the themes, the ethnic and cultural diversity of the authors, their supervisors, and students. I also identify with the partnership and horizontality of the relationships between supervisors and students. Students and supervisors celebrate together. Two doctoral dissertations, one completed and one in progress (here, thesis is for master's and dissertation is for doctoral), were awarded in my research group, Lea. The dear Fan-Xu and Mimi, supervised by @correia_65, received their well-deserved awards. Each received a special speech that revealed their potential and innovations for the field of Learning Technologies to the entire community. I loved meeting part of the research group in person. Professor Santos, as I am called here, was enchanted with everything she saw. May more productions come, and may they all be truly good contributions to the Education Sciences. I really want to get to know these theses and also access the theses of other research groups. I loved learning about the collective's commitment to intersectionality, human rights, and technological innovations. In network and with authorship! Let's go!
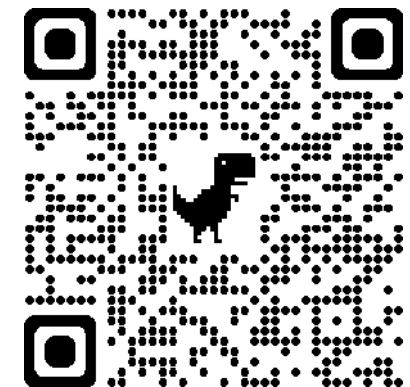
What a beautiful Spring Day! People took the opportunity to air out, enjoy friends, study, date, practice sports, and read that book while soaking up the sun. Perfect day, like May in Rio de Janeiro, where the sky is blue, the sun warms the skin, and there's that cool breeze. I only don't feel completely at home because I miss the Atlantic Ocean, but... Here, on the largest university campus in the United States, I feel like I'm in Central Park in NY, but with all the schools inside it... Ubiquitous walking to craft a text... Let's go, let's go!
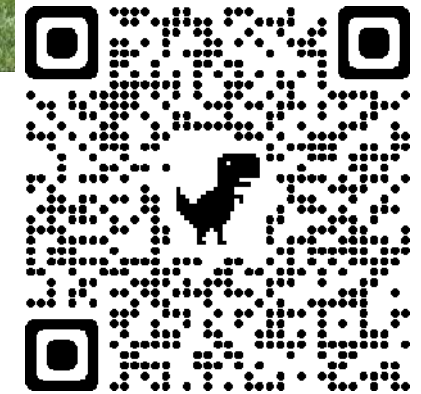
@gpdoc.ufrrj @gpdoc don't separate the research phases in a linear way. We don't usually conduct literature reviews to map out categories that will guide our analysis, where often empirical data serves only to illustrate the theory previously mapped out. Armed with the initial versions of our projects, we immediately immerse ourselves in the research field with everyday experiences, as we believe that practitioners in their culturally situated contexts are the ones who truly know. In my case now, I've been sharing online teaching with my supervisor and her teaching colleagues, so that we can discuss "online education" in postgraduate studies. The immersion has been intense, especially because I could only access the online classroom when I arrived in person. I needed an institutional email to access the online platform. Before that, I conducted studies, specific readings, and document analyses. For exactly two weeks now, I've been immersed and loving 🥰 online curriculum. I navigate and interact with research material, take notes, and keep my online diary here on Insta. Many people think this diary is about travel, and they're right too. But research here is about movement and mobility. It doesn't separate physical, symbolic, or informational territories. Life and formation in network! Network development is everyday life. This afternoon, I managed to map out 4 subsuming notions and discuss one of them. How delightful! This is usually the researchers' greatest difficulty. What do the narratives, images, and sounds with which we produce in the context of the city/cyberspace relationship say? We don't conduct content analysis or discourse analysis 🎤. We want to interact with the narratives so that they bring us inspiration to answer our research questions. Questions are also in motion. Love it!!! Today I worked while having coffee ☕, in front of the university city campus. There are many people working and soaking up the sun. These people aren't afraid of the sun 🌞, they want it, and I understand them very well. Let's go! Time to head home and relax while listening to some podcasts and watching some video lectures from the course. Let's go!
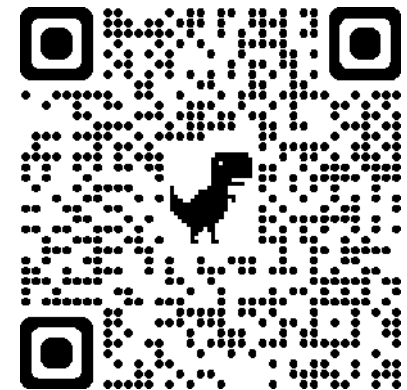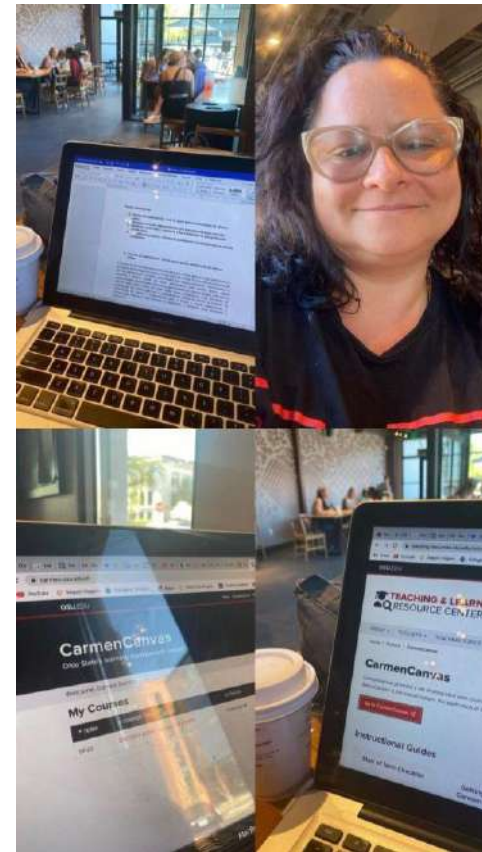
Exactly 23 years ago, I started researching online education. Before that, I was immersed in the field of Educational Technology. "Online Education as a Phenomenon of Cyberculture" is not just an evolution of Distance Learning; we seek direct immersion in contemporary culture to learn from its practitioners, seeking theoretical and methodological inspirations for online pedagogical and curricular practices. I have been developing online didactics and curricula, as well as researching everyday life in these contexts. Obviously, research methodology cannot be merely exploratory or extractive. Therefore, I developed what is known in Brazil as research-formation in cyberculture or cyber-research-formation. To do so, we engage with multi-referential approaches, researching everyday life and cyberculture. For me and @gpdoc.ufrrj, cyberculture is not just a context; it is a living field of research, an area of knowledge with its own epistemologies. I have been updating this research methodology with my group @gpdoc @gpdoc.ufrrj and pollinated groups (alumni of Gpdoc) and partner groups (interested parties who also update in partnership). We do not separate teaching from investigative practices, creating devices, pedagogical intelligence mediated by digital networks. More than just using tools. Here at @osuedstudies with the Led, a partner group, I have been studying online education practices in graduate programs. After all, in Brazil, we only began effectively practicing at this level of education during the COVID-19 pandemic. Obviously, online activities had already been practiced in specific contexts, but never with entire or partial curricula. I want to highlight a gift I received from partner @carloneyalves from UFAL. He and his class, in the context of his Research Methodology course in graduate school at @ufalofficial, delved into the topic, explored my books, and even gifted me with the documentation of their activity. This act, in addition to being generous, is respectful and intellectually honest. Congratulations, class! I promise to chat with you both online and in person! Let's go!
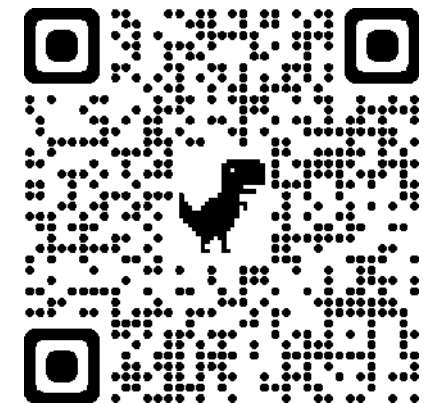
In a previous post, I mentioned that I enjoy immersing myself in the research field to live the experience of creating and producing research material (data?! Narratives, images, and sounds). It's a goldmine for those researching online classrooms. After all, what we understand as didactic and curricular designs involves all the pedagogical intelligence mediated by digital networks, in other words, the devices. Devices are at the heart of any cyber-research formation. Some of us create them, others delve into them, becoming "members," as is my case now. The experience of immersion greatly dialogues with the experience of a life of research and education. In this encounter, constructs, notions, conceptual operations, dialogues, and dynamic findings emerge... Hence, the authorial narratives of research emerge, in other words, the theory in its raw phase. Yes! The raw phase of bricolage. Bricolage with everything we have produced before, remembering the articles, the books we have written and read. I love this free writing that springs forth beautifully and full of passion. Of the 4 subsuming notions that I decided to dissertate, I've already done 2. Today, I wrote in such an incredible place, the main library of the campus. What a fabulous, superb facility! Some rooms reminded me of the library in NY, others of the Harry Potter movies, others of the shelves in the central library of @universidadefederalrural, and even the nostalgic Digital Board from @facedufba. Seriously @nelsonpretto. Some computers were indeed like the boards, haha. I swear! I remembered my students at @uerj.oficial and at @universidadefederalrural so much. The library is more than a place to consult books and collections. It's a place of individual and collective production, a place to encounter our authorship. But back to the raw text, the one that comes out in one breath, the result of what we have seen and felt from immersion, but also the result of encounters with our life and educational experiences. When I finish the 4 notions in this vibe, then I move on to the next phase. I'll review the literature, I'll revisit my theoretical-methodological framework, and moreover, I'll resume studying the material

I've been working on since January. After all, the postdoctoral journey has been underway for 4 months now...
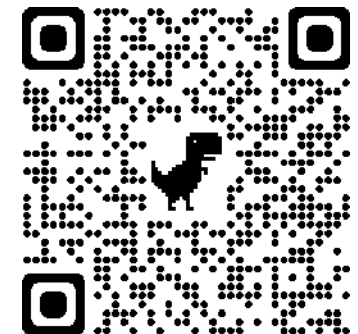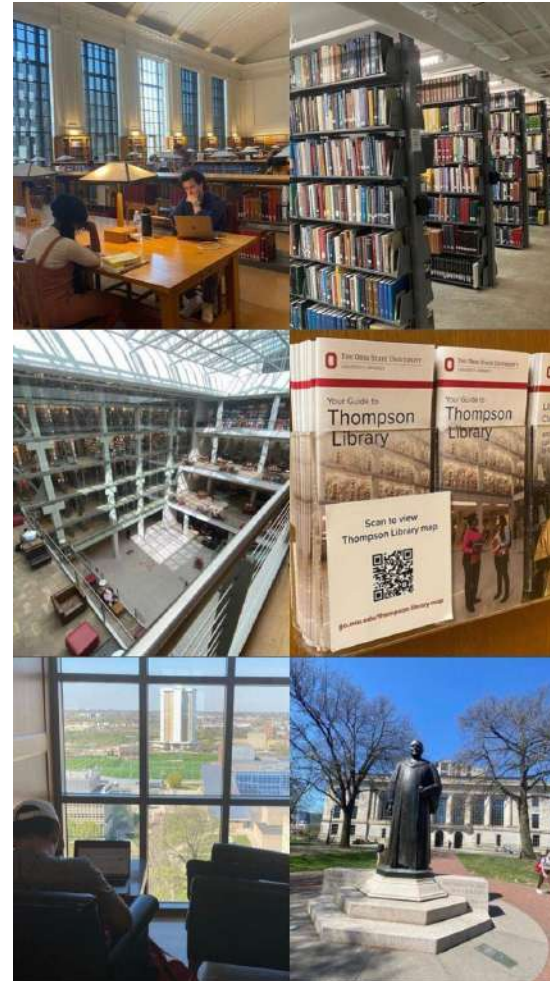
I was about to head out to my discussion circle at the library when @carva_lhofelipe and @pimentelmariano caught me for a chat. I have no regrets; we laughed a lot and gossiped like crazy. GPT! I had my breakfast and thought, "I think I'll take advantage of the beautiful day in the Park." It was the best thing I could have done today. I live very close to the city's most famous park. When I arrived over two weeks ago, I had already spotted it on the map, but it was still too cold. Now that spring has come, it's time to enjoy Saturday. My housemates always go biking in the late afternoon. But who's to blame for not getting therapy to deal with the trauma of an accident in youth? Yeah, I suffered a serious accident and never rode a bike again in my life. When I was 24, I passed out while riding a bike at Pituaçu Park in Salvador. I was rescued by my friends @joselitojoze and @dbsilva.db. Since then, I haven't ridden again. I tried, but I can't seem to keep my balance. It's such a shame because a bike is missed on a good trip and even in daily life. But enough lamenting, I love walking! And my walking is ubiquitous! I walked enjoying the beautiful day, fresh air, and entered the beauty of Franklin Park. Many trees are still bare, but so many others are in bloom and lush green. Families, couples, and solo individuals were all enjoying themselves. I noticed many elderly people strolling with their walkers and wheelchairs. I loved what I saw. I can only imagine the suffering of those who lose mobility in cold and snow. Well, I walked... But my destination was the Conservatory. I saw that there were some special rooms: butterfly room, Japanese garden, children's garden, tulip park, and much more. I'll show you a bit of all that in the next posts, but I already loved the "memorials" so much, long live those with memory and heritage. I loved the bricolage between works of art (videos, paintings, sculptures) and the vibrant art of nature. High praise for the tulips of various species, beautiful butterflies. But excuse me... Nothing is more beautiful and magnificent than the Rio de Janeiro Botanical Garden and the one in Foz do Iguaçu, where butterflies swarm and weigh heavily on our bodies. Just a tip for US BR!
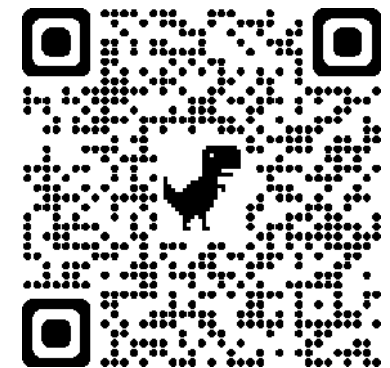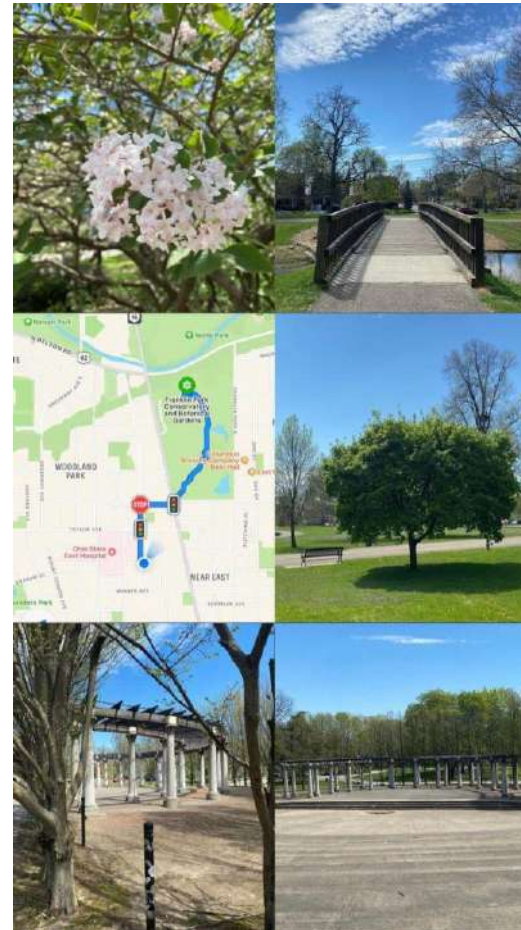
I arrived here in Columbus almost three weeks ago and caught the tail end of winter. Gardens and yards were dirty with leaves, branches, and a lot of debris. Amidst all this, I noticed tulips in bud form. Suddenly, one flower blooms in a day, others later on, and everything blossoms so beautifully and vibrantly. The red ones are my favorites! And all this without any care from humans, at least for now, because in the last week, I've seen some starting to tend to their gardens and doors. They are the superlative flowers amidst the rest of winter. I offer these beauties to two beloved ones: @tanialuciamaddalena, who celebrated her life with friends this Sunday afternoon and I was there in spirit, and @vivian.martinst, for reasons only we know... Beautiful life! Life is in perpetual renewal. Happy birthday to @tanialuciamaddalena! Abundant healthiness! But why am I remembering you with this entire story? You joined me in activism for our UERJ during 2017. Even as a doctorate candidate, you never skipped a protest with me. We went through the entire situation with the State Government of Rio, including political turmoil and the election of a monster. Everything was so difficult, and you gave birth to a beautiful thesis and a daughter, took a much-needed break from Brazil, and returned to fertilize more authorships... Look at @historiasparaeducar; what a stunning device! It thrives for those who have the courage to bloom, those who do not deny their past, and who understand who their allies are. May your new spring be filled with great authorships, @vivian.martinst, and may you bring us even more wonderful ideas to life. I can't wait to celebrate this accomplishment with you. The world is continually improving with new and better connections in life and education... May the week be fruitful, with more and better learning opportunities.
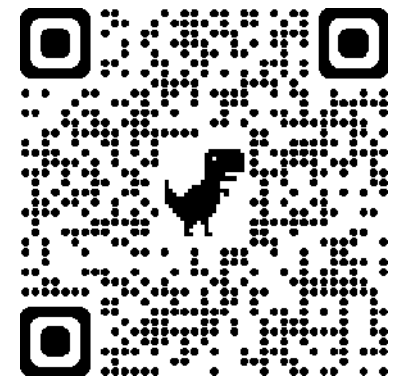
Last Saturday, I celebrated and enjoyed a beautiful spring day. I shared here a multitude of spring essays... I'm glad I took advantage of my day in the sun. When in doubt whether to enjoy a beautiful day or not, let's seize it! We never know what tomorrow may bring... Yesterday, I noticed a sudden change in the weather and didn't imagine today would be so different. Just today, when I have to walk a lot around the campus to handle bureaucracy and work a little more on my report. No way I'll work outdoors today; I already knew the week would be chilly! Since people don't move around much on campus in bad weather, the food delivery robots are in high demand. Initially, I thought these cute robots were some kind of "campus surveillance cameras." They might be that too... haha, but actually, they are food delivery robots. Automating these services can be an interesting thing. But in our case in Brazil, it's an important job for many historically excluded people. May labor laws reach this class, may they be more respected, may they not encounter racists along the way... May Brazil be able to automate some services and enable people to have more opportunities to develop their other talents. The delivery workers saved lives during the pandemic, risking their own lives and those of their families out of sheer necessity for survival. They deserve more respect! I heard these robots are Russian. Can you imagine how international relations are now? And Brazil in all of this? Worried...
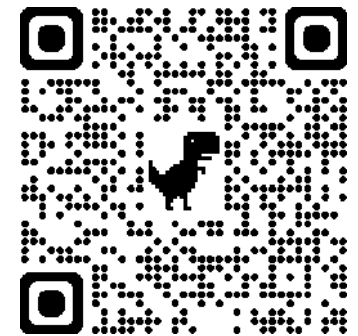
During the COVID-19 pandemic 😵, I worked a lot at night with classes and guidance at @ppgeduc.ufrrj. I scheduled my classes and meetings with @gpdoc.ufrrj at night. I noticed that this schedule was more inclusive for professors and workers, not only because we were all working from home, but also because many of our student-researchers work in different municipalities and often far from their homes. In the meetings of @gpdoc.ufrrj, I noticed that the fluctuation also decreased and that many colleagues who were not used to meeting with their groups more systematically built the research group culture. After all, I always tell our students that the research group is our first and most important scientific community, especially if it has serious leadership and good research and training networks. Alright, I noticed that here at @osuedstudies many devices and research groups meet and carry out activities at lunchtime 🥗. Initially, I became acquainted with the "Lunch to Talk" device from the Qualitative Research Laboratory. Today, I participated in a very engaging event at the Department of Geography on transnationality in research between Ghana and the United States. It all started with the sharing of pizza 🍕, in Brazil we would joke like this: "Here, everything doesn't end in 🍕, it starts with 🍕" Haha. Since I came here for a technical visit for the first time in 2018, I noticed that people usually eat before events. I found this great and brought it to @gpdoc @gpdoc.ufrrj. So, those who are hungry eat and avoid getting anxious for the coffee ☕ break. Besides all that, we break the ice and interact with the participants right away. Alright, the pizza 🍕 time was great and the event was a success. The guest, a historian from Ghana ɢʜ, presented her research and the country's efforts for repatriation and decolonization of its collections and archives. She highlighted the need for of network publications and the creation of a "street archive" that documents cultural practices and all of their expressions. I loved the image of baked bananas and

the notion itself, very interesting. Context was not lacking. And where is @kamalaharris? In the network!
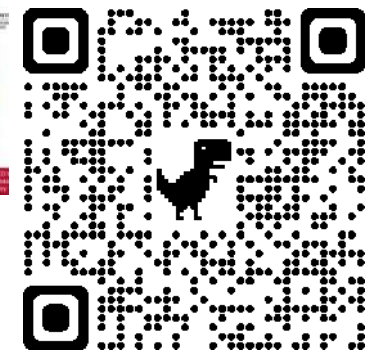
Regarding the lunchtime activities 🥗, today I participated in another one. The agenda for today was open to the general public, and I advertised it here beforehand. Brazilian friends were present. I loved the format of the meeting, a panel. No long and linear speeches. The five professors from @osuehe, including @correia_65, made powerful and objective speeches, throwing powerful questions into the discussion. Then someone would pick up the question and comment, bringing up more questions. All of this happened between 11:30 and 12:48 (the time when the Zoom call was ended). I had never used this feature before, but I already knew it existed and that it was great for promoting accessibility. Some of my students at @gpdoc.ufrrj already transcribe our classes and research conversations into text. This greatly facilitates the work we used to have with audio transcriptions. Since I do a lot of asynchronous research, I don't worry too much about this. After all, my research material largely consists of textual and imagistic conversation on digital platforms. When I use audio, then I transcribe it sometimes. But for some time now, we have also been embedding audio and audiovisuals directly into our research reports, using QR code resources. We've been doing this at @gpdoc @gpdoc.ufrrj for over 10 years. I remember that @edufba was surprised by a solution we have in one of our collective books, regarding the use of images in our texts. The QR code takes the reader directly to dynamic content. Reading with a 📱 allows for more and better access and accessibility to the multimodal content of digital narratives. Well, for three weeks now, I have been immersed in a very different "English" from what I am used to. There are no Brazilians speaking English here, haha. The English spoken in the Midwest is very challenging for me. So, I turned on the transcription. Accessibility! In addition to better following in real-time, I can also go back to the textual narrative to analyze the entire conversation more calmly. In the meantime, the chat 💬 was buzzing with links to more research sources. Everything very collaborative. As we are used to doing-thinking online in stricto sensu postgraduate studies at @ppgeduc.ufrrj.
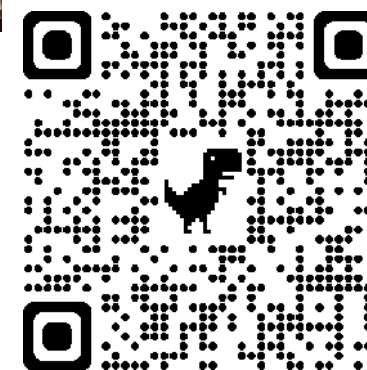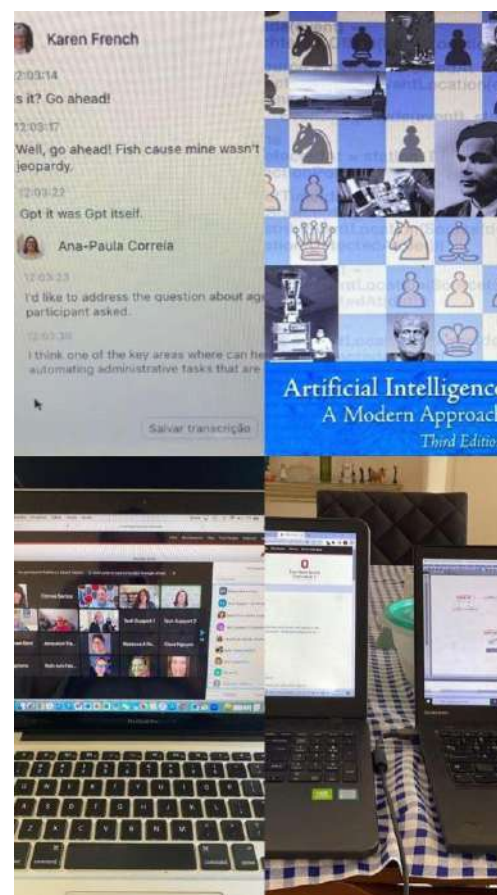
Today I woke up early, literally. I left home as the day was breaking and caught a beautiful ray of sunshine in my neighborhood. The dandelions were absolutely stunning. A true beauty. At 8:00 sharp, the scholarship holder's seminar began. Unfortunately, I'm not a holder neither in Brazil nor in the United States, but it was really cool to get to know some projects. The first panel was already a great gift. The event organizers invited people responsible for managing the city's Arts. In addition to academics, we had representatives from artists and the broader civil society. Interestingly, it was a Black panel. Much more than Representation. The second panel featured representation from Arab culture. Some university-affiliated foundations also presented projects from the scholarship holders (I learned this word in Lisbon when I did my first postdoc). What a beautiful morning. Now, in the afternoon, I'm working in my office. I'll show it to you later. I usually work here at least twice a week. Especially when @correia_65 comes to work in person. I take the opportunity to chat and share our daily inventions around here with her. The "Hybrid working model" has been working great, even in management. Administrative staff, professors, and students work online, remotely, and sometimes in the university's physical offices. Everyone is super happy with the setup, and I'm already getting used to it. This way, I'm free to explore other spaces and times for research and education at the city-cyberspace interface. And are you experiencing the "Hybrid" in your institutions? Is there this debate in your graduate programs?
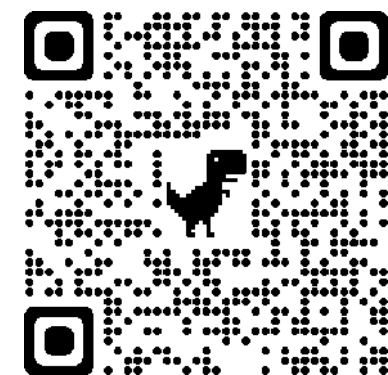
Friday vibes... I'm almost finished with version 0.0 of my report. Beginning next week, it will take the shape of a chapter or article. Online didactic design, from a curriculum unit of the online master's and doctoral programs, successfully mapped out. Today I worked at the Union, the student hub. It's a huge building where students enroll, handle their documentation, study, and access various extension programs. Many activities here are called "programs." These programs are led by teams of highly qualified technicians. They always welcome us warmly. After work, I visited the shop. I love museum shops. After exhibitions, we always want to take a little something with us. I enjoyed browsing the shop and even identified some possible gifts for @gpdoc.ufrrj, but I realized it's still too early to buy. Things must be more expensive here for sure. I watched the joy of families and the buying frenzy of items that bring pride to students and their families. Hoodies, t-shirts, caps, notebooks, bottles, etc. All branded with the OSU logo. When I arrived at UFRRJ five years ago, I noticed that students also love showing off their UFRRJ logo hoodies and shirts. I love seeing them proud. The campus parade is not for the faint-hearted. Our students put a lot of effort into their appearance. But there's a big difference between us and them here. There's a very capitalist thing going on around merchandise. There are various shops on campus and also off-campus. There's even a vintage store, yes, a store that sells old clothes. Actually, they're new clothes with designs from the 60s to the 90s. At our UFRRJ, it's the students themselves and the academic directories that make and sell the items. The money always goes towards some party or even graduation ceremonies. Back to the Union, here we have the mascot. In 2018 I talked about it here, in my technical visit notes. Symbolically, the mascot welcomes freshmen and embraces the seniors, yes. First-year students love taking photos to mark their belonging, and seniors sit beside the mascot to signal that they need friends at that moment. Someone always shows up, even if it's just to take their photo. Missing my loves... Always in my heart
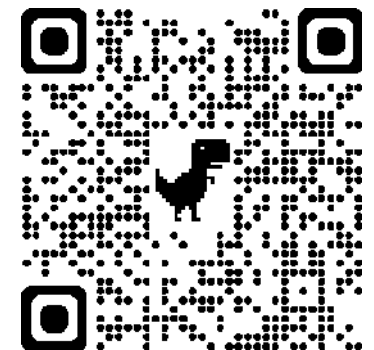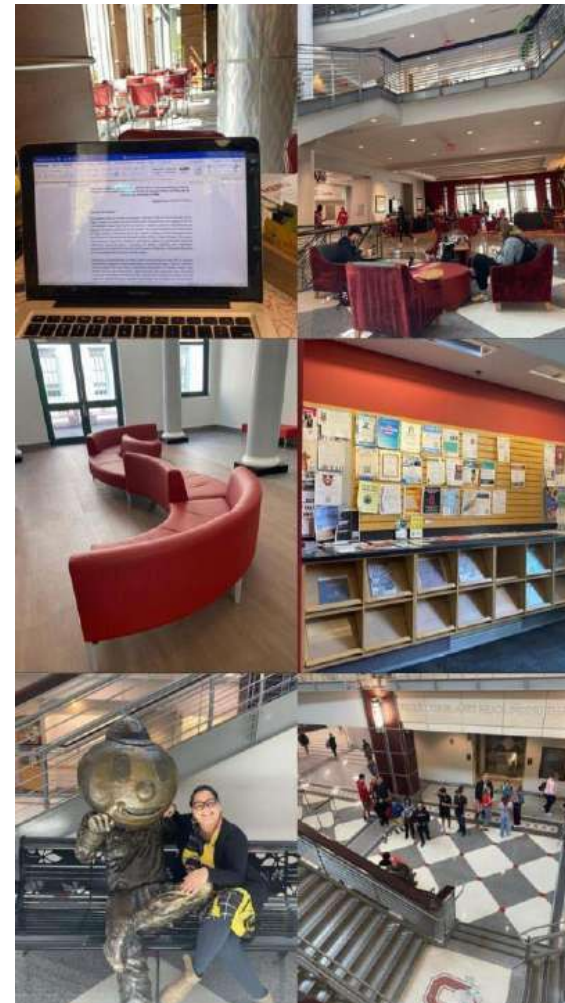
Good morning, community! I start Sunday by sharing my Saturday night. For the past three Saturdays, my plans revolved around interacting with my housemates. Keit, an American host, and Aayush, an Indian guest. During the week, we each have our own schedule, and we hardly see each other. We're all busy with our work. Each prepares their own food 🍪, and I confess that the Indian food slays me with those scents, which I love. Sometimes I try some of his recipes, but usually, I have lunch at the university. On Saturdays, we've been night companions. I always try to stimulate them for a cultural program. Eating and drinking are programs that complement an artistic-cultural program. I've been to a comedy night 🎭 and yesterday I fulfilled a dream. Not even when I went to NY, a few times, did I feel closer to Jazz. I learned to love Jazz with my love @marcoparangole, who breathes jazz. For 20 years, I wake up with Jazz, and that's no exaggeration. Well, yesterday I went to Jazz here in Columbus and felt at home. The whole atmosphere is incredible. Music itself. Co-creation, improvisation, enjoyment, pure interactivity. Unlike other places I've been to around the world, yesterday I felt like I was in the time of Miles Davis. Beautiful black people enjoying their references that mix the art of gathering, good food, and good music. In addition to the show with the night's musicians, I saw people dressed like they were in the 50s/60s in the native jazz houses. I found out there was a themed party going on and I even suggested to my colleagues that we crash it. They loved the idea and even had fun. But Aayush and I would denounce the attempted scam... lol. I could live in that house with all those people forever. The night started with softer jazz and then everything changed... We got a table very close to the band and enjoyed each musician's solos and their collective creations. I could have stayed there longer, hoping someone would give us a vocal "jam session." If a "Nina Simone" appeared and sang for me by chance, I would cry all at once, because there were plenty of emotional moments. Thank you 🙏 friends! You guys are amazing! The night ended with pizza 🍕. We loved it...

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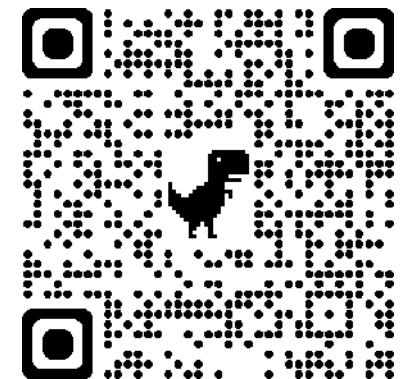
It's priceless to have Brazil ʙʀ so well represented again in the world. It's priceless to have ministers doing their work and defending their duties. It's priceless to have Brazilians respected wherever they go in democratic territories. I just finished watching the entire award ceremony. I made sure to listen to all the speeches and be moved by each one of them. Chico's speech celebrates the present with so much history. History of life and education! The history of his political formation. Stories of struggle and oppression. Today the Portuguese language unites us and we celebrate. But Chico didn't fail to address the processes of colonization and colonialities. It was necessary. Seeing @chicobuarque getting emotional when he mentioned the names of @janjalula and Carol, his wife, was beautiful. Intelligence is above all sensitivity. This is the Brazil ʙʀ I deserve! Brazil of Education, Culture, and wishes of happiness for everyone. It would be even better if I were in Lisbon with my friends @quintasmendes @lucia.amante.1 @rogerio_m Bento, @claraqmendes @isabelrodriguescosta. We would have good drinks and lots of conversation. And maybe, we'd be with Chico in @lucia.amante.1 and @rogerio_m's living room, lol. Tomorrow is April 25th and Lisbon will be full of good memories of freedom, but also of the rights that are being compromised. There will be many demonstrations, and the narrative dispute will be fierce. The street is the best place for the fight. The physical territory street and the pathways of the global network. Let's go, let's go. Cheers 🥂 @chicobuarque. Thank you 🙏 for the work you historically gift us. Link to the entire award ceremony. Watch it! So that we never forget it. It's amazing: https://www.youtube.com/live/HXEm3mx_0tA?feature=share
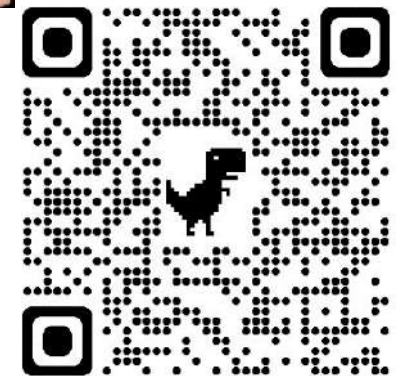
In the relationship between basic education and universities, many projects are happening worldwide. But how many more could happen? How do education departments interact with universities for more and better partnerships and educators training projects? What are the demands in terms of content and form? Do we, in universities, interact with schools and vice versa? How does this happen at your university? This week I was discussing this with a friend. Often, education departments demand partnerships but do not want emancipatory projects. Sometimes the university itself does not question or always present proposals beyond technical and didactic rationality. Fads come and go, who hasn't heard the mantra of active methodologies? Is there room for decolonial, transfeminist, and antifascist education? The growth of Nazi cells in Brazil is exponentially increasing, whether in the southern white communities or among the black communities of São Gonçalo in Rio de Janeiro. Believe it or not, there are Nazi cells in these communities. Where did we go wrong in terms of education? Well, the day is passing by here, and I went out to work at the university. The best of both worlds in Columbus. I completed the first version of my report, which has already gone for revision. By May, it will be turned into a book chapter. I took this decision today. Then, on my way back home, I decided to walk through the art school. It's near the Ohio Union, a community space for students, where I like to hang out and peek around. Right away, I entered a private event and immediately encountered an artist in motion. I read her poster and realized it was an event for girls. More than that! It was an extension project, in a relationship between a girls' school and the university. As I love project culmination and devices are my darlings, I went over to talk and learn more about it. I'm sharing with you some of the productions and links for a deeper dive. Inspirations for education through and for difference. Here's the link to the artist's Instagram: https://www.instagram.com/lucieshearer.art/. I'm already following and

shared it with @nwnzart, who has a similar style. Pick your seat 🪑 and tell me why...
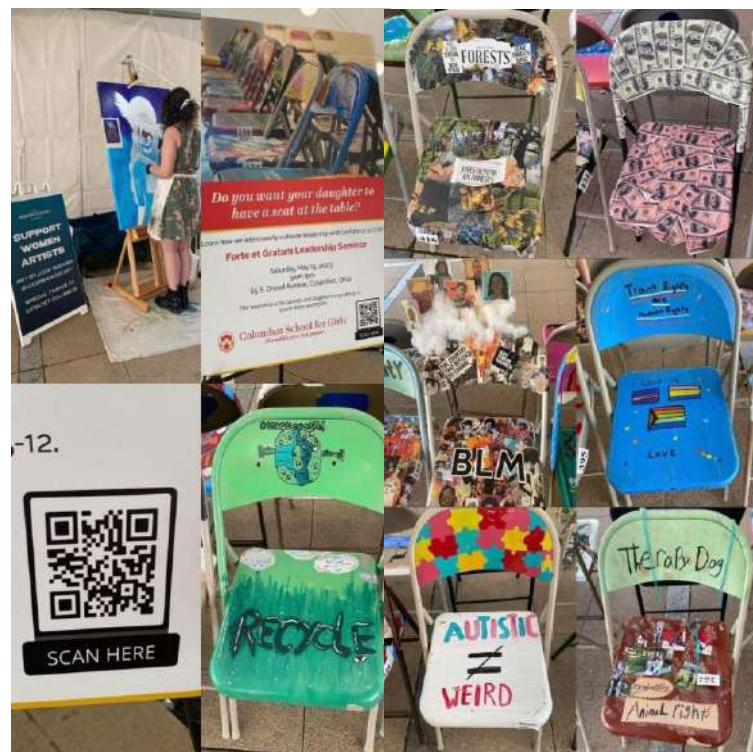
In the formational relationship between physical, symbolic, existential, informational, and above all libidinal territories, after all, without desire, learning is not mobilized. Even though I've been trying to seize every opportunity, letting the city take me. Even though I establish some routines, such as working every afternoon on campus and going twice to different branches of the Columbus municipal library; I confess that the city-cyberspace relationship has been very strong with these two urban facilities. This consolidates and resignifies digital, scientific, and urban literacies. Physical mobility (appropriation of urban space) and informational mobility (presence of internet hotspots throughout the city - including on the bus - and in the extensive coverage of the university campus and libraries) have provoked interesting cognitive mobilities in me. Obviously, all of this also involves different appropriations with the additional language, in this case, English. This media chain allows me to have a deeper understanding of the city-cyberspace relationship. All of this is not new to me, whether in terms of urban delight or intellectual and daily output in and with cyberculture. However, when we look at our universities' curricula and observe the obstacles to applying and legitimizing online curriculum activities, this entire reflection rushes right back powerfully. What are indeed our institutional difficulties with access and accessibility to the networked digital and the institution of online and/or hybrid projects (for me, this distinction also does not fit)? This month I shared various in-person and exclusively online activities, as I have been narrating here in the past few days. All consolidated and legitimate as political/pedagogical processes and projects. And I'm talking about public spaces, libraries, and the university. Tonight was a night of poetry. Each word entered my ears with a different emotion. Enjoyments and sharing of creative processes were not lacking... Goodnight because tomorrow we'll have @osuedstudies.
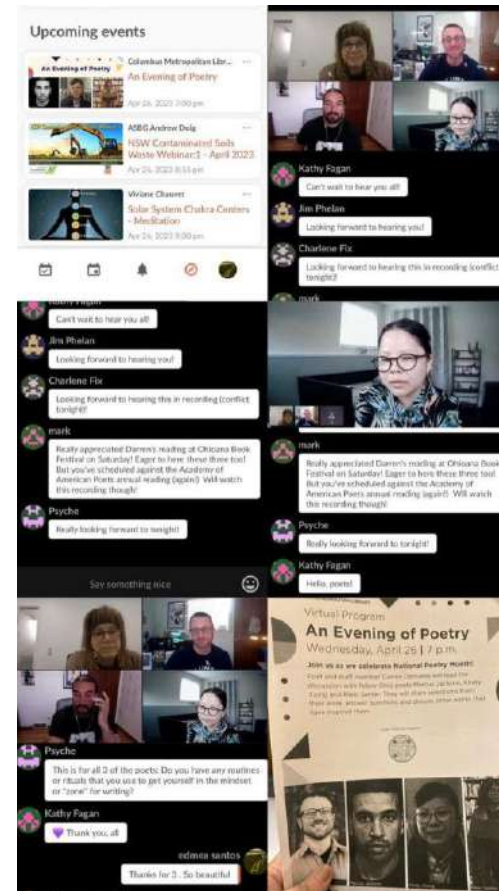
Do you remember the day when you, as a university lecturer, program girl or boy, student/researcher, or researcher, received a demand to create your ORCID? Does anyone know the usefulness of this ID? How does your Lattes Curriculum interact with your ORCID? Do you update this ID frequently? How do you do it? Has anyone ever asked you about the impacts on the world regarding the research you, your group, and peers do in and for the field of Education? For what education and for what worlds? What is the world 🌍 to you? How does digital networking contribute to your research reaching other worlds, including your own? Are there any experiences that provoke you so much and trigger so many questions in you? ... Yesterday, I attended a class like that. Unfortunately, I can't share the content directly here, but I don't hide the sources from anyone. I really want to know from you, how would you answer the questions formulated here. Choose at least one of them. Invite your research group. In addition, in the same direction, I received an invitation for a conversation about "Knowledge production for and in Digital Education", someone wisely chose one of the over 200 lives (between conversations, classes, lectures, and conferences) I did during the pandemic — a conversation I had with the dear and partner @samadeu, one of the best activist researchers we have in Brazil and the world, for his wonderful @podtecnopolitica, Technopolitics. Well, I headed back to the curricular artifact and discovered, once again, that we talk about so many things related to "Digital Education" that historically in my work has always been "Education in Cyberculture"; this is for people who "didn't get on the bus and wish they were sitting by the window". I'd like to share our @podtecnopolitica. It will assist us in formulating additional questions. Let the new questions come, and we'll endeavor to answer them while generating new ones. Obviously, I'm asking you for many more. Good morning for a great Friday! Direct link: https://www.youtube.com/watch?v=A9b6980Ainw
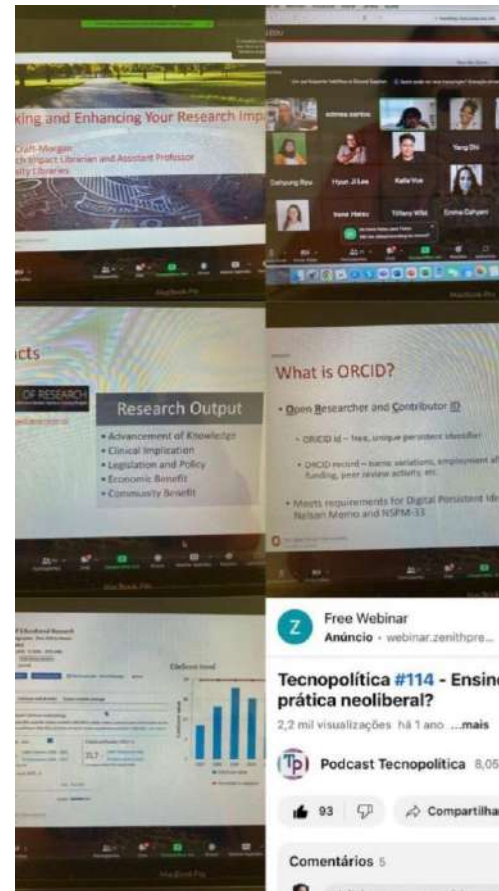
Good morning community! Sunny Sunday, thank goodness. After talking 🧑🏿‍🦱 with nearly all my people, I share with you a little bit of my Saturday night. Finally, I'm getting to know Columbus! Of course, @osuedstudies and the @columbuslibrary network are no small feats. I've already been to Comedy, Jazz, some exhibitions... I don't even know if I'll be able to see 10% of OSU in these two months that follow, I love discovering something new every day. Every day, my formative process expands with repertoire. Those who know me, are aware that I love the ambience of academic and literary knowledge, but it's in culture and with values that I thrive, and all channels open up for network creation. Yesterday I discovered an incredible space, right here near my neighborhood. Spaces like this, or similar ones, we have at art fairs in Rio. In the warehouses of NY, at the Feira Preta in SP, in the summer rehearsals of @carlinhosbrown in Salvador, in Cuba (@cristdavila, @luiz_asabranca, @marcoparangole) it's impossible not to remember Havana with you all. The Bblackfashionexpo featured modeling with stylists, visual exhibitions, DJ playing electronic music, networking, and much more. Beautiful people being seen and more people searching for talent. What a creative, Afrocentric, colorful ambiance. The energy was so great that I confess my work for this week gained much more energy and inspiration. In addition to continuing with my research report, I will have to write reviews for Anped (I am the first alternate of @lucila22pesce in the Scientific Council, for GT 16) and more reviews as an external evaluator at @uerj.oficial with @faperjoficial for the Prociência Program. Additionally, articles are co-created with students and partners. I'll stop here; else, I'll ruin the post. But one thing is certain: I cannot live without exercising my eyes and creative process. Sorry, Study Nerds on Duty... Columbus, it looks like you'll see me more often. @correia_65 I'll be back more regularly. When I enjoy a city and the partnerships, I always return. Let's go. Oh, and returning to the event here, unlike the others I mentioned, this one had free admission. That's right. You only pay to consume inside. I would buy a painting if I had $!
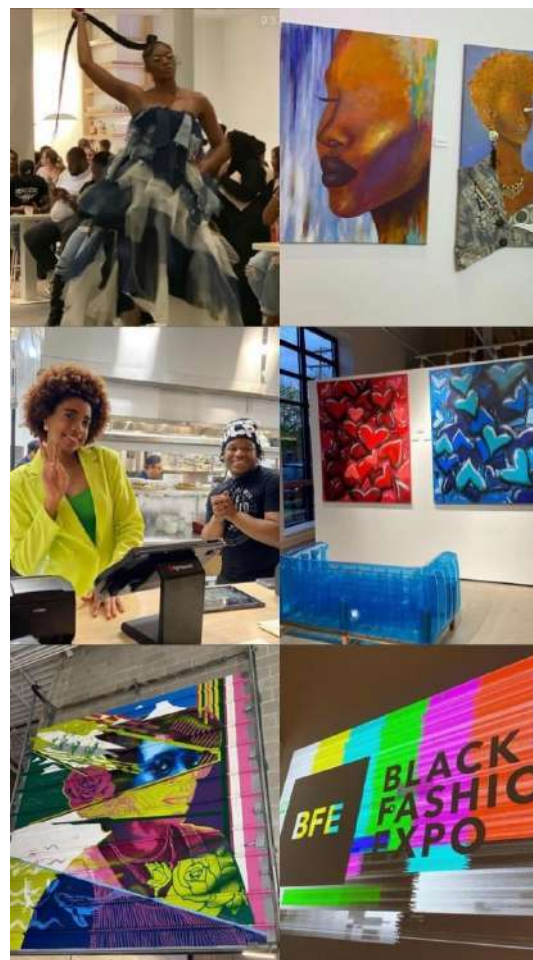
Being a tourist in your own city, I love it. I always enjoy walking through my beloved cities. Whether it's Rio de Janeiro or Salvador, I love showing off their streets. Streets, their stories, their cultural landmarks, their controversies. This also applies to when I travel with friends to other cities. It's always good to look at places with different eyes, even if they're always the same places. I spent a month craving to walk around the downtown area and go beyond my neighborhood. To know what those buildings were and how that Rio separated or connected stories. What would I find in reality in the photo that opens the Columbus guides? Our host, Keith, yesterday did what @marcoparangole calls "proximity tourism." He accompanied his guests and told us some of his stories and curiosities. I already have plans to visit the Science and Natural History Museums and the Veterans Museum (which initially didn't attract me at all). They will definitely be on my plans for this month of May. We passed by the Supreme Court and the stories of when the deer were abundant around here. Today they are sculptures, triggering idealized stories. How good it is to welcome and be welcomed. How good it is to learn from and with otherness. I always show my gratitude by giving my best. I love sharing a meal with those I care about. Even without my ingredients, without my kitchen, I ended the day by cooking 🥘 for my housemates. The pasta 🍲 was successfully approved and the wine 🍷 was from California. I didn't understand why I forgot my "Dendê" (palm oil)... The Black people here have no idea of what palm oil Axé is. Yesterday I bought okra and discovered that in India IN people also love okra, cashews, peanuts 🥜, popcorn, and mango 🥭. The next recipe is already in my head. How about the wine 🍷, and the laws of each state?... I couldn't buy the wine on the first try. Even though I'm 50 years old, I couldn't buy the wine at a large supermarket. They didn't accept my university ID and I was shocked. You also can't smoke 🚬 on the street, at least in the open areas of the university. I don't smoke, but I empathize with smokers. Many people stay home smoking way more than socializing…
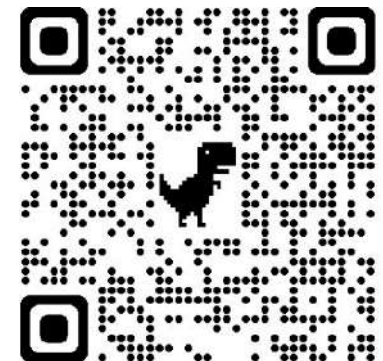
This is my office at CETE at OSU. It's the room my supervisor generously reserved for me. I've been working here for a little over a month, at least twice a week. My office is very close to the management and has a strategic view of the entire center. My focus here is excellent, and time passes without my noticing. I constantly welcome CETE colleagues to discuss and make various requests. During the first few weeks, @correia_65 introduced me to the entire staff via email. Every day, someone comes to introduce themselves and learn more about what I do. It's a pleasure to discuss my research in Brazil and its developments here at OSU. I love getting to know the life stories and backgrounds of each leader and their team members. Today, we received Jane Aparecido, who is the director of the OSU office in Brazil BR. Brazil, China CN, and India IN have OSU offices in their countries for international relations in higher education. That's right, all created just when we were growing a lot... No need to say when all this started, right? The conversation was very fruitful, and I loved learning that my @universidadefederalrural has been establishing connections and exchanges with OSU. Partnerships are just beginning. Long life to us and our projects. @gpdoc.ufrrj, we have some very good news. Now that we have resumed our growth and civilized life in BR, let's hope we have funding and incentives for research and for more and better exchanges between research groups and networks in our public universities. Let's go, let's go, let's go…
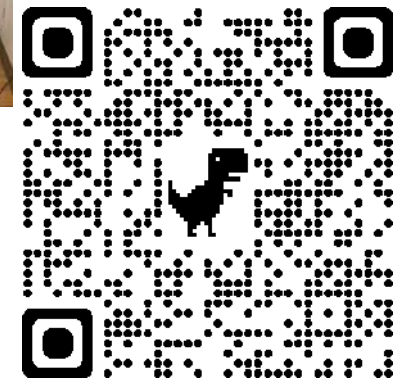
Folks! There is a beautiful moon shinning in the sky tonight! My phone's photo couldn't capture all of its brilliance, which shone right in our faces. This was the sky above Columbus tonight at 8 p.m. Returning home after experiencing @gatewayfilmcenter. Cinema at @osuedstudies. Yes, we do have a large cinema inside the campus. I watched an incredibly beautiful film, and the university extension version of it seems even better. An award-winning film. It was sensitive and delicate, with a storyline that depicted everyday life, stunning photography, and outstanding performances. I was extremely touched by the tragedies. The plot unfolds in Pakistan. A huge family caught up in the maze of heteronormativity and sexual repression. How much sadness and pain could be avoided if people could follow their desires, if conversations were a daily practice, and listening was more sensitive. The characters are delicate, funny, artistic, and love each other deeply. I loved getting to know a little more about these people, who aren't revealed by the mainstream media. Highly recommended! Students, researchers, and the OSU community receive different invitations to events across the university via institutional email. Projects in teaching, research, and extension cover a wide range of topics. I wish I had more time to enjoy it all. Direct emails like these could become inspirational in our universities. So much is happening, and we often aren't even aware, right? Anyway, here's a tip. The message for the event above arrived like this: "Thursday, May 4 at 6 p.m. at the Gateway Film Center and we will feature 'Joyland' (2022), a Pakistani drama. The film is in Punjabi and Urdu, English subtitles and closed captioning are provided. Tickets are free when you present your BuckID starting at 5:30 p.m." After the emails, my library card, I sincerely love my BuckID...
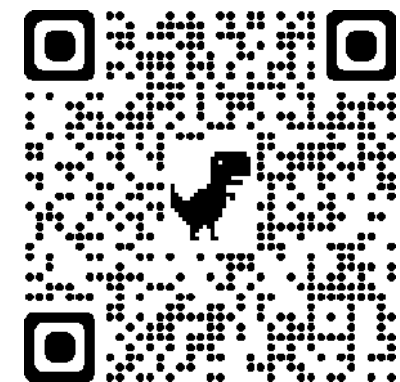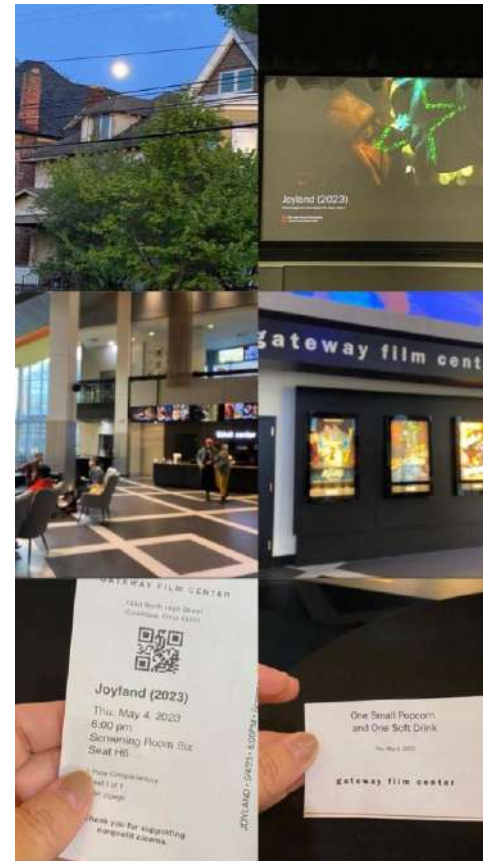
What a great Friday afternoon with LED and CETE becoming more integrated every day. Besides researching, many people here also work together. @correia_65 has a keen eye for finding talent. We took the opportunity to chat and continue the discussion about the webinar held this Friday morning on the Chat 💬 GPT phenomenon, at the invitation of @aectorg. I've already shared the schedule here, and we have two more live sessions this May. Stay tuned for updates later this semester. The occasion for the celebration 🎉 was Fan Chu's thesis examination. Unlike in Brazil and many other countries, thesis examinations at OSU are not open to the public. The research group itself can't be there. One of the committee members is new to the group in question. With so much astonishment around differences, I appreciated being able to celebrate both LED and life in the spring. I discovered another park in Columbus, this time with more flavors and with most of the group gathered. LED in its current generation has researchers from GH, CN, US, BR, MN. There are so many accents and incredible life stories and formations. Learning more about courageous people who leave their home countries to experience diasporic and diverse formative processes. We talked about these policies of meanings, current research projects, and future projects. I loved interacting with these young, beautiful, and engaged people. @correia_65 and I, more experienced and delighted with these individuals. Oh, and there's no way around it, I'm still Doctor Santos or Professor Santos. By the end of my stay, I'll be called "Méa" again. Haha. We had lunch together and I discovered Shon's, Mimi's, and Marcie's talent in the kitchen as well. I even learned some new recipes... Beautiful day to live! We deserve it because what a weird week with so many cold and dull days. Not to mention the work from Brazil that got stuck with me... I hope I can tackle them off tomorrow... After all, there will be news here on my Insta this Monday. This Friday, the moon was still beautiful... And you? Have you offered the moon to someone this Saturday?
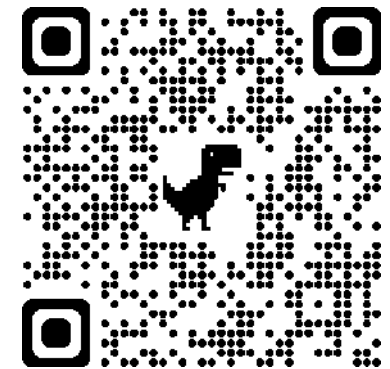
Do you remember the book nests we have throughout Rio de Janeiro? In fact, this proposal exists worldwide. I've seen it in different cities. I usually leave books and have even picked up a book from the nest at Arpoador. You leave books there, then you can take new ones to read. I remember picking up a book about mentoring young academics. I loved it! I really appreciate initiatives that seek to sensitize and democratize access to books and reading everywhere. I once saw a project, I can't remember where, where a researcher left books with QR codes inviting readers to discuss their readings online. Books were left in nests around the city, on park benches, inside buses, taxis, and even Ubers... Let objects engage... Here, at the Park, I found this art nest project. Artists and art lovers leave drawings, paintings, and invitations for activities, materials for art to happen. I loved it! Spring creations in the city! Let me have some sleep, tomorrow there's a community ☕ coffee and graduation at the 🏠 football stadium. Can you believe it? That's right, I'm going to visit the "local Maracanã" as part of an academic activity. I hope to meet someone from LED there. I'll tell you more later.

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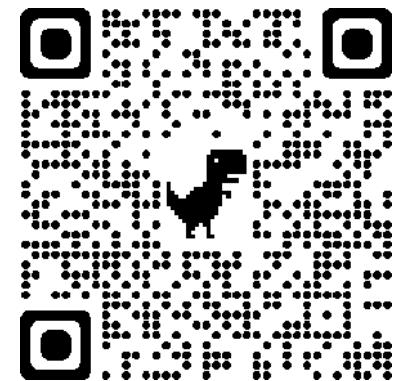
As I've mentioned here before, my current research is on "Online Education in Graduate Studies: A Cyber-research-training". Often, in the context of graduate studies, online education was part of our academic freedom as an extension of our face-to-face activities in courses, thesis defenses, or very specific scientific events. Everything changed with COVID-19 pandemic. All graduate programs, in order to avoid extinction, had to engage in different curriculum activities mediated by digital network technologies. We practiced everything! E-learning, remote teaching, online education in its various convergences. Obviously, much of these practices were not thought out or systematized. Synchronous "live" sessions became the essence of what we call remote teaching. Asynchronous Learning Environments (ALE) and platforms mostly became repositories of content and self-study activities or personal workspaces. Nevertheless, all efforts must be respected and valued. On our part, we practiced Online Education as a phenomenon of cyberculture, also in graduate studies. I developed devices that mobilized scientific knowledge, converging synchronous and interactive asynchronous curriculum activities. All of these practices have been published, and a report has been prepared. However, my engagement with online education in graduate studies is not recent. In 2013, I did my first Postdoc at UAB in Portugal, where I studied the MPEL - Master's in E-Learning Pedagogy. In this context, I published my first authored book. Now, in 2023, I've been studying a curriculum unit here at OSU. I chose OSU and the experience of Professor Dr. @correia_65 because of the resonance we have with the topic, but also, and most importantly, because of her rich experience of over 20 years with online master's and doctoral programs. Well before the pandemic, beyond Brazil, the academic world was already doing Online Education in Graduate Studies. My research findings revolve around four subsuming notions. Hence, I invited partners who specifically produced on each of these findings for some online conversations. Ready to learn more? Just come! We'll start tomorrow on my Instagram.
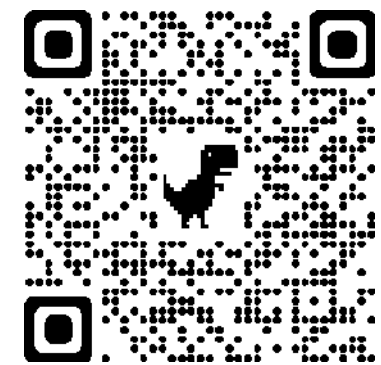
I began thinking about the solution I'll give to bring back to Brazil the books I couldn't resist buying. I love books not only for their content but also for their form. Form is content. My study on "online postgraduate education" hasn't disconnected me from other topics and phenomena that I study and love more and more. Cyberfeminism is one of them. The mentoring sessions with @gpdoc.ufrrj have grown more concentrated, although they are still ongoing. The academic regimen is consistent, while handling family life and caring for my loved ones remains my primary concern. I wish I were a multitasker. Thankfully, after all this, I'll be on vacation and take some time to chill out. Except for enjoying my people and reading my new books. When I'm not directly working on my research, I'm always experimenting some physical or informational territory. It's during the moments of "letting the city take me" that I can't resist bookstores. Whether it's the various Barnes and Noble stores, smaller bookshops, or even cafes and galleries that also sell books. The books look at me, I look at them, and I realize their intentions... I can't resist, especially because there's always some discount. And I can't resist a good "bargain". I never get tired of remarking that, since the popularity of the Kindle, publishers of printed books have become much more concerned with the arts and visual design of their books. But, nothing like a good editorial idea. Incredible ideas already invite me to think about new cyber-research-training devices. This beauty here is an incredible project. Women writers (professors, journalists, writers) writing about important women. Their life and career biographies, their ups and downs. The texts are light but no less dense. The edition is impeccable, politically correct in materials. It has a hardcover and is lightweight (but not everything is like this). I bought it two weeks ago and only now I started reading it. There are so many women I admire, I chose to start with Nicole Kidman, I love her. Brave women who show their power in what they love to do, their excellent work. This is a book I'd like to give to my friends.
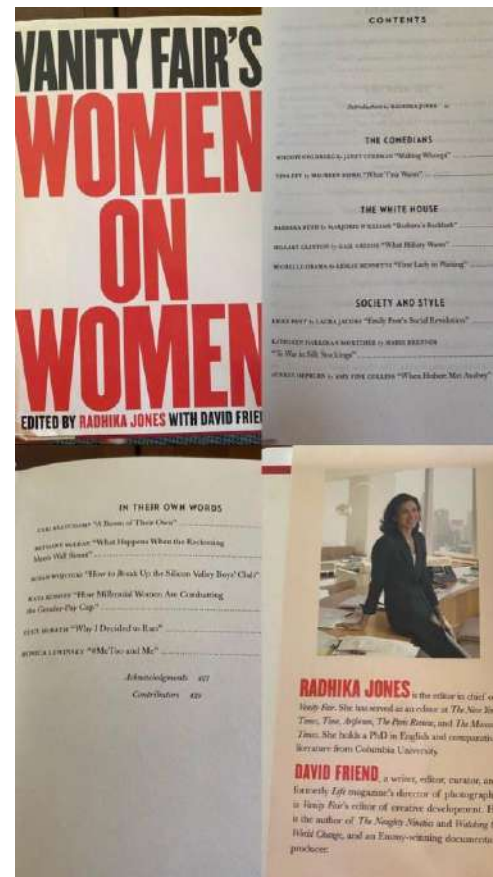
As soon as I arrived at OSU, I discovered the QualLab and its devices. I immediately identified with Professor Penny Pasque and her research group. In addition to developing theories, practices, devices, and qualitative research methodologies, the lab maintains a strong network with other groups and researchers in various states across the United States and abroad. I joined their online Talk, looked through their project, read articles, and became increasingly inspired. Today, we met in person. Unfortunately, the term's classes and research meetings have just ended. The group is currently organizing an important scientific meeting. Who knows, maybe we'll participate? I received a warm welcome. Sympathy, joy at the meeting, and potential academic collaborations. Thank you, Professor @correia_65, for the mediations. I loved it! Establishing networks and connections. Let's go, let's go. The QualLab is physically located in the College of Education, which is a New School-inspired building. In today's world, its communal spaces are furnished with various memories of academic activities, biographies of educators and students who have passed through the College, and exhibitions of the works of current professors and departments. It was very interesting to learn about this "Museum" because its objects are everywhere. I wish I had more time to enjoy it. We will return, and we intend to establish partnerships together as soon as we have opportunities to pursue our future projects. May we see concrete investments in internationalization actions, such as scholarships (aside from the exclusive funding for programs 6 and 7) for research and continuing education for professor-researcher students. Anyway, let us continue to weave global networks and connections. By the way, I really enjoyed presenting our website archive (www.edmeasantos.pro.br), the journals we edit (@revista_doc and @riartesdeeducar), our books, and methodological authorship. We exchanged contact information, and I presented our online diary in the form of visual storytelling. For these and other reasons, our communications must become more pluralistic...

Mother's Day yesterday was very intense. Full of emotions, mixed feelings, reflections, joys, and sorrows. Let's start and end with the joys. My first scene was amazing. @marcoparangole and @nwnzart had a beautiful video call. They were both eating "real" couscous with 🔍 and orange juice 🍊. They know how much that resonates with my deepest self, beyond the clear "Dendê". My culture and everything I've been teaching them for 23 years (in Marco's case) and 16 years (in Nina's case). Mother's Day with other presences. It was beautiful and recorded in my heart ❤️, since Nina doesn't allow Instagrammable records, but nothing replaces the tight and fragrant hug. Missing them hurts. Then I talked to my "Mainha" (Mommy), who was already almost ready for Mother's Day lunch. Mainha and Painho wake up early, and by 10:00 they are always ready for lunch. At their house, whoever wakes up late has lunch for breakfast. But lunch was at the Mendes family's house. Menu: sarapatel with lasagna. Does it match? Of course. Everything delicious pairs well with everything tasty, hahaha. Before receiving the family photo and talking with everyone again, I received heartbreaking news. Last Saturday, a close friend suffered a serious accident. I was talking to mutual friends, and later I received good news: she underwent surgery and is doing well. Thanks to the Yoruba pantheon! Axé! This friend didn't need this on Mother's Day. Just another mother facing struggles and everyday battles. But everything has its purpose, let's be grateful for life and focus on the challenges ahead. Physical therapy, support networks, friends to count on. Amidst all this, I received an invitation from friends for a walk. Accepted invitation, let's stroll in Columbus. Despite my divided mind, attentive to news from home and from my friend, I allowed myself to slow down... Upon returning home, more family hugs. I received an invitation from my host to have lunch with his family. The recipe: delicious. Lemon chicken with olives. An Afro-American dish I had never heard of. What a delicious lunch. Being welcome and receiving affection are so valuable, they mean a lot. Thank you 🙏! I ended my day by talking at length with another dear friend who I love very much.
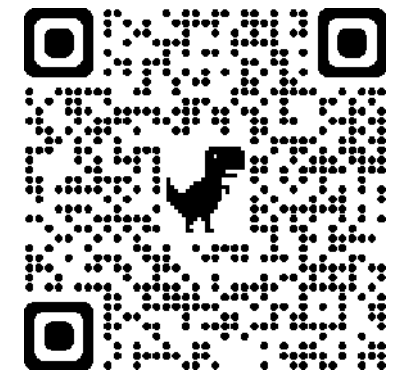
Tons of beautiful things happening today. I begin the day with @professor.sidnei giving a beautiful testimony. I cried with emotion because his words are mine too. They are different experiences at their intersections, but close in contexts and meanings. We had to overcome a lot to resist "historical determinisms," which are frequently caused by white, classist, colonizing, sexist, southeastern privilege. Being "more competent" than those born and raised in power contexts is not easy. Thanks to public policies and a lot of merit, we are conquering things and fulfilling dreams. "I know it"… as Mainha says. Then I start receiving good news, fair news, news that show us that giving up is not an option and that the daily struggle for democracy is worth every curriculum act. Check the memes in this post. Brazil BR improving with concrete results, criminals always convicted. To hope is a verb! The day goes on and I receive this work of art as a gift. The photo is signed by @stelaguedescaputo. Friend, professor, researcher, spiritualist, artist ❗🎨. This photo doesn't move me just by itself. It moves me because it was taken in a difficult context. As the author said, "I feel like Frida," @stelaguedescaputo always witty… Thank goodness! Our friend had a serious accident. She got hurt, but she's okay now. She's already had surgery and is waiting for another one. Leg up, produce beauty. How could I have a poor day? I can't. Today, I also got a present from @nwnzart. Beautiful voice messages, with the gorgeous voice stating "mommy, I love you". I also love you very much. Making lemonade out of lemons. Every day is a new day. Every person is given a gift 🎁. Let's move because we have a live with a fierce woman from Pernambuco, @dorapadilha.
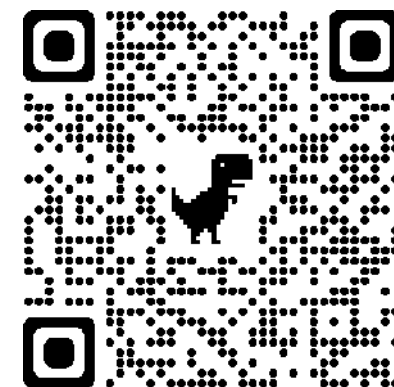
I've been practicing, studying, and researching Online Education for many years now. My dissertation and thesis works were the first defended at Faced/UFBA on this topic. I've trained many people, who have also trained me and continue to do so every day. Masters and doctors who have not only produced and continue to produce online curricula with me, but also update research-formation methodologies in cyberculture with me. My thesis "Online Education: A Phenomenon of Cyberculture" signifies that we don't treat online education as distance learning (EAD), much less as remote teaching. Just to address the recent phenomenon of the pandemic. My first post-doctoral study conducted in 2013, funded by Capes, was on online education in postgraduate studies. I was a visiting professor at UAB-Pt, where I occasionally collaborate with the MPEL, a master's program in e-learning pedagogy. I have taught courses in this program and supervised completely online dissertations. After this experience, I only practiced online education in postgraduate studies thanks to my "academic freedom". We went through the avalanche of the Pandemic, and only because of that did we practice Online Education in Postgraduate studies. As the pandemic comes to an end, we return to face-to-face teaching... The topic of Hybrid keeps coming back, but serious debates are not advancing... But we continue to practice and research. Currently, I am working on the project "Online Education in Postgraduate Studies: a cyber-research formation", funded by CNPQ/productivity scholarship, the Curriculum Group, and Faperj in the Our State Scientist Program. At this moment, in 2023, I am conducting research on the topic here at @theohiostateuniversity with an international network, studying a pioneering online master's and doctoral program. In recent months, I have been narrating some of my formational processes in the city/university/cyberspace relationship and discussing my research findings with peers. In this context, I received news from @adeliama2, a partner at Fio Cruz. Capes has formed a working group to think about hybrid education in postgraduate studies. Will things change now? Will programs finally discuss beyond academic freedom?

And before you ask me about the difference between distance, online, remote, and hybrid learning, I say: let's just turn this page?

DIÁRIO OFICIAL DA UNIÃO

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Órgão: Ministério da Educação/Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior

### PORTARIA CAPES Nº 89, DE 15 DE MAIO DE 2023

A PRESIDENTE DA COORDENAÇÃO DE APERFEIÇOAMENTO DE PESSOAL DE NÍVEL SUPERIOR - CAPES, no uso das atribuições que lhe são conferidas pelo Estatuto aprovado pelo Decreto nº 11.238, de 18 de outubro de 2022, tendo em vista a Portaria Capes nº 315, de 30 de dezembro de 2022, que acolhe, nos termos

When we don't learn from content, we learn from forms. Forms are content. We learn in the most diverse multi-referential spaces and educational networks. In the school and academic environment, I realized early on that we can learn more and better from different areas. I always tell my students/researchers that we should explore different areas of knowledge, take different courses - with different instructors. Attend conferences in other areas. It's important to map convergences, divergences, controversies. Conduct contrastive analyses. António Nóvoa often says that contrastive investigations are methodologies of difference! It's not about comparison. It's not about "better or worse"; it's important to reveal the differences in order to learn from them. My last academic activity in "spring" at @osuedstudies was quite interesting. I received an invitation to participate as a congresswoman at an event in the "service management" area. At first, it was strange, as this area is not part of the College of Administration or Engineering. It's in the College of Education and Human Ecology, where I conduct my research. I got very impressed with the methodology. Professors from all over the country, from various universities, came together to discuss and share their experiences with important professionals (CEOs and academics). There were no lectures or speeches. The group generated questions and shared experiences, seeking collective answers based on their daily inventions. The mediations were dynamic, and the debate with the general public was extremely active and engaged. I was definitely impressed. It was an academic event in tune with the world of work. And as I've mentioned here before, networking always happens over good food. It's a shame there weren't any "good drinks." In this sense, I miss Portugal. The good wine is never lacking. The event took place at the College of Physical Education. The space is incredible. Art everywhere, research memories, communal spaces, practical classes, and laboratories. I loved getting to know and participating in the debate, which focused primarily on the relationship between physical and informational territories. The relationship with suppliers, customers with digital network mediations.
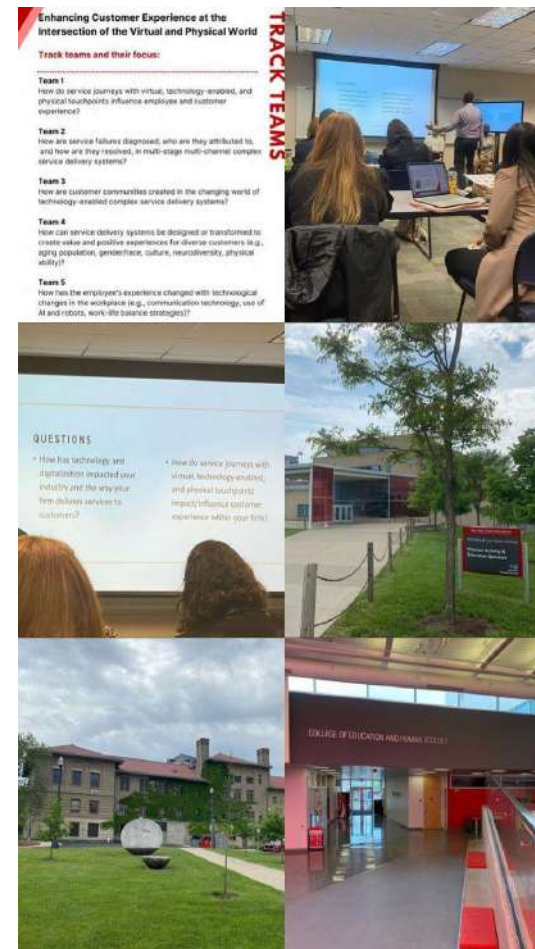
On my first time in Canada 🍁, the hostess couldn't have been a better one. @cristdavila welcomed me with such light! Radiant with her unique smile, joyful at our meeting. We're going to enjoy each other a lot throughout the week. The ubiquitous walk will be in Montreal. I will explore the city with fun, savoring each experience, every inch of street, of underground life, of museums, of the joys of life and education. I will do a technical at the University of Montreal. "Pedagogical innovation in university and graduate pedagogy" will be one of the topics here. We will also be reading and evaluating the thesis "By the hands of "Ekedis" and "Makotas": the matriarchal power in educational processes in Candomblés." I couldn't have a better context to read this thesis, as I'm with another Bahian who also loves "macumba" and only walks with faith. @isa_dora_dias and @stelaguedescaputo thank you 🙏. I spent the afternoon with you today. But first, I energized myself in a delightful yoga class 🧘, a gift from @cristdavila. We woke up early and headed for the studio. Throughout 2022, I practiced yoga in Rio de Janeiro. Besides the "little lecture" from the teacher, which I ignored, I enjoyed everything. Today I started a bit clumsily but gradually let myself move. I felt so many mixed emotions. From a somewhat clueless "let's go" to an incredible feeling of power. I felt the strength in my tone that my dad gave me, the strength from my mom. I noticed the emotional bodily memory coming through. Every compliment from the teacher, who speaks English for my sake, gave me so much energy. I silently thanked my mother Oxúm. But in the end, I hugged my friend @cristdavila and gave her an immense thank you. I couldn't have been received better. I met a new friend, and Chile waits for us in 2024. That is life, full of encounters and plans. Plan! A nice word from @correia_65's gorgeous and friendly supervision. We have submitted our first article to a journal in BR. We enjoyed what we did together. We celebrated! My mind is filled with new thoughts. May Montreal welcome me for new and improved virtualization and updating processes. May the mothers of all inspire me enormously! Ekedis and Makotas, Axé.
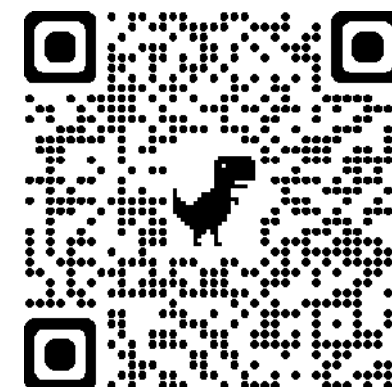
Heading for Quebec! But first, there's some confusion, some situations, and some pressing questions. Where are the folks who used to offer specific services in person? We rented a car online for our journey today, Monday, a holiday in Canada 🍁. We arrived at 8, and there was already a long line. Just one employee, who was very competent, to serve a considerable line of people. Once our data was confirmed, we did everything else by ourselves, following a basic algorithm. Go to the garage, look for the key box, enter our code, wait for the keys to drop, take the keys and have a good trip. Upon returning, simply place the keys in the box and park the car in the original spot. Just like that… One employee, one protocol, one platform. Are we prepared to mobilize new skills in Brazil? For example, people who create platforms and methodologies. What do we do with those who don't have access to these platforms, not even as consumers? How do we retrain the people who used to handle the in-person services, inspections, and guidance? We need to problematize working conditions and their new mechanisms… Where will we do our critiques? What will we announce in terms of policies for training and access to digital means? What literacy, what competencies? Task successfully completed. Car returned. Tomorrow there's a technical visit to @montreal_university. Luckily, I will visit the Technological Innovation Laboratory at the Faculty of Education. Let's go!!!
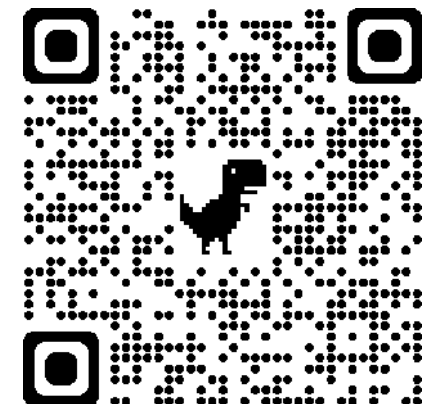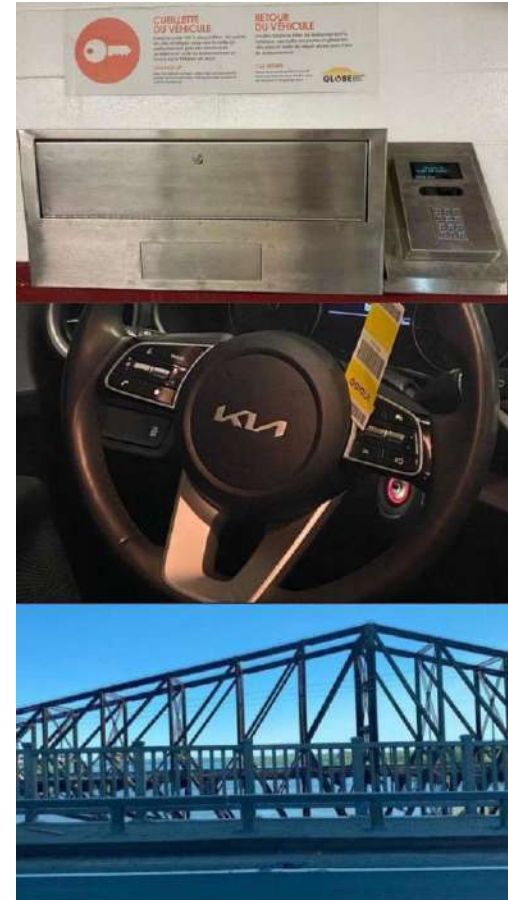
Today was a day of technical visits at the University of Montreal. I shared @cristdavila's office. Our meeting was very productive. I loved getting to know the campus, her supervisor's research, and the activities carried out here. It's a pity we are already in the final assessment week of the spring semester. I wanted to enjoy the energy of the in-person classes on campus. Today only researchers came here to work. We discussed our research and shared experiences about references and practices of "Innovation in University Pedagogy." Each of us has our own research field. @cristdavila focuses on University Pedagogy and the didactic training of teachers, while I focus on Online Education in postgraduate studies. Our conversations have revolved around the relationship between "curricular didactic innovation and innovation with the use of digital technologies." What relationships? How does one innovation interact with the others? What do we find most? How do our research fields address these questions, and how do we, as professors-researchers, ask, practice, answer our dilemmas and engage with ethnomethods alongside our research subjects and practitioners? We already have reports nearing completion, with articles under review. Today I worked on one of my texts in the office with @cristdavila. @correia_65, next time, besides the beautiful office you reserved for me, I'll want a "nameplate with my name" LOL. Jokes aside, we are happy with the work we are doing and will continue to do. Long life to us and our research groups GEPEL and @gpdoc.ufrrj. May the internationalization processes consolidate, and may everything we are experiencing reverberate into more and better formative environments in our universities. Soon, I will have a live stream for the launch of a Dossier in partnership with Cristina—nothing coincidental. We will have a thesis defense. A day in Montreal, with Brazilian activities. I deserve it! Luckily, all of this will be incredible. Let's go, let's go, let's go. I ended the day knowing that a great friend will live close to me. My guide, my life, I miss you. Maybe now I'll go to the beach more often?
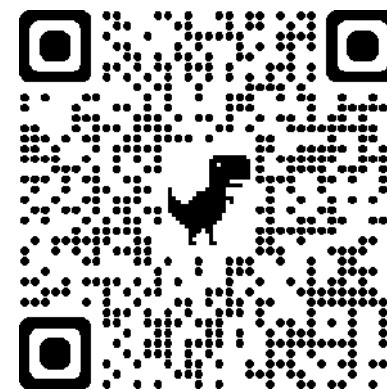
I practically didn't accept invitations to participate in thesis committees this semester, except for works where I had previously participated in the qualification exams. After all, doing a postdoctoral fellowship in just six months, without a scholarship, and with only two months of field research in the physical territory of the field was quite bold. It has been... Considering that during these two months I haven't stopped working on things from Brazil as well. I wrote articles with my students and peers, supervised, corrected texts, participated in a selection process, managed financial reports at an agency, reviewed and edited journals, mothered 24/7, and much more... But there was one invitation I couldn't refuse. It was a work that was truly a gift 🎁. I read this thesis as if I were reading one of my favorite books. @isa_dora_dias wrote a very beautiful thesis. With her research practitioners, she understood what Ekedis are, how they learn, and how they educate. Discussing with them, in dialogue with Afro-centered references (since decolonial references fall short—I learned this from Ellen de Souza's provocation). African womanism in bricolage with black feminism, narrative research, and oral history with daily life at the intersection of "terreiros" and cyberspace, produced a multi-referential text. I read the thesis through these lenses and felt (engaging other senses as well) plural and even conflicting sensations in terms of worldview. The thesis allowed us to create a playlist, navigate through a photographic and visual exhibition (paintings of the "Iabás" opened each chapter), composing a literary scientific text. The archetypes and signs of the Iabás not only triggered the literary style of the text but also shaped the epistemology of Axé. The "technologies of Ogúm," as a methodology (@cristianosam), received new updates. @isa_dora_dias realized the potential of "online communities of practice," even without having engaged with cyber references more intensely. But she started well and dialogued with the cyberfeminism we studied during the Pandemic 😊. Studies on gender and childhoods in harmony. This thesis is now part of the historical collection of @kekereuerj_infanciaemterreiros

and the work coined by @stelaguedescaputo and her collective, to whom I am deeply grateful.
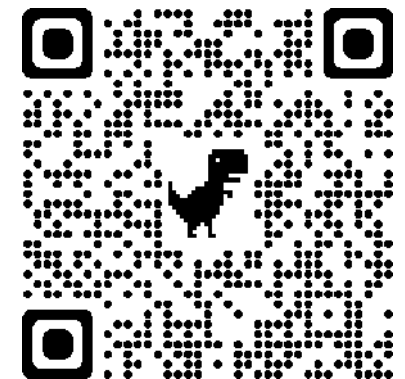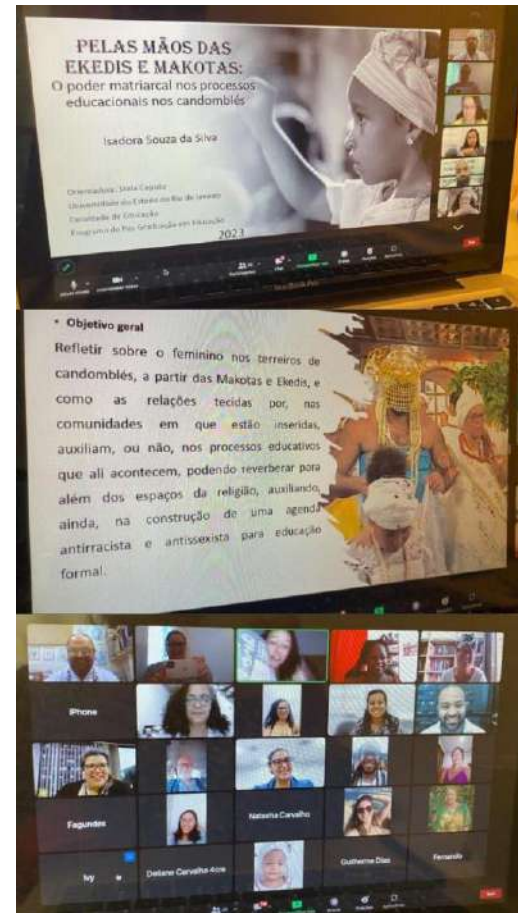
Motion makes me feel so fine; besides I love writing away from home, mainly in other cities. It's no coincidence that my most creative texts have been written this way. Just like that... After walks and in cafes. Yesterday, I worked in my home office for over 12 hours. In the morning, I participated in a live launch of an amazing dossier. Many from @gpdoc.ufrrj were there with me, like @miriandoamaral, @krishnababy, Fábio, @janarodriguesdefreitas... Forgive me if I forgot someone. It was a beautiful morning; we produced such wonderful content. Critical pedagogy at its finest. What a thrill to connect with theoretical references and people like us, committed to a better world for everyone, using education and public policies as tools. We conducted an incredible analysis of the current situation and geopolitics. We denounced and announced! We realized that we produced collective intelligence. I'm very grateful to Professor Isabel and my partner, the first author of the article, @cristdavila, for the invitation. But why didn't I share this activity in my online diary yesterday? I needed time to share and process an online attack we suffered. Our live session was attacked with out-of-context scenes. In the first attack, the intruder assaulted us with images of people eating 💩. Can someone explain this phenomenon and this choice? In the second attack, images of men having sex were shared. Was the aim to shock the predominantly female community? Yes. Personally, I found it disrespectful not only to the community but also to LGBTQ+ people. Sex is always wonderful and should not be taken out of context as a form of attack on educators. We educate everyone and embrace their sexual orientations. I was saddened by the disruption caused and felt sorry for the attacker. They only contributed to our debate. After all, we are critical thinkers, and this only spurs us on to create more and better projects. Fascists will not pass; we will fly high. I had a beautiful afternoon; see the previous post. I learned from African womanism and today I produced beautifully with these images here. Breathing fresh air in one of the greenest cities in the 🌍. The 🍚 was great, and now we are going to walk around other places. Montreal has superb 🌳...
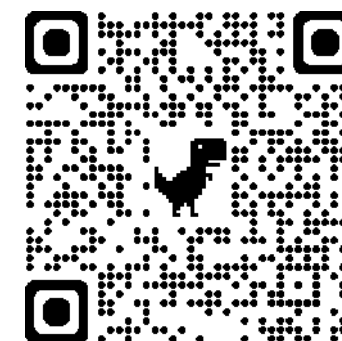
So many unexpected things happen in one day! A community garden, ubiquitous walking with street cinema, and a ride in a Tesla with a friend of a friend. The city and its happenings… I loved getting to know Old Montreal. Coming across an open-air cinema. Knowing that the city has a space for audiovisual projections and urban activism. It reminded me of seeing something similar in Paris during the winter. I loved recalling different moments like this in New York. The city is always a gift for those who endure harsh winters. I loved the week in Quebec. To my dear friends, thank you very much 😊. I return to Columbus even more inspired and eager to work more on my report. My last days in Ohio will be hard work; I want to return to Brazil to face other demands and enjoy my loved ones. Montreal is a very special city where I plan to return many times. Cosmopolitan, diverse, where people truly blend. I met many interracial families, I could listen and speak different languages, share cultures, and many learnings. I loved learning about projects and intentions for pedagogical innovations at the University of Montreal and knowing that my work is very important here as well. Maybe a postdoc here another time (obviously with more time, family together, and a scholarship?) How about innovations and traditions… We had an interesting ride. Besides the noticeable comfort I felt, I noticed that the car almost drove itself. The laughter was immense when I realized I was in a Tesla. I'm not one to pay attention to car brands, happy with my 2009 Ford Fiesta and no car now. But I confess I was curious 👀 to ride in a car with a copilot and know that the car can drive on its own. A conversation for another time. After all, the world's richest man who produces these things is not at all concerned with the right to the city for everyone… He's already looking at other planets as a possibility to escape, leaving those who stay behind with the certainty of worse days, where human beings, with their things and vanities, make this planet less habitable for future generations. Let's take care of ourselves...
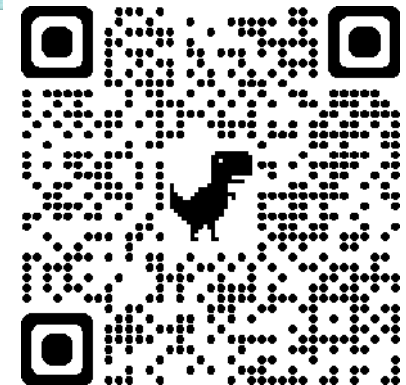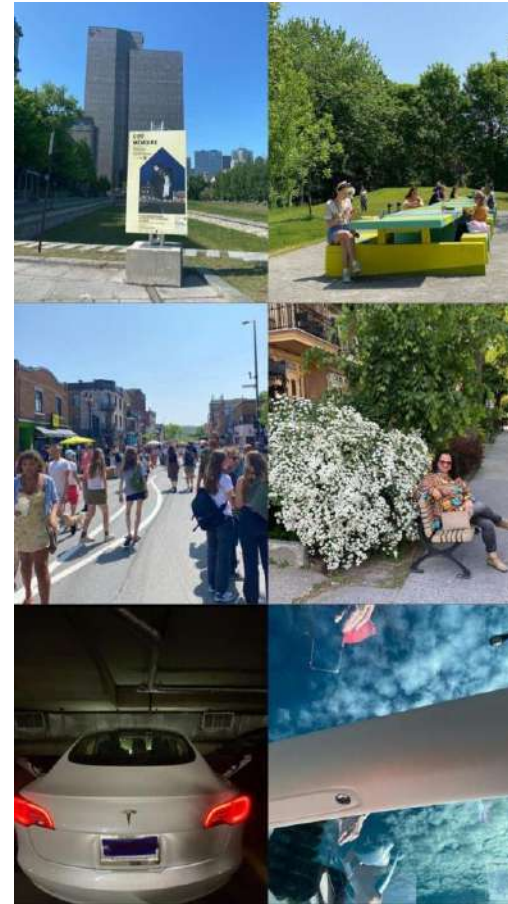
I'm back, almost home, I decided to take the COTA bus. Except in Lisbon, where I take the bus even to the airport, let's go… I have spare time… $2.00 instead of $26.00… That's also a good motivation. Long Street, here I come! Airports are always complicated, right folks? We arrive there and rush out, carrying luggage, afraid of missing our flight ✈️, but what if it's the airlines that are late? Nothing is done for us. Today I waited for more than 3 hours in New York for my connection to Columbus. When I arrived, I just wanted to teleport home. That's why we often succumb to the abusive prices of taxis and even Uber. Even with connections to public transportation, the luggage always gets in the way. So, today, I decided to face the COTA, which practically dropped me home. I learned new routes and paid only $2.00. In the local currency, it's half the price of a ticket in Rio de Janeiro. The bus schedule can be tracked in real-time, it has Wi-Fi, and everything there is in order. Here, we can use the same ticket for two hours. In Montreal, the same ticket 🎫 is valid for only one connection. If you need more than one, you have to pay for a new ticket, and there's no day pass. Here in Columbus, the day pass costs $4.50, and you can travel until 5 AM with the same ticket. Without mobility, we can't claim the right to the city, a proposal always present in the projects of @gpdoc.ufrrj. Mobility needs to be physical, informational, and cognitive so that we can experience many others... And those who use public transportation in our cities? How do we mediate with our students the right to the city? Do our students practice their mobility rights? If they don't, what is missing? And in postgraduate studies? Are the internationalization policies available for all programs? Why only subsidize programs that already have mobility? How do you think about all this in your research group? Did I mix topics? How does all this invite us to rethink our formative processes inside and outside the research groups? Each @gpdoc.ufrrj needs to question all this. @mariano_geo2, how is your dissertation and our @intera_city project going? Let's not miss the chance to update our own life and education projects...
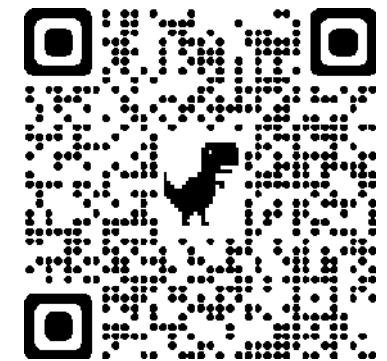
This post officially closes my online diary for my in-person postdoctoral internship at @osuedstudies. I begin by mentioning the wonderful dinner gift 🎁 I received from my friend and supervisor @correia_65. We have solidified a research partnership and an international relationship between our research groups. We are members of each other's groups, and I am sure our partnership will have a long life, whether in life or in academia. LED and @gpdoc.ufrrj together in teaching, research, and university extension. We created interfaces between the fields of Learning Technologies in the United States US and Education in Cyberculture in Brazil BR. Online Education at the postgraduate level was our current interface. And let's not forget AI, with ChatGPT playing a significant role. We produced together, and the resonances are already circulating in the network and will spread further in the scientific dissemination we will conduct soon. Thank you 🙏 for the luxurious, professional, and respectful reception of our work. Often, our pioneering efforts are not recognized among our own… And who are our own, anyway? The world 🌍 is! It was wonderful to meet new partners, friends, and reconnect with lifelong friends and partners in the "global north," creating in academia and the arts. Leaving our ethical, aesthetic, and political marks. Thank you to each person… Closing the in-person cycle and returning to remote work in Brazil. The crossovers and workloads have already made their presence felt… Let's move on! … There's ANPEd, master's and doctoral selection (all mixed together), returning to committees… The list keeps growing… Family and friends in Brazil, I'm back and I accepting all invitations to parties and gatherings. More work only in September. Classes resume in August… The holidays will be spent correcting dissertations and theses. We will have @gpdoc.ufrrj defending in August in all its glory. The group will renew, and the alumni know they are always welcome. Here, I have made an essay to celebrate these beautiful encounters. Emotions I have lived! Let's go!!!
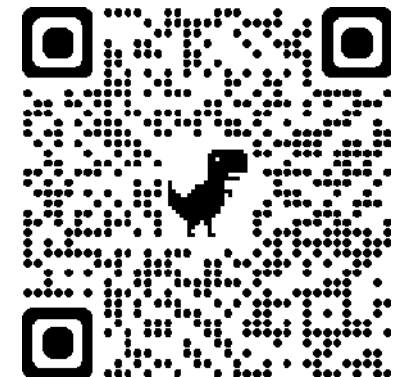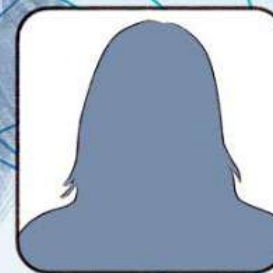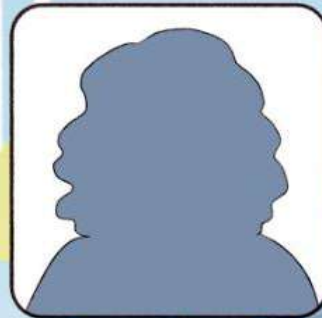
CHAPTER 3 - ONLINE EDUCATION IN STRICTO SENSU POSTGRADUATE: THE CASE OF THE COURSE "APPLIED INSTRUCTIONAL DESIGN" IN THE ONLINE POSTGRADUATE PROGRAM IN EDUCATIONAL TECHNOLOGY AT OHIO STATE UNIVERSITY IN THE UNITED STATES

Edméa Santos, Full Professor at UFRRJ
Ana-Paula Correia, Full Professor at The Ohio State University

Research Context

This chapter is the result of the research report "Online Education in Stricto Sensu Postgraduate," a project currently underway in Brazil by me, Dr. Edméa Santos, a full professor at the Federal Rural University of Rio de Janeiro. The project is funded by Faperj through the "Cientista do Nosso Estado" program and by the CNPq's Productivity Scholarship Program. During the COVID-19 pandemic, Brazil experienced practices of online education, distance learning (EAD), and remote teaching in stricto sensu postgraduate programs. In this context, we sought to develop online curriculum designs to promote formative environments for the advancement of scientific knowledge with master's and doctoral student-researchers in the Education and Popular Demands Program at the Federal Rural University of Rio de Janeiro.

Situated in Brazil, this project involved partnerships with an international research network, integrating fellow researchers from four other countries: Portugal, France, Colombia, and the United States. This text recounts the research experience in the United States, as well as the results of a postdoctoral fellowship supervised by Professor Ana-Paula Correia from Ohio State University. We studied and evaluated the online curriculum design of the "Applied Instructional Design" course in the Online Postgraduate Program in Educational Technology at Ohio State University.

We analyzed the online curriculum design in its entirety, including: 1) Architecture and layout of content, learning situations, and synchronous and asynchronous interactions; 2) Collaborative online teaching between faculty and student-researchers. All of this was developed within the

CarmenCanvas virtual learning environment, the institutional platform adopted by the aforementioned postgraduate program. This platform allows content to be presented in a hypermedia format, linking web pages with internal and external links in various forms of language and media.

Regarding languages, we utilized texts, static and dynamic images, videos, and sounds. Audiovisuals are integrated into pages without loss of technical quality. Additionally, the platform provides synchronous and asynchronous communication interfaces within the same platform, such as discussion forums and Zoom web conferencing rooms.

The Curriculum Unit lasted for 16 weeks, occurring from January to May 2023, coinciding with the period of our postdoctoral fellowship. The class consisted of twelve (12) master's and doctoral student-researchers, one (1) full-time faculty member, two (2) assistant professors (graduate assistants), and one (1) researcher. The instructor of the Curriculum Unit and the researcher co-author this text.

This chapter represents an experiential account of a research-education project in cyberculture, or cyber-research-education, where academic research was conducted in the context of online teaching, SANTOS (2005, 2014, 2019). The data were produced in dialogue with the community of cultural practitioners involved during the 16 weeks of the unit. Part of the research was conducted remotely in Brazil, while another part was carried out online at Ohio State University between April and May 2023. The choice of the scientific genre of the cyber-research-education experience report was due to the impossibility of capturing screens from the LMS (learning management system) or bringing direct textual data from online interactions with the identification of students/researchers. There was not enough time to comply with the international participant protection protocols required by Ohio State University. In contrast, the broader research has already been registered on Plataforma Brasil, complying with national ethics protocols for research in Education.

We opted for a free narrative in the first-person plural, as we had the partnership of researcher Edméa Santos with her direct research practitioner, Professor Ana-Paula Correia, who also co-authors the text. We chose the methodology of online immersion in the LMS (Learning Management System), conducting a free hermeneutic analysis, which led us to four (4) subsuming notions or analytical categories:

1. Orientation Week: support network for the mobilization of online knowledge;
2. Hypermedia curriculum design: networked curation;
3. Collaborative teaching: partnership with assistant professors (stricto sensu graduate assistants);

4. Project-based work: professional development in tune with academic knowledge.

Conducting research with everyday practices, including curricular routines, is not just about narrating everyday life itself. It is important to narrate everyday life while understanding the understanding that emerges from the practices and narratives of the actors and agents of that everyday life. During our research-education process in cyberculture, or even in the more ethnographic/cartographic phase where phenomena are described in detail, understanding perspectives is an effort and a challenge regarding the cultural practitioners. How do they operate conceptually? How do they deal with their practices and knowledge in the world and in their specific contexts? Our challenge is to engage in dialogue, understanding the perspectives of our practitioners. Our hermeneutics, the art of interpretation, is open and free, thus we arrive at our subsuming notions, which are our meanings in response to what we have seen, felt from the narratives, images, and sounds of the research, understanding perspectives. We must constantly ask ourselves: what was strong and significant in the context of the research? Because the main instrument of research is the researcher, who carries life and education in their memories, repertoires, practices, and knowledge. This activity is extremely subjective, and we face the challenge of objectifying and materializing it in our reports and their scientific developments.

Next, we will discuss each of the aforementioned notions, engaging with our online teaching and research experience, as well as dialoguing with part of the theoretical and methodological framework of the broader project's scientific community. In this sense, we will engage with our historical production on the subject and with peers from the scientific community in Brazil and the United States. At the end of the discussion of each notion, we will provide access to live conversations on each topic, with expert professors/researchers. Thus, we expand the debate and generate triggers for more and better conversations.

1) Orientation Week: Support network for mobilizing online knowledge

With over 20 years of experience in online education (SANTOS 2003, 2005, 2014, 2019), we understand the importance of the orientation week in the context of an online curriculum. It is during the orientation week that we introduce ourselves and are introduced to our students. We present the

course proposal and initial project, guide our students/researchers through some institutional spaces/times, as well as present the online classroom spaces/times in general. Additionally, we usually create activities to mobilize knowledge for online learning, such as mobilizing knowledge and skills for hypertextual reading and writing, interactive communication between professors and students, and especially between students.

Ultimately, when conducted well, the orientation week reduces online learning failure in different dimensions, providing students not only with familiarity with the curriculum and online classroom, but also interactivity in relationships with the curriculum design itself and with the teaching and student community responsible for the curriculum under development. Thus, a peer learning community can be forged.

In general, online curriculum designs typically include a social area, usually a discussion forum where individuals introduce themselves and share their life and educational experiences, as well as their unique characteristics, social networks in cyberspace, cultural preferences, among other curiosities and even amenities, as the exchange of these also promotes initial integration. According to FERNANDES, SPILKER, AMANTE:

"This module, conducted online prior to the beginning of academic activities for new students, aims to enable the acquisition of a set of basic skills, both technological and socio-pedagogical in nature. Emphasis is placed on the development of skills related to online communication and being an online student, considering the specific context of the training in question and the pedagogical model followed in the institution." (FERNANDES, SPILKER, AMANTE, 2015, p. 928)

As we have already reported here, orientation weeks usually include content and training related to the virtual learning environment, as well as tips or suggestions for networking. In the curriculum design in question, we highlight, in addition to what is commonly found in our research, some innovations worth noting:

1.1) A support network for mental health;

1.2) Professional didactic guidelines for group work;

1.3) An online library with examples of productions from previous classes. See our analysis of each highlighted item:

1.1) About "A support network for mental health"

Since the onset of the COVID-19 pandemic, we have noticed that the topic of mental health has never been more widely discussed in academic circles. In addition to this aspect, topics that we commonly explore or that have been part of our conversations often revolve around the mental health issues affecting students and teaching staff, stemming from the sometimes abusive relationships between professors and students, advisors and advisees, all in conjunction with administrators. Issues related to deadlines, control over the timing and scheduling of research outputs, plagiarism accusations, and procrastination regarding research timelines and deliverables, among others, are often addressed through various social networks and multimodal languages, such as memes.

On the other hand, the social isolation brought about by the pandemic has left us quite vulnerable. The psychological pressure caused by the uncertainty between life and death, the challenges of family and professional coexistence within the same socialization spaces/timeframes are just a few examples of factors that act as "triggers" for depression, anxiety and panic attacks, hormonal and image disorders. Ultimately, the problems reported by professors and students during remote teaching (SANTOS, 2020), a phenomenon that emerged during the COVID-19 pandemic, are countless.

In the case of the online curriculum under discussion, the emphasis on the mental health of students is not a concern related only to the COVID-19 pandemic (Figure 1). Professor Ana-Paula Correia, the author of the curriculum design, is precisely concerned with the uniqueness of studying online, as well as with the difficulty of interaction between cultural and religious differences, gender identities and sexualities, disabilities, and accessibility. Every difference is highlighted as uniqueness and potential for a more plural and democratic education.

After all, a curriculum organized over 16 weeks is quite intense and challenging. Many students are experiencing, for the first time, a work and learning experience online. New ways of experiencing presences without physical contact in the sharing of knowledge and skills, in group work with different personality profiles and ways of working, within different curricular arrangements and synchronous and asynchronous temporal spaces.

Figure 1 - Positioning on mental health and associated resources.

In this sense, in addition to the social discussion that is encouraged right at the opening of the unit, we have a module carefully designed to support students on the topic of mental health. This content mainly involves a network of support institutionally created for this purpose. In the hypertextual design, the student/researcher can access links to staff of responsible departments, as well as phone numbers for direct and confidential access. The assurance of the reliability of anonymity is highlighted in the curriculum design. Although we cannot disclose the content of the module here, we highlight the institutional links easily accessible to the online audience in general:

Examples of links:

Office for Students Life: https://younkinsuccess.osu.edu/

Suicide Prevention Network https://988lifeline.org/

Podcast: https://ohiostateuniversityinspire.podbean.com/e/student-mental-health-a-crisis-years-in-the-making/

**1.2) Professional Didactic Guidelines for Group Work**

What do graduate students/researchers read? This is the question that opens the sub-module under consideration. A pathway is opened for this discussion through an invitation to access the blog of the author Miriam Sweeney published on June 20, 2012, "How to Read in Graduate School": https://miriamsweeney.net/2012/06/20/readforgradschool/.

Following this, students, right in the first week of orientation, already have access to the readings and studies of all the course's foundational texts, week by week. This strategy ends up promoting access to students who are curious to know what they will find weekly in the curriculum design. From the analysis of this content, we already perceive the potential of the hypertext of the curriculum unit: several strategic pages for online studies appear in different parts of the curriculum design as a whole. This allows students to access study content and areas of online discussions in various ways, enabling students to find different possibilities of intratextuality, that is, the content within the digital platform found in the virtual learning environment.

The heart of the curriculum design is project-based work. This means that students work in groups based on real and concrete cases and demands arising from the world of work, simultaneously mobilizing academic knowledge on the topic of "instructional design," the subject of the curriculum unit. Even before starting the guidance for the work to take place, students have access to a carefully designed module that introduces the challenging topic for group work (Figure 2).

Figure 2 - Module on group work in an online course developed by students of the course in the academic year 2021-2022.
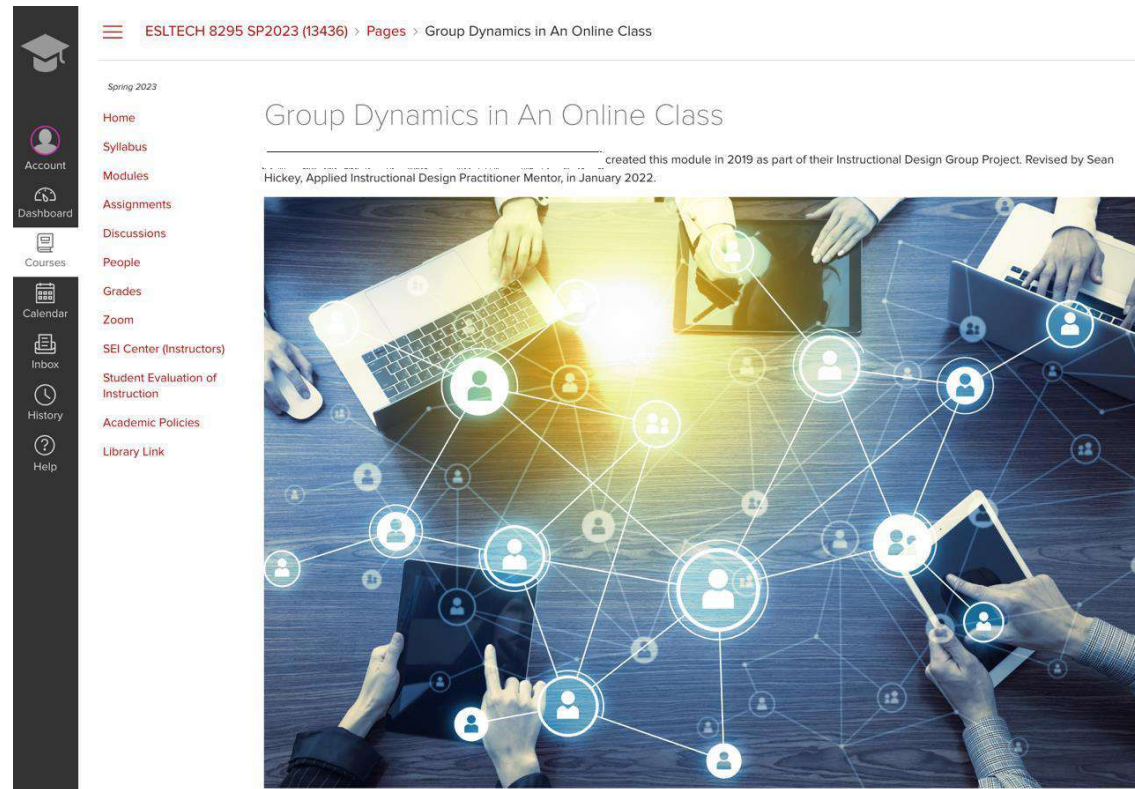
This module is organized as follows:

- Tools for Online Collaborative Work — Here, students/researchers are introduced to various digital interfaces for synchronous and asynchronous online work.
- Codes of Conduct and Etiquette for Online Meetings — In this section, students/researchers are guided on posture and ethics.
- Team Management — Here, students/researchers learn to manage and lead workgroups.

- Collaboration with Multiple Group Work Styles — This section provides students/researchers with access to different cases, situations, and work styles.

- Conflict Management — Here, students/researchers will have access to different strategies for mediating conflicts during group work.

This set of thematic units is treated with significant multimodal hypertextuality. In addition to the clear and dynamic base text, students have access to links to videos, lectures, conferences, animations, infographics, case studies, checklists, and other content both within and outside the course. This means intertextuality, intratextuality, and multilinearity are just some of the potentials of this hypertext.

One of the unit's references: Mann, A., Adkins, A. (2017, March) America's Coming Workplace: Home Alone. Business Journal. Retrieved from: https://news.gallup.com/businessjournal/206033/america-coming-workplace-home-alone.aspx

1.2) An Online Library with Examples of Previous Classes' Works

During the orientation week, we highlight the library featuring examples of projects completed by groups of students/researchers from previous cohorts. We believe it is important to present concrete examples of works right from the start. Students/researchers have access to cases of group projects, various real-world instructional design cases. These include different problems, work strategies, examples of complete projects (diagnoses, development, evaluation reports, final reports, curricular products, and artifacts in various media), testimonials from professionals and clients from the market and workplace, and presentations of projects in different contexts and to various audiences. Everything is available with access links and accessibility. Here are two examples of presentations available online and developed as part of the course during the 2019-2020 and 2021-2022 academic years:

ESLTECH 8295 Project 1: Jason Hazel https://www.youtube.com/watch?v=mIxwWrfa8Kg

Circulatory System and Associated Diseases

Figure 3 - Learning Module Developed for the College of Nursing at The Ohio State University

The ESLTECH 8295 Instructional Design Showcase

SPRING 2020

The Circulatory System and Associated Diseases

In this online module, you'll learn about the circulatory system which is the body's transportation system. It's made up of the heart, veins and arteries. You'll also learn about various diseases related to the circulatory system and how to prevent them.

Exemplary instructional design project (Spring 2020) by Brock Hertzfeld, Chenxi Liu, Ali Osman, Barbara Price, Fan Xu (and Sean Hickey).

This online module for the College of Nursing's Community Health Worker Training Program won second place for the 2020 Distance Education Crystal Award, a national competition led by the Association for Educational Communications & Technology, Division of Distance Learning .

https://rise.articulate.com/share/z95dqcmBKOLHTddmdbLLbQtgGCJdK524#/

Live: "Online Graduate Studies: Experiences During the COVID-19 Pandemic"

Live/discussion about Online Orientation Week

2) Hypermedia Curriculum Design: Networked Curatorship

Hypermedia curriculum design refers to the use of different media in connection with a multitude of digital languages and contents. The curriculum unit in question organizes its 14 modules based on a hyperlinked text structured from class to class, week to week, module to module. There is a base script (authored text that includes introduction, development, and conclusion – presenting interactive textual coherence and cohesion – the student/researcher feels immersed in a conversation with the author), organized screen by screen based on the principle of multilinear storytelling, meaning there is textual sequence screen by screen, but with fluid navigability. Students can navigate through the unit screens with total usability independence. The electronic hypertext does not confine the reader to the linearity of the content. Regarding the didactic sequence of the text/base script, we highlight that it follows a quite intriguing standard design (Figure 4):

- Questions are posed at the beginning of the unit;

- A micro-video by the course instructor acts as a trigger for the conversation, prompting students/researchers to engage with the topic of the class;

- The base text follows in a hyperlinked sequence with content produced by the course instructors, as well as with content from different sources, ensuring multivocality, intertextuality, and intratextuality of the content;

- Digital curation is impeccable, meaning that for each module, the course aggregates other courses, multimodal contents (static and dynamic images, animations, different genres of videos, magazine articles, entire books, book chapters, infographics, podcasts, and different sound files, among others);

- Online discussion, usually in the format of asynchronous discussion forums. The conversation is initiated by the instructors with activities ranging from specific tasks to case studies, among other provocations.

Figure 4 - Base script for week three (3).

What we call the "base text" is in its content and forms a hypertext in the form of hypermedia. For a long time, we have approached the notion of hypertext as the foundation for didactic and curricular design in cyberculture. Since the doctoral thesis (SANTOS, 2005), we have brought

educational planning and didactic design as hypertext, that is, as a set of fluid contents and learning situations, constructed throughout the formative processes. A well-structured bricolage with clear educational objectives focused on curricular arrangements that contemplate the principles of digital hypertext. Let's see some of these principles, which also appear in the course analyzed here:

- Multivocality - exploration of different points of view and even different paradigms about the same theme or content;
- Multiexpressivity - invitation to use different forms of expression such as narrative text, videography, audio and digital image, memes, and others. In the unit, the use of audio, video, and images is highly encouraged to help express meanings and viewpoints on the topics discussed and make students' ideas clearer and more impactful.
- Multilinearity - hyperconnections that allow the user multiple readings;
- Intertextuality - interconnections of the internal contents of the institutional platform with the broader cyberspace;
- Intratextuality - interconnections of screens, documents, and internal contents to the platform. A kind of hypertext that does not leave the institutional platform;
- Usability - aesthetic and functional standards that ensure good navigability, with aesthetic comfort and efficient functionality.

In the work "Learning contents in online education: inspiration from hypertext" (SILVA; SANTOS, 2009), different ways of using hypertext principles for the elaboration of contents and learning situations beyond the linearity "screen to screen" are presented, commonly found in courses based on linear instructional designs, focused on self-study distance learning practices. This also applies to static contents in the form of pdf documents, which often reduce didactic design to closed content packages, even if digitized. We do not ignore self-study, but we argue that the design of an online course should be primarily an invitation to interactive, collaborative, and above all hypermedia learning. (SANTOS, CARVALHO, PIMENTEL, 2015).

In the analyzed curriculum unit, we find contents also screen by screen and in pdf formats. Some book chapters are placed within the base text in pdf format, screen by screen. Although promoting intratextuality, this resource negatively affects usability, making it difficult to read long texts on the computer screen. It would be interesting for the content, which is usually a value-added connection to the base text, to be in pdf for download, which would facilitate its reading on other reading devices, such as e-book readers like Kindle and others. Often, the choice for these strategies that compromise usability is an attempt to avoid improper use and reuse regarding the copyrights and intellectual property of authors and content creators, by students/researchers.

However, we emphasize the ethical, aesthetic, and political quality of the content and didactic design of the analyzed curriculum unit. We emphasize once again here the scientific quality of hypermedia design in content and form, highlighting the quality of its digital curation. According to CHARGAS and LINHARES:

"This concept, popularized by Bhargava (2009) in the 'Manifesto for the Content Curator: The Next Big Social Media Job of the Future?', in which he states that the role of the content curator is '[...] to continuously seek, gather, organize, and share the best and most relevant content on a specific issue online.' (Bhargava, 2009). This concept was already being used in the digital communication field." (CHARGAS, LINHARES, 2020, p.103-104).

In the case analyzed here, in the field of Online Education, digital curation is also encouraged and mediated by the teaching staff through activity suggestions and asynchronous discussions among students/researchers. In each discussion forum, week by week, module by module, we perceive a collaborative sharing of digital content, which is often incorporated into the curriculum design itself. We agree with CHARGAS and LINHARES that:

"Merely making content available implies content aggregation. In curation, it's important to interpret each element made available. Therefore, 'Interpreting the collection is one of the curator's essential tasks and is accomplished by explaining to visitors why an object is important in the context of the larger exhibition. You can add significant value to your online 'collection' by providing context.' (Carton, 2011), not just

through content selection and exposition, but also through contextualization within the curation's proposal." (CHARGAS, LINHARES, 2020, p.101).

Live/discussion about Digital Curation

Collaborative teaching, the next item to be discussed, involves mediations that place students/researchers in situations where they exercise their online teaching. Students/researchers experience roles as educators, and this exercise is also formative and intentional in the learning objectives of the curriculum unit in question.

3) Collaborative Teaching: Partnership with Graduate Students in Stricto Sensu Programs

Online teaching in the course under examination is collaborative, meaning it is carried out by a team consisting of one (1) lead professor and two (2) assistant professors (graduate student supervisors). The lead professor holds a PhD and specializes in the field of Educational Technology,

specifically in the area of Instructional Design, which is the focus of the course. She works with two collaborating professors, who are her doctoral advisees in Educational Technology and members of her research group: Learning & Experience Design. These two doctoral students also work professionally in the field of Instructional Design and are full-time employed at a research center within the same university. Here, we have professors teaching and learning together in a research and educational context.

In the official curriculum of the university's master's and doctoral programs, the subject of this research, we do not have what is commonly referred to in Brazil as "Teaching Internship" or "Teaching Apprenticeship". These are non-compulsory curricular activities for scholarship recipients or master's and doctoral students without prior experience in university teaching. Consequently, they collaborate with their academic supervisors or other professors within or outside their respective programs.

The activity involves practices such as planning, pedagogical mediation, creation/production/update of curriculum artifacts, assessment of learning outcomes, and production of activity reports. This activity is credited on the student's transcript. Personally, I consider this activity extremely important for researchers in training because, in some knowledge areas, teaching training processes do not occur during continuing education or initial training (undergraduate and graduate studies). Collaborating with more experienced educators is extremely beneficial, and the more seasoned professor gains from tangible mediation partnerships by being able to focus more on the distinct and personalized learning requirements of each student as well as the formative demands of group projects.

In the researched curriculum unit, the partnership with graduate students occurred voluntarily on the part of the students, with generous acceptance from the lead professor. The professor often makes room in her curriculum units for graduate students, understanding that this process is foundational for the students and that she also benefits from a powerful partnership for the development of her own teaching, whether in mediating online discussions, updating and producing the curriculum design as a whole, curating digital content, or, above all, mediating, monitoring, and guiding group projects. In our opinion, this is a highlight of the overall curriculum design.

Each professor is responsible for guiding, monitoring, and overseeing the entire process of producing instructional design projects and digital artifacts produced by the workgroups. Mediations happen asynchronously within and outside the virtual learning environment, across different digital platforms and social networks chosen by the students to work on. After all, students/researchers have access to institutional digital tools and interfaces

and are encouraged to explore and use free digital environments used in other educational, learning, and cultural contexts. Thus, students/researchers and online professors are co-authors. We agree with SANTOS;RIBEIRO;CARVALHO (2021) that:

They inspire teaching to create their instructional design and curriculum activities, whether to provide opportunities for conversations that foster reflection and discussion, with the collective participation of all involved, or to invite the learner to co-authorship. This co-authorship implies co-creation with peers, so that ideas are debated, confronted, woven, and refined; thus, the learner goes beyond the role of content consumer, also becoming a creator, provider, discussant, and sharer of their authorship within the network. (SANTOS; RIBEIRO; CARVALHO: 2021, online publication).

In the immersion I had in the official digital platform of the curriculum unit, I could perceive the harmony of the team in different situations:

- All students/researchers have their messages commented on. There is always a professor mediating the discussions. They comment without repeating content and forms of mediations;
- Not only do these professors comment on the messages, valuing the authorship and creation of the students/researchers, but they also provide constructive and careful criticism, encouraging them to complement their responses and/or contributions;
- The professors use multimodal digital languages for online communication. In addition to producing good texts, correcting conceptual operations and/or bringing more information to the debates, they use infographics, animations, videos in various genres, and diverse links, ensuring that each asynchronous discussion also has a digital curation ambiance;
- The professors listen attentively to the students/researchers in their demands and dilemmas in synchronous meetings, providing precise guidance that borders on professional consulting. Time management is also impeccable. Synchronous meetings do not exceed the time previously agreed upon by those involved.

Participation in asynchronous discussions was evaluated according to the following criteria:

1) Level of participation (excellent, good, adequate, poor, or low);

2) Demonstration of knowledge involving the ability to apply the concepts and principles learned during the course in simulated or practical situations;

3) Articulation of knowledge involving the ability to clearly communicate the concepts and principles learned during the course in written or multimedia format;

4) Critical analysis of the topics discussed;

5) Peer support involving frequent interactions with peers, sharing of resources and study strategies, as well as expressions of encouragement and support.

The twelve students participated in the seven (7) online discussions required in the course, which were distributed over seven (7) different weeks. The average number of postings per week and per discussion was thirty (30), including comments and responses from the lead and assistant professors. Discussion topics focused on theoretical and practical concepts of Instructional Design, definition of educational problems, formulation (or not) of learning objectives, usability processes, and evaluation of educational materials.

In our work, we advocate for interactive online teaching, with competent presence and mediations. Therefore, we argue that undergraduate units should not exceed a number of more than 40 students per classroom. In postgraduate studies, we agree that this number should not exceed 20 students/researchers per professor. In online courses, there is no concern about the quantity of students per professor, as interactive curricula are not common; they are often massive and self-instructional. In online curriculum units for postgraduate courses, we advocate for shared teaching as well. This thesis is the result of what we are experiencing inside and outside Brazil.

Live/Conversation: Collaborative Teaching in Online Education in Postgraduate Studies

DOCÊNCIA COLABORATIVA NA EDUCAÇÃO
ON-LINE NA PÓS - GRADUAÇÃO

EDMEA SANTOS (UFRRJ)
CONVERSA COM

PATRÍCIA TORRES LUPION
PUC - PR

16 DE MAIO DE 2023

19:30HS - HORARIO DE BRASÍLIA

@MEA.SANTOS

GpDoC PPGEDUC

6) Project-based Work: Professional Training in Tune with Academic Knowledge

Working in groups, developing collaborative projects, or even adopting project-based pedagogy methodologies in contexts of basic education, higher education, have been part of educational daily life and specialized literature since the emergence of progressivism (TORRES; IROLAS, 2021). Educational trends are constantly evolving, and project-based work practices remain relevant. Currently, there is a significant appeal, including in current curriculum legislation, for active learning methodologies, and in this context, project-based work is prominent. However, in our teaching experience and research in online education, we have not found many experiences of project-based work in stricto sensu postgraduate contexts. Therefore, we highlight here the project-based work in the curriculum design of the course/class resulting from this study.

The subject of study in the course is "Instructional Design," an important field of research and professional training in the broader area of Educational Technology. The course aims to present to master's and doctoral students the "Instructional Designer" in a multidimensional way: as a course, an educational knowledge area, a professional practice, and human resource training. Thus, the curriculum design relies on group work,

from presenting its fundamentals in the orientation week to the end of the course, when groups present their research, training, and above all, their professional practices. But what exactly does all this mean?

As we mentioned earlier in this text, master's and doctoral students begin to learn and work in groups as early as orientation week. In addition to having access to an incredible digital curation on the subject, the class asynchronously discusses the dilemmas, challenges, and advantages of this practice. Even before the first readings on the topic of "Instructional Design," the class has access to testimonials from instructional design professionals and concrete work projects carried out by professionals already inserted in the workforce, as well as examples of complete instructional design projects related to: diagnoses, technical reports with clients, reports and protocols, prototypes, and formal presentations on the entire process.

In the first four weeks, the class faces the challenges of studying the contents and participating in discussions on Instructional Design, navigating and accessing a hypertextual and interactive curriculum design, which features careful content curation intra and intertextually. Interactivity is ensured by collaborative teaching, which intentionally takes care of didactic mediations, as well as collaborative teaching itself. Students self-organize experiencing interactive mediation, which jointly constructs the message and knowledge in a network (SILVA, 2021).

Prepared with content and discussions mediated by interactive discussion forums, students are encouraged and guided to delve into the first project (Project-1), which aims to prepare students for immersion in the course, knowledge area, and professional career. The motivation behind this project was the rapid growth of the job market in Instructional Design due to the urgent needs that the COVID-19 pandemic imposed on the fields of education, training, and learning. The article titled "The Hottest Job in Higher Education: Instructional Designer," published in April 2020 by Inside Higher Ed, is clear evidence of this. However, the job interview is one of the most intimidating parts of the job application process. The best way to overcome any nervousness is to practice. With this project, students had the opportunity to practice the interview process.

In this context, the foundation of "simulation" comes into play. The proposal involves the challenge of producing a video that simulates a job interview, in which the student/researcher competes for a fictional job opening available in the job market. A "company" opens positions for "Instructional Design" and requests that the "candidate" participate in the interview defending their knowledge and skills. Students/researchers need to prepare and post videos in their personal work areas. Regarding the Personal Learning Environment (PLE), BASSANI and MAGNUS emphasize:

"The individuals integrate experiences that shape school education with new experiences in the use of web applications and services, which enhance the recording of their learning process and the processes of interaction and communication with other individuals and groups, as well as access to different digital learning resources. Thus, the PLE is not a technology, but an approach to how current technology can be applied to teaching and learning (Castañeda & Adell, 2013)." (BASSANI; MAGNUS, 2020, p. 82).

All the guidance for studying the topic, as well as the production and editing of the videos, provide materiality to 'Project-1'. We observed during the online immersion that students who delved into the online curriculum were more successful in the course, being more confident, with discourses grounded in cutting-edge theoretical and methodological frameworks. After all, the authorship of the curriculum relies on original texts and learning objects, as well as, above all, on the online curation of content.

While individually preparing the first project, the students/researchers were already studying different conceptions and methodologies of 'Instructional Design' to start group work for the second project (Project-2). At this stage, the groups were formed and duly introduced to their clients. In the edition analyzed by us, the client was the 'Instructional Design' unit of one of the largest cancer research hospitals located in Columbus, Ohio. This group of clients has an educational sector that includes various health education professionals, among their 'Instructional Design' professionals. The master's and doctoral students/researchers had access to the training demands of the sector, engaging in concrete work situations. From the 'listening' of these demands, they raised diagnoses, proposing concrete educational solutions in three (3) different approaches, each group being able to develop each one of them. The class consisting of 12 researchers in training (master's and doctoral students) was organized into three (3) teams/groups of 4 (four) students each.

The second project (Project-2) was created following the best practices and protocols required by the current job market. It included a discussion on intellectual property transfer and confidentiality. Protocols for 'Intellectual Property Transfer' and a 'Non-Disclosure and Confidentiality Agreement' were executed between the client group and the students. Consequently, it is not possible to describe in detail the projects completed for the client group with whom the 2022-2023 class worked.

It is important to clarify that neither the students/researchers nor the professors received any monetary compensation for the work created. The sole purpose of Project-2 is to provide a learning and training opportunity for the students/researchers. Not only did they learn about 'Instructional Design', but they also learned essential lessons on how to deal with clients, meet delivery deadlines, produce progress reports, respond to client questions, receive feedback, make adjustments to prototypes, etc. All of this in a geographically distributed and networked collaborative group work environment. Group work was also the locus and ambiance for collaborative learning. We agree with TORRES and IRALAS (2021), regarding collaborative learning, when the authors emphasize:

"The practice of collaborative learning can take on multiple characterizations, with different dynamics and outcomes for each specific context. In a broader view of what it means to learn collaboratively, it can be said that, generally, learning is expected to occur as a byproduct of interaction among peers working in a system of interdependence to solve problems or accomplish a task proposed by the professor. According to some scholars, interaction in groups enhances learning more than individual effort. More efficient learning, as well as more efficient work, is collaborative and social rather than competitive and isolated." (TORRES; IRALAS, 2021, p. 95).

The Community Health Worker Training Program is an introductory course developed by the College of Nursing at Ohio State University. This course focuses on the roles and responsibilities of Community Health Workers in Columbus, Ohio. During this course, students learn the concepts and resources used in community health care and develop the skills needed to become employable as Community Health Workers. The program aims to train community health workers to effectively provide health information and resources in the communities where they reside. The goal is to improve the health and well-being of populations in economically disadvantaged neighborhoods.

The team from the 'Applied Instructional Design' curriculum worked with the Community Health Worker Training Program with the aim of improving the quality and effectiveness of the program's educational content. After communicating with the client, the team decided to redesign the existing course on the Human Circulatory System. The online learning module on the Circulatory System and Associated Diseases was one of the enhancements introduced to the course. Figure 3 provides an image of the project created on the 'Rise' development platform.

Work schedules were created, tools and interfaces were provided for the groups to develop each stage of production, including diagnostics, contextualization, development, applications, feedback, and project evaluations for 'Instructional Design'. Thus, the assessment of learning was not separated from the evaluation of the projects as a whole. Regarding formative assessment, we understand it as Santos, Sales, and Midlej describe:

"The practice of formative assessment is an interactive act in which professors and students negotiate knowledge production strategies that are analyzed in constant diagnostic and planning activities of new strategies and decision-making, so that learning is actually achieved. Thus, procedures and devices that meaningfully illustrate the process are necessary. In this sense, we should not separate the process from its products, much less from its production strategies." (SANTOS; SALES; MIDLEJ,2022, p.9).

In this regard, digital curriculum prototypes and artifacts were presented in a live session to clients, professors, researchers, and peers. The clients provided evaluations, demanding adjustments throughout the process, which lasted twelve (12) weeks. The work projects were indeed developed and delivered to the client group, which can implement the educational solutions in their concrete context.

Copyright and usage rights were initially granted by each member of the teams, ensuring the integrity and ethics of the process, as all projects were academic essays produced in real contexts, that is, an educational network (in this case, a cancer research hospital) demanded formative needs from its collaborators and, together with university teams (in this case, master's and doctoral students), had these demands partially met in a scientific way based on research and training practices.

Thus, the entire course was experienced by integrating objectives of academic and professional training. In a recent study, Professor Ana-Paula Correia describes in detail the didactic design developed in the course 'Applied Instructional Design' (CORREIA, 2020). This case study explains how student-centered design and innovative and entrepreneurial thinking can be incorporated into graduate education. The case arises from the fact that many higher education programs are more focused on the transmission and replication of knowledge than on providing learning opportunities in real-world application contexts. This study includes an analysis of initial ideas, project-based work on real-world educational problems, course content and

evaluation, didactic decisions made, and difficulties encountered during the execution of the didactic design. It is important to emphasize that the work developed in the course is for training purposes only and is not remunerated.

The integration of training areas for researchers in the context of postgraduate education in Educational Technologies is a necessity. We note that in Brazil, we still lack more partnerships between the world of work and academic research and training groups, which in universities produce cutting-edge knowledge but are often not directly utilized by the wider society, while initial and continuing training processes occur.

Obviously, we are critical of the use of the university as a service provider for the market, which can compromise university autonomy regarding its fundamental role, which is to promote scientific and academic knowledge for humanity as a whole. In Brazil, public universities are secular and free. They are financially supported by the Brazilian state, which provides resources for public universities through tax payments. On the other hand, we are aware of the limitations of these resources regarding the remuneration of their human resources and the development and maintenance of their infrastructure.

The project analyzed here did not receive financial support or any remuneration from students and the teaching staff, but certainly materialized as a field of work, opening up real possibilities for professional networks, beyond the research and training networks guaranteed during the training processes.

Live/conversation: Graduate Education and the World of Work

Some final considerations and suggestions for future partnerships between GPDOC - Research Group Teaching and Cyberculture at the Federal Rural University of Rio de Janeiro and LED - The Led Research Group - Learning & Experience at Ohio State University

We conclude this chapter by recounting how it all began and how we intend to continue this partnership. In 2013, professors Edméa Santos and Ana-Paula Correia met at a conference in Lisbon, Portugal. We were both postdoctoral researchers at UAB-PT - Universidade Aberta de Portugal at the time. We received an invitation from Professor Lina Morgado, our supervisor at the time. With the partnership of Professor Dr. Marco Silva (UERJ), we opened the conference at the Annual Meeting of MPEL, the Master's in Pedagogy of e-Learning. MPEL was our research field in Portugal, focusing on Online Education in Postgraduate Studies.

Currently, we continue with sporadic partnerships, participating in events, master's thesis panels, research guidance, and co-guidance at UAB-PT. Our involvement with Online Education in Postgraduate Studies goes back a long way, which reveals our current investment and partnership. In 2018, Professor Edméa Santos conducted a technical visit to the city of Columbus, on the campus of Ohio State University, interviewing Professor Ana-Paula Correia about her experience in Online Postgraduate Programs in the United States. Part of this material was published in Brazil (SANTOS; CORREIA, 2019, 2022). In addition, Professor Edméa Santos participated, as an attendee, at the invitation of Professor Ana-Paula Correia, in the Educational Technology GT at the 2018 AERA Meeting (which took place in New York City). Subsequently, Professor Ana-Paula has authored publications and actively engaged in scientific conferences in Brazil. At the invitation of Professor Edméa Santos, who was the coordinator of GT 16, she delivered a lecture at GT16 of ANPED - National Association of Research in Education in 2019. She shared the management of the working group with Professor Lucila Pesce from UNIFESP.

Interviews:

Edméa Santos (UFRRJ) e Ana-Paula Correia (The Ohio State University) They talked and exchanged experiences about online teaching and learning. Periferia (Duque de Caxias). Magazine Periferias, v. 14, p. 63-80,2022. Available at :https://www.e-publicacoes.uerj.br/index.php/periferia/article/download/71425/44022 . Accessed in: may of 2023.

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In 2020, Professor Ana-Paula Correia provided co-supervision for the sandwich doctoral internship of Vivian Martins, who was undertaking her doctoral studies at the time. The internship was conducted at PROPED/UERJ, under the supervision of Professor Edméa Santos. The student/researcher was funding from the Capes Print Program and spent a total of six months physically present at OSU. Within this project, we jointly assumed the role of supervising the student/researcher and collaborated in producing. Through collaborative efforts, we successfully delivered two research papers at AECT scientific conferences and jointly published articles. Vivian Martins, Edméa Santos, and Ana-Paula Correia (2020, 2021).

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This chapter deliberately chose to focus on the ethical, aesthetic, and political aspects of a firsthand account of the online immersion undertaken by Professor Edméa Santos in Professor Ana-Paula Correia's online class. The significance of this approach is duly recognized. As indicated in the introduction of the text, the postdoctoral research led to the development of this work, which spanned a duration of six months, with two months specifically allocated for conducting the research in person at OSU facilities. In general, the research results indicated:

- The importance of the orientation week as a support network for mobilizing online knowledge;
- Hypermediatic curriculum design as a digital curation in network;
- The significance of collaborative teaching between the lead professor and teaching assistants;
- Project-based work that integrates academic training with professional qualification in real contexts.

In summary, the research findings highlighted pedagogical and curricular innovation in the field of Online Education in Postgraduate Studies, as well as the importance of internationalization in the research and training processes of professors/researchers to address the challenges of educating during and after the COVID-19 pandemic. We hope that institutions, funding agencies, and postgraduate programs continue to innovate and finance research and training projects in the age of cyberculture, the contemporary culture mediated by digital technologies in networks, at the interfaces between physical, symbolic, and informational territories.

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WHAT CAN A DIARY DO?

Afterword

POSTFACE

WHAT COULD AN ONLINE DIARY DO?

Writing a postface implies accompanying the reader's reflections on the last pages of a book. It implies, perhaps, saying something that has not been said until now. "Does 'writing' exist by itself?" Clarice Lispector asked (1992, p.20) and then quickly answered: "No. It is only the reflection of something that asks. (...) Writing is an inquiry." I chose to combine the writing of these lines with the reflection of inquiries and some questions. Life is made up of formative encounters that mobilize us in a constant movement of networks of affection. I must say that these lines are also permeated by the affection, and admiration I have for Edméa Santos, my mentor.

I learned, reading Roberto Sidnei Macedo, that "Formation is not explained, it is understood. If formation is not experiential, it is not formation..." (MACEDO, 2013, p.43), so I decided to start with the question: What could an online diary do? Questions do not always seek answers; they are exercises in thought, compasses for traversing new paths—one-way journeys. A question with the pretense of recovering what was said in another 'spacetime', a provocation to look back, to what has already been carried away by the passing of days but is alive and pulsating on the Internet.

Thinking about what a cyber-research-formation device, such as the online diary, could and did provide is an invitation to calmly consider the journey, the forces that are rooted in the process, and thus try to understand the power of narrating the everyday. In the pages of this book, we were crossed by records and findings of a 'formation journey' that Edméa Santos, as a Professor-Researcher, a major reference in cyberculture, ventured to hypernarrate.

Edméa Santos, "Méa," as those closest call her, supervised my PhD in Education at ProPEd/Uerj, and together, about 10 years ago, we delved into the first indications of Digital Storytelling practices on Instagram, and closely followed the emergence of the first trends of stories narrated with photographs (Visual Storytelling) accompanied by brief texts, a simple but very attractive aesthetic combination that showed the world the configuration of a new social network.

Much has changed since that time until today. Cyberculture updates itself in a constant game between the development of interfaces and the uses we make and cease to make, shaping new ways of inhabiting the world. Online diaries, as cyber-research-formation devices, have also diversified. In the beginning, they were diaries written on Web 2.0 Blogs, then came diaries made on social networks: Facebook, Twitter (currently X), Instagram, WhatsApp, etc., giving visibility to a plurality of "diarist" narrative experiences performed in the mixtures of languages between images, audios, videos, hypertexts, and links.

Cyberculture researchers, especially Edméa Santos with Gpdoc and the groups that pollinate from it, have been appropriating online diaries in all their forms and usabilities on social networks, and using specific apps for hypertextual recording, both inside and outside virtual learning environments. Activating ethnomethods, the diary genre enables us to access the intimate. It is a writing that does not fear to transit through

subjectivity and gains strength from a daily life inhabited and lived with implication. As a result, we have a type of digital narrative that I have been calling "hyperwriting of oneself" (MADDALENA, 2018).

Hyperwriting of oneself is a concept that helps us understand the narrative practices of the self in hypermedia. They are all those autobiographical narratives - and, as we understand them, (auto)fictional - practiced in various hypermedia environments that combine digital elements to invent and communicate everyday experiences, marking a position in the world. Hyperwriting of oneself is a reaffirmation of the self, a way of producing presence - and expanding presences - in the complex webs of cybercultural networks. We choose to narrate ourselves with an image always edited by our devices, by a hypertext, a geolocation, a video, an avatar, a song. We cut, edit, publish, and (re)edit, creating a hyper-narrative of what we want to show others. It is the everyday fiction that constitutes us (NOLASCO-SILVA; MADDALENA, 2022).

Throughout the pages of this book, Edméa Santos took us hand in hand through stories, images, and experiences from the months she spent in Ohio while conducting her Postdoctoral stay in early 2023. She showed us the online diary as a key device in the life of any Professor-Researcher, not only in the theoretical-methodological aspect but also in practice, with the beautiful "arts of doing" (Certeau, 1994). In her ubiquitous journey through cities, she brought the strength of the foreign gaze, of the strangeness, of the "saying of someone from outside," a voice that is always situated elsewhere. What did we learn from Edméa Santos's online diary? What did the everyday, traveling, wandering hyperwriting of the online diary teach us? How was the Postdoctoral research on Online Education in postgraduate courses in the USA? What are the possible bridges to the reality of Postgraduate studies in Brazil? How to live academic training beyond the demands and excesses of productivity? How to recover narration in the midst of so much ephemerality?

With this book, Edméa Santos showed us, with the competence that characterizes her, that hyperwriting an online diary is not a cyber-research-formation practice to keep a past. It also impacts the present time. So, perhaps the final question would be: What can an online diary do? With the verb just like that, in the present tense. Writing, publishing, and sharing an online diary can be a path to think about the present and, by affecting it, to change, imagine, and weave possible futures in cyberculture.

Tania Lucía Maddalena

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Copacabana, Rio de Janeiro.

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"This is a creative work in the way it brings together different forms of language. In the first part, the author narrates her professional journey, intertwined with the practices of online diaries throughout her career in research-training within cyberculture. It follows with a digital storytelling in the format of an online diary written on Instagram, and in the third part, a pedagogical scientific report, where she presents a theoretical-practical analysis of her postdoctoral period at The Ohio State University (OSU), USA, adopting a more academic tone. What she presents to us is what we could call a Researcher's Personal Environment (RPE), which holds immense reflective potential. In today's world of cyberculture, Open Science (OS) and Open Education (OERs, MOOCs), as well as the forced immersion into the digital world brought on by the pandemic, considered by some to be the greatest 'online experiment' ever conducted, especially in educational contexts, Edméa Santos' book is a fascinating contribution to make us reflect on teaching and contemporary research."

Lina Morgado
Universidade Aberta de Portugal