




Portuguese Language Workshop: Memorial of Readings in Higher Education

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ABSTRACT

This work presents a lived experience in an introductory class of the course of Letters in the face-to-face course “Oficina de Língua Portuguesa”, offered by the Faculty of Letters of the Federal University of Minas Gerais in 2017. This experience occurred in the context of language teaching and learning Portuguese in higher education around the production of memorials on reading learning. For the report, we present some concepts that support our practices, such as: reading models, reading the “palavramundo”, Pedagogy of multiliteracies, memory and Open Educational Resources. We then proceeded to the descriptive and analytical account of the stages that involved discussions in the classroom and organization of a group of interested parties in the edition of an e-book that gathered the memorials of the students. The independent production of the texts produced by the students served to consolidate the pedagogical practices in the classroom and beyond, within the objectives inscribed in the discipline, to value the memories of each student and also as a way to inspire readers and get them to reflect on the process of reading. We have also mentioned other open educational resources built for the didactic activities, which have been published and are available on-line. The results of this experience point to the importance of a didactic work with specific questions of reading and writing that involves the engagement of undergraduates in collaborative and dynamic activities, relating intelligible and sensitive.

KEYWORDS

Memories. Reading. Open educational resources. Higher education.

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Oficina de Língua Portuguesa: Memorial de Leituras no Ensino Superior

RESUMO

Este trabalho apresenta uma experiência vivenciada em uma turma introdutória do curso de Letras na disciplina presencial “Oficina de Língua Portuguesa”, ofertada pela Faculdade de Letras da Universidade Federal de Minas Gerais em 2017. Essa experiência se deu no contexto de ensino-aprendizagem de língua portuguesa no ensino superior em torno da produção de memoriais sobre a aprendizagem da leitura. Para o relato, apresentamos alguns conceitos que embasaram nossas práticas, como: modelos de leitura, leitura da “palavramundo”, Pedagogia dos multiletramentos, memória e Recursos Educacionais Abertos. Procedemos, então, ao relato descritivo e analítico das etapas que envolveram discussões em sala de aula e organização de um grupo de interessados na edição de um *e-book* que reuniu os memoriais dos graduandos. A produção independente dos textos produzidos pelos estudantes serviu à consolidação das práticas pedagógicas em sala e para além dela, dentro dos objetivos inscritos na disciplina, para valorização das memórias de cada estudante e também como maneira de inspirar leitores e levá-los refletir sobre o processo de leitura. Também mencionamos outros recursos educacionais abertos construídos para as atividades didáticas, os quais foram publicados e estão disponíveis *online*. Os resultados dessa experiência remetem à importância de um trabalho didático com questões específicas da leitura e da escrita que envolva o engajamento dos graduandos em atividades colaborativas e dinâmicas, relacionando inteligível e sensível.

PALAVRAS-CHAVE

Memórias. Leitura. Recursos educacionais abertos. Ensino superior.

Taller de Lengua Portuguesa: Memorial de Lecturas en la Educación Superior

RESUMEN

Este artículo presenta una experiencia vivida en un curso de introducción a las cartas de clase de disciplina en el aula “Oficina de Língua Portuguesa” ofrecido por la Facultad de Artes de la Universidad Federal de Minas Gerais en 2017. Esta experiencia se da en la enseñanza de idiomas y el contexto de aprendizaje portugués en la educación superior alrededor de la producción de memoriales sobre el aprendizaje de la lectura. Para el relato, presentamos algunos conceptos que basaron nuestras prácticas, como: modelos de lectura, lectura de la “palabramundo”, Pedagogía de los multiletramentos, memoria y Recursos Educativos Abiertos. Se procedió, entonces, al relato descriptivo y analítico de los pasos involucrados en las discusiones de clase y la organización de un grupo de interesados en la publicación de un libro electrónico que reunió a los memoriales de los estudiantes. La producción independiente de los textos producidos por los estudiantes sirvió a la consolidación de las prácticas pedagógicas en sala y más allá de ella, dentro de los objetivos inscritos en la disciplina, para valorización de las memorias de cada estudiante y también como manera de inspirar lectores y llevarlos a reflexionar sobre el proceso de lectura. También mencionamos otros recursos educativos abiertos construidos para las actividades didáticas, que se publicaron y están disponibles en línea. Los resultados de esta experiencia remiten a la importancia de un trabajo didático con cuestiones específicas de la lectura y de la escritura que involucra el compromiso de los graduandos en actividades colaborativas y dinámicas, relacionando inteligible y sensible.

PALABRAS CLAVE

Recuerdos. Lectura. Recursos educativos abiertos. Enseñanza superior.

Introduction

We bring into discussion an experience of working with memories, occurred in the second half of 2017 in the context of Brazilian higher education: in the course of Letters, Federal University of Minas Gerais (UFMG). The experience happened in an introductory class, which aims to develop the reading and writing of texts, in order to prepare students for textual production in the university.

It is not an innovative proposal to use memorials as a didactic resource, but it puts in discussion and favors reflections on methodologies, resources and conceptions of the Portuguese language teaching in higher education, as we will show later. It is noteworthy that this was my first experience in this university, which allowed me to learn a little about the profile of the students of the College of Letters, in order to outline teaching, research and extension initiatives that connects with this profile found.

The activities around the memorials were given before, but in an articulated way to the process of academic literacy, dealing with specific aspects of the social practice of academic writing (STREET, 2010), for the work with usual texts in the university routine, as summary, review and project of research. We introduced classes with activities around the discursive memorial genre, which sought to retrieve memories of reading practices - not only the word, but also the world and the “wordworld”, according to concepts brought by Paulo Freire in “The Importance of Reading”. The purpose of starting with the memorial was to create a reflective environment on reading and writing, for a more subjective, identifying experience, prior to the incursion into formal, objective, academic genres.

In the book, published in 1981, Paulo Freire – an important educator, pedagogue and Brazilian philosopher, who stood out for his work in popular education and what became known as Critical or Libertarian Pedagogy – presents a “re-reading” of his own memories of the process of literacy (without using this term). It fosters an important discussion of the act of reading, in a critical perspective, as one that goes beyond the decoding of the written word. For him, “the reading of the world precedes the reading of the word”¹ (FREIRE, 2005, p.11), not as a rupture, but as a continuity. When a rupture occurs, there is a “reading of the word”, in the narrow sense. The “reading of the world” is presented in this text as the first experiences we have of understanding our environment, mediated by people around us, such as family members. “It also reveals the individual work of each subject in the very process of assimilation of the intelligence of the world” (FREIRE, 1996, 139). The “reading of the wordworld” interweaves the two readings mentioned, in a coherent and meaningful way for the subjects involved in the educational formation.

We cannot fail to mention here another important contribution regarding the potential of memorials in education. Magda Soares, in “Metamemory, memories: the crossing of an educator” (1990), emphasizes the importance of the memorial for understanding the context

¹ T/N: all quotes translated personally by the translator .

in a broader way. Also in a biographical reading, the educator shows how she was able to learn, as well as Freire (2005), through the exercise of thinking about her past, revealing how reflection on one's own trajectory is capable of making subjects resignify their experiences and construct new learning/senses of themselves and their social world.

The memorial, as an autobiographical text, which we approach here as a discursive genre, is characterized by the identity between protagonist, narrator and enunciator. According to Barros (2011, p.26), history is narrated, predominantly, retrospectively and chronologically, in the past. "It is, however, from the present that the narrator reports and recalls the past". Being of the literary sphere, the genre "allows the use of different linguistic norms and favors the strengthening of the copyright styles" (BARROS, 2011, p. 26). This inherent aspect of the writing process of the memorial contributes important questions to what the "Portuguese Language Workshop: Reading and Writing of Texts" provides, as this section of it states: "Texts of various academic genres will be produced in the writing modality, aiming at improving the textuality and aspects of the cultured norm that become necessary" (FALE/UFMG, 2017, s/p).

Digital technologies entered the preparation process, using open educational resources: slides entitled "The importance of reading", with the main ideas of the text read by the students, for discussion in the classroom, made available with open license in the website of the project "Open Educational Resources for Reading and Production of Texts in Undergraduate Courses - REALPTL"². In the next moment, programs like LibreOffice, Gimp and Inkscape, all open softwares, were used in the edition phase of the e-book that gathered the memorials of the students, also published in that site.

In this text, we present concepts of "reading" involved in our practices and the Pedagogy of multiliteracies, which guided our practices; we report the process of editing the e-book; we analyze the rescue of memories; we explain the adoption of the concept of Open Educational Resources, showing examples published in the reported practice; and finally we make the final considerations.

Readings

According to Solé (1998), different models of reading have been proposed throughout history. Researchers group these models around two types: hierarchical ascendant - bottom up - and descendant - top down. In the first, the reader would process the reading beginning with the letters, continuing through the words, phrases and so on, in a sequential way, until arriving at the comprehension of the text. This model is close to what Freire called "word reading" as decoding. In the second model, the reader uses his prior knowledge and his

² Available on: <http://realptl.lettras.ufmg.br/realptl/>

cognitive resources to anticipate the content of the text, which would be important in verifying these anticipations. Thus, from the hypotheses, the text is processed in the reading.

Solé (1998, p.24), then, presents the interactive model, which:

does not focus exclusively on the text or the reader, although it attaches great importance to the use made of its prior knowledge for the comprehension of the text. In this perspective, the reader is situated before the text, the elements that compose it generate in it expectations at different levels (that of letters, words...), so that the information that is processed in each of them acts as input to the following level [...]. But simultaneously, since the text also generates expectations at the semantic level, such expectations guide the reading and seek their verification in lower level indicators (lexicon, syntactic, graphon-tonic) through a descending process. Thus, the reader simultaneously uses his world knowledge and his knowledge of the text to construct an interpretation on that one.

We consider that the interactive perspective presented by Solé in this quotation converges to the proposal of reading the “wordworld”, as Paulo Freire literarily called it in his writings. Thus, we agree with the plural use of "readings", since we can identify with one or several of them not only in educational context, but also in others.

Thus, bringing our report back to this text, from these conceptions of reading, the students participated in the discussion of the text “The importance of reading” and reflected on their own experiences. Two excerpts drew attention and gained much focus in this discussion:

In rehearsing to write about the importance of reading, I felt compelled to “reread” the fundamental moments of my practice, kept in my memory, from the most remote experiences of my childhood, from my adolescence, from my youth, in which the critical understanding of the importance of the act of reading constituted itself into me (FREIRE, 2005, p.11).

As I was writing this text, I was "taking distance" from the different moments in which the reading took place in my existential experience. First, the “reading” of the world, the small world in which I moved; and then the reading of the word that was not always, throughout my schooling, was the reading of the “wordworld” (FREIRE, 2005, p.12)

The deciphering of the word naturally flowed from the “reading” of the particular world. It was not something that was superimposed on it. I was literate on the floor of the backyard of my house, in the shade of the hoses, with words from my world and not from the larger world of my parents. The floor was my blackboard; twigs, my chalk (FREIRE, 2005, p. 15).

The first passage led us to reflect on the "re-reading" of experiences, with the awareness that memories are not experience in itself, but what the subject constructs discursively from his sensitive perception. The act of "taking distance," said in the second quotation, avoids the author seeing fragments of meaningless memories, but which connects the memories, (re) signifying them and interpreting their effects on the human and social formation of the subject. The third passage made us think about the different learning that the reading of the world allows us, contradicting a traditional view that would be those first inexpressive experiences in the educational formation.

It seems that Freire inspired even the students when we read, for example, this passage from one of the memorials produced by a student enrolled in the subject: “It took many retreats, distances and many laps, so that I would learn to read the ‘wordworld’” (SOUZA, 2017, p. 46).

Such an exercise in reading is certainly articulated with writing. It is as we write that reading becomes meaningful and we reorganize the facts, our perception of them, in the process of making and resuming the experiences. There is certainly not something ready that we dumped onto paper. The rewriting, based on an evaluation by the teacher, in this case, also collaborated to give greater clarity to the text, to explain details that were lacking for the reader's understanding . Another review at a later moment, by the colleagues who composed the e-book's editing team , offered other suggestions to give writing more readability, seeking to interfere minimally in the author's style, from a more directed intervention to aspects related to the use of the standard of the Portuguese language.

It is also important to highlight that, in addition to learning to read at an early stage, a process that has been sought by the view of the authors of the memorials, it is necessary to extend this concept of reading to encompass the formation of scholars. In the discipline "Portuguese Language Workshop: Reading and Writing of Texts", as already mentioned, the objective is to work on reading and writing at the academic level, improving skills and competences already acquired by students and adding others, such as the production of academic genres several. In this sense, we conceive the learning of reading and writing as a continuous process, which begins in literacy and evolves into literacy, which progresses in formation at ever greater levels of complexity, as the subject is actively exposed to different texts in the form of different genres (SOARES, 2006). Considering that the experience with reading expands with the concept of multiliteracies, we adopt this perspective to plan and to develop the practices around and from the memorials.

Pedagogy of Multiliteracies

In drawing the objectives and methodology of the practice we reported, we aimed to develop literacies or multiliteracies (COPE; KALANTZIS, 2000). The multiliteracies, according to the authors, cover work with multimodalities, multiculturalism and multilingualism, so important in the face of increasingly diverse social practices these days. The multiplicity of languages present in the texts today is called multimodality or multi-semiosis. This aspect is fundamental for insertion in a world in which meanings emerge in an increasingly translocal, multicultural and hybrid way. For this insertion, it is also necessary to include other linguistic varieties and minority languages in education, from a plural perspective (COPE; KALANTZIS, 2000).

Rojo and Moura (2012, p.23) highlight some important features of texts in multiliteracies:

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- (a) they are interactive; more than that, collaborative;
- (b) they fracture and transgress established power relations, especially property relations (of machines, tools, ideas, texts [verbal or not]);
- (c) they are hybrids, frontiers, mestizos (of languages, modes, media and cultures).

Thus, we cannot avoid considering all the aspects, verbal, nonverbal and syncretic, the cultural and linguistic marks left in the writing of texts treated in the classroom, contrary to the traditional method of approaching only the verbal, erudite culture and the standard language in the teaching of Portuguese language.

We seek, therefore, to guide us by the factors that Cope and Kalantzis (2000)³ propose for the “Pedagogy of multiliteracies” and to adapt to our case:

- Placed practice: taking into account the need to know, as a teacher, the origins and experiences of students-learners, we made a diagnosis about what are and the importance of our memories. We explained the reason for the activity, that the process of memory retrieval would help in the preparation for them, as graduates or not, to project more conscious actions on reading and writing.
- Explicit Instruction: Activities were planned and developed involving multimodalities so that students understood the memorial genre and the concepts of “reading the word”, “reading the world” and “reading the wordworld” from reading “The importance of the act of reading”, by Freire (2005). We avoided lectures and proposed a shared reading of the text and open discussion about the issues that arose. In this way, the students were active participants in the activities of preparation for the writing of memorials and follow-up of the writing of colleagues.
- Critical Background: we have developed a process of awareness of common aspects in initial literacy (important things and people, types of practices, historical and contextual facts, educational materials used, typical games, among others). With the participation of some students, others have added common or different memories, approaching or distancing experiences according to life forms, place of residence, financial conditions, school practices, historical context and types of cultural values, for example. Collaboration was essential to create the right environment for immersion in one's own memories.
- Transformed Practice: in writing the memorial itself, at home, students should show that they understood the orientations in the previous stages and have a critical position in the resumption of their own memories. It is not just an instinctive narrative of what is in memory, but of taking writing as a sensitive process that takes into account the present subject, enunciator, in his backward glance, even if, as expected, the feelings and impressions of the remembered subject are explicit. In this process, there can be juxtaposition, integration and tension between the past and the present, as arising from

³ Even though we know that an updated proposal was made by the authors later (COPE; KALANTZIS, 2009), we prefer to base it on this, from 2000, by our theoretical-methodological identification with the first model.

the literary autobiographical self-making. In this way, the authors themselves identified moments in which the reading of the word, the world or the word world had occurred, appropriating, often creatively, these concepts.

We can still add to these stages the moments following the transformed practice, with the reading of the other (teacher and colleagues), writing evaluation, rewriting and self-assessment by the author. The final text was certainly perfected with this sequence. The final evaluation of the activity was positive and only reached what we report here due to the great enthusiasm that those involved showed during each stage.

Editing Ebooks

The idea of an e-book came only during the process, when, as a teacher, I saw the richness of the memorial stories and how they could collaborate in the reflection and inspiration of the readers (as Paulo Freire did with us in the text quoted).

Thus, we think that an edition by the students themselves would give the work a look from within and more in keeping with the content of it, in addition to the learning proper to this new endeavor. We then assembled a team of students who were willing to meet regularly for a few months, outside the class hours. In these meetings, we defined the design of the e-book, according to what we were projecting for its identity. We chose some softwares for the edition and one of the students, who liked to draw, took on the task of creating the cover and illustrating the memorials in watercolor.

At this stage, some questions arose and were discussed by the team as a way of learning: the question of truth in the production of the memorial (the autobiographical contract is what matters between author and reader, without worrying about "reality"); the use of images available on the internet (students realized that they often appropriated images without observing copyrights that restricted their use); the limits of editing the text of the other (to what extent can we revise, alter the memorialistic text of the other, and sensitive questions of proposition from one illustration to the text of the other); difficulties and gains of teamwork (there were some problems of division of tasks and indication of team names in the work, which was not always a matter of peace, but certainly served as learning for the members of the commission).

The illustrations were presented in the room so that the classmates judged whether they fit the expectations of the book. The first proposal of the cover, with marks of the initial and individual gesture of the student, can be seen in Image 1. Image 2 shows the final cover, after collective discussion, including the source to be used.

Figure 1. First cover proposed for the ebook

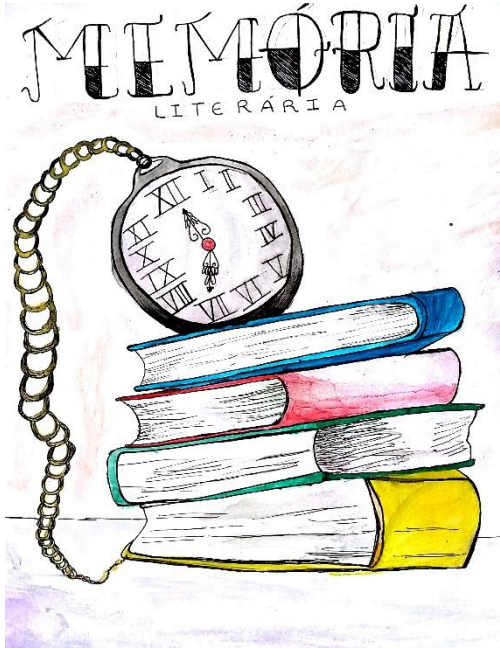
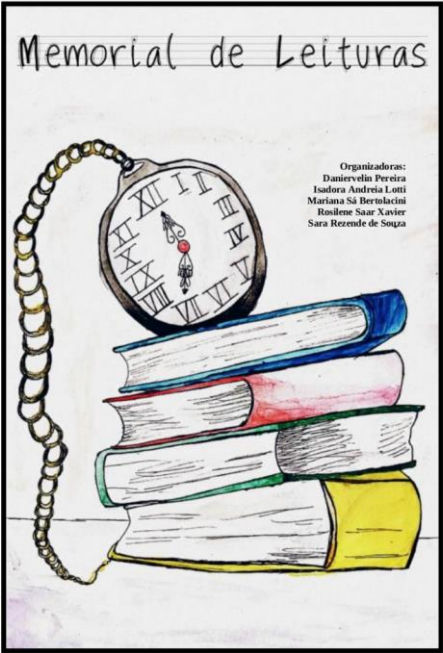


Figure 2. Final version of ebook cover



Fonte: Mariana Sá Bertolacini⁴ (PEREIRA et al., 2017).

After discussion, which took place during the activities that followed the production of the memorials, in working with academic genres, new meetings were held for review (which we agreed to be minimal, in terms of writing, so as not to interfere with the text's identity, which became for us a literary object), graphic edition and final publication. The published version was presented on the last day of class. We present, in Image 3, an image of one of the published memorials:

⁴ We leave the identification of the student in this text, since the authorship of the cover is made explicit in the e-book, with permission of all involved.

Memórias

Charles

Penso nos meus primeiros passos dentro do processo de alfabetização. Naquela época, eu era um aluno de uma escola pública de Salvador. Com esses pensamentos, vem a saudosa lembrança de uma professora, tamanho era o seu zelo e carinho para com os alunos. Contudo, o tempo passou, vieram as séries seguintes com os professores exigentes, o tratamento ficou impessoal, as professoras sumiram, os professores tornaram-se coronéis de fato e/ou de ato. Enfim, a escola toma-se um fardo quase insuportável. Quanto à leitura? Esta se arrastava e permanecia na superfície. “Palavramundo”? Isso nem em sonho! Isso era só para comunistas, mas em algum momento uma chama foi acesa, talvez a chama da curiosidade, não sei ao certo. E mesmo sem que eu conhecesse sua origem, ela teimava em não se apagar.

Assim, através desse incômodo, continuei lendo, sem saber direito o que e para quê. Dessa forma, os anos se foram, veio o casamento, vieram os filhos, muito trabalho, mas algo me inquietava.

Enfim, aquele que um dia foi um “monstro” tenta tornar-se humano através do desenvolvimento do letramento, que, com a ação da universidade, cresceu e cresce, em um processo que parece não ter fim, para o reconhecimento cada vez mais amplo da “palavramundo” e de seus efeitos.



16

Figure 3. One of the published memorials in the ebook.

Source: [\(PEREIRA et al., 2017, p. 16\).](#)

It is important to emphasize that all the students were consulted about the interest in the publication of their text and those who authorized it, and wanted to, could create pseudonyms so that their identity was preserved. The author of the memorial exposed in Image 3, for example, created a fictitious name for the authorship of the text.

In the next section we will comment a little on the memorials.

10

Memory Rescue

This was not the first experience we went through with memories in higher education. Prior to this, students also produced memorials about their memories of the initial literacy process and, at the end of the course, the same memories were worked to serve in the introduction of the Final Course Paper, in monograph format.

In the same course, but in another Brazilian university, the Federal University of the Jequitinhonha and Mucuri Valleys, the professors Carlos Henrique Silva de Castro and Luiz Henrique Magnani also did a similar course, publishing an e-book with the memories of their students, “Memories of Literacy: voices of the countryside” (2017), which was also published on the same website of the Project REALPTL⁵.

In this way, memories have proved to be an excellent resource for undergraduates, in recovering good memories, and others not so good, to reflect on how they were introduced to the world of reading and to begin to question the educational and linguistic conceptions they reveal, such as the historical process in which they are inserted. Let's look at an excerpt from Freire (2005) that allows us to analyze conceptions of what, for him, is traditional and, in opposition, nontraditional:

But these moments were not pure exercises that would result in a simple realization of a page written before us that should be cadenced, mechanically and tediously "spelled" and actually read. These moments were not "reading lessons," in the traditional sense of this expression. These were times when the texts offered themselves to our restless search, including that of the then young teacher José Pessoa (FREIRE, 2005, p. 16).

The author, in this section, understands the mechanical exercise of spelling a traditional method that can be overcome with diverse (non-traditional) activities that arouse curiosity, so the text offers more relevant to its reader. In this way, Freire places the subject at the center of the educational process of reading, denying the value of a method that in itself guarantees a student's learning. This other section reinforces this conception and explains a vision of literacy that the author already presented at the time of writing, with indications of an understanding that grammar should be contextualized (understood in the context of the text and not as a set of loose rules):

Some time later, as a Portuguese teacher, in my twenties, I lived intensely the importance of the reading and writing, in the background, ascribable to the students of the first series of the junior year of high school. Verbal regency, the syntax of concordance, the problem of crass, pronominal synclitism, none of this was reduced by me to tablets of knowledge that were to be swallowed up by students (FREIRE, 2005, p. 16-17).

⁵ Available on: <http://realptl.lettras.ufmg.br/realptl/arquivos/1771>

From the discussions on this invitation to reflect on reading by Freire, students were expected to distance themselves from the remembered person, from their memories, to propose discussions about how they were introduced into readings. Some comments have come to help us better understand the conceptions that accompany school education:

The process of learning to read begins with letters, simple words, even more complex combinations and sentences. Small books with large and clear calligraphy always facilitate children's literacy, because they facilitate vision and differentiation. Certainly, we do not consider academically that five short pages of a Little Red Riding Hood book or a Turma da Monica⁶ comic book are quality literature, but it is necessary to assess their context and literary importance (MARY, 2017, p. 37).

This section seems to have as a reading reference the model bottom up, cited by Solé (1998), of the letters for the sentences, which she rejects in favor of the interactive perspective, already mentioned. We also see the belief that the academic environment rejects summaries of children's works, which would be far from "quality literature", a position that the author of the memorial denies as a rule. In contrast, another memorial highlights a different work by literature:

[...] in the literature classes, reading the word was no longer just the form and gained the content, a content that moved my soul to always want more. The word was not just the spelling of something static, it was the representation of the world, of a world that I could never know physically and, at the same time, a world of which I wanted to know more and more (FONSECA, 2017, p. 14).

Nesse excerto percebemos que, para além da leitura do mundo como experiências vivenciadas pelo sujeito em seu entorno, como Freire (2005) relata, a autora acrescenta a importante função da literatura de mostrar outros mundos, acessados pela imaginação.

We also find a critique of the difference between private and public education: the author refers to his experience of leaving a private school, where he was classified as a bad student, to a public school, when, before his new colleagues, "I perceived the shock of a private education system's quality of education to the public system, because from being the worst student in the class, I jumped to [being] by far the best" (FRANÇA, 2017, p. 49). Other common themes are indicated below, from the recurrence of some discursive figures, which we collect from the memorials. This configuration is the result of a first analysis of the work. Other researchers, with different looks, can find other themes and figures:

a) The "wordworld": "dream", "communist", "representation of the world", "critic and critical world view", "difference in who reads", "act as reader", "multiculturality", "own stories from the images", "content that moves the soul, representation of the world (≠ spelling of something static)".

b) The language and literature, "words: set of sounds that mean something?", "bro, you'kay?" vs. "I am very grateful to you", "something that I have already mastered" vs. "I would continue not to dominate", "decorate rules", "parents communicating", "fantasy",

⁶ T/N: Popular Brazilian comic book series for children by Mauricio de Souza.

“intergalactic in ships of speed equal to that of light”, “love the letters”, “great part of my humanity”, “first, the letter and then the image to which it corresponded”.

c) The relationship with the book: “adult book” = “top of the shelf” → “curiosity”, “old friend”, “almanac”, “magazine”, “encyclopaedia”, “dictionary”, “Supermanual scout boy”, “Turma da Mônica”, “first contact at school”, “Vagalume collection”.

d) The school, the teacher: 1) “traditional”, “institutions”, “blackboards of the Franciscan College”, “repeat theories”, “education always very rigid and methodical” 2) “teacher with love corrects the failings of the first learning”, “library, preferred location”.

This is a survey that shows the potential of the memorials as a source of research, which can reveal methods, methodologies, important subjects of the educational process, among other important aspects not only for Education, but also studies in other areas.

Open educational resources

It is also important to clarify another important reference that underlies our practice: the notion of Open Educational Resources (OER). UNESCO coined the term

in the year 2002, in a forum on the Impact of Open Courses to describe the phenomenon of open sharing of educational resources. At the time, initiatives were presented that demonstrated the potential of OER to increase access to inclusive, equitable and quality education. Ten years later, in 2012, Unesco promoted the First REA World Congress which resulted in the Paris REA Declaration, a document constructed from six previously held forums in all regions of the world: the Caribbean, Africa, Latin America, Europe, Asia and the Middle East and aims to help governments and institutions adopt REA policies (AMIEL *et al.*, 2018, s/p.).

For Unesco and from its initiatives, the OER became known as:

teaching, learning, and research materials on any medium or media, which are in the public domain, or are openly licensed, allowing them to be used or adapted by third parties. The use of open technical formats facilitates the access and potential reuse of digitally published resources. OER may include complete courses, parts of courses, modules, textbooks, research articles, videos, tests, software, and any other tool, material or technique that can support access to knowledge (AMIEL *et al.*, 2018, s/p.).

Within this perspective, we adopted the open format .odt and .odp for sharing the OER created for discussion in the classes. They were published on the free Wordpress platform and we still use the 3D FlipBook plugin to ensure an aesthetic “book” experience for the reader with visual effect of passing pages. Two other criteria have been met: open license selection, Creative Commons By Sa, for sharing on the same license, but allowing use, reuse and adaptations as long as attributed authorship. In addition, the authors, organizers and illustrator were duly cited in the OER, guaranteeing authorship.

In addition to these actions to ensure consistency with the OER project – and of the REALPTL –, we also guide students about such a perspective of using OER in education,

which we want open. The students did not know this perspective. This is because they were in the first semester of the course of Letters and because the practical initiatives on the subject are still few, even in the higher education. In basic education, we have news of some initiatives in São Paulo (SANTANA; ROSSINI; PRETTO, 2012), but in Belo Horizonte, where the Federal University of Minas Gerais is headquartered, we do not know something similar.

Therefore, this experience in and beyond the classroom was also intended to present the open education movement, based on the use of OER, for the students, making possible the knowledge and multiplication of the idea by the final production resulting from the activity, as already highlighted in other studies (PEREIRA; FETTERMANN; CÉSAR, 2016a, PEREIRA; CÉSAR; MATTE, 2016 b).

We also highlight two other OER created in the context of this experience and which can be used and adapted by other interested parties: slide presentation on the chapter "The Importance of Reading"⁷, already cited in this text, and information on the Paulo Freire method of literacy⁸.

Final Considerations

The report made so far, working with memorials in higher education, was guided by the "Pedagogy of multiliteracies" and reading as an interactive process, which, in a convergent way with Freire's (2005) proposed types of reading, understands the process of reading and writing in a contextualized and continuous way. From an OER perspective, we enable the open publication of digital material and, thanks to this, today it can be openly accessed and used by several interested users.

As a methodological proposal, we emphasize the importance of the discursive genre of memorial, not always valued at university, as important for the critical awareness of undergraduates about their training in basic education, in order to positively transform their practice in higher education and even their future professional practice, especially as teachers. In addition, it is important to emphasize the importance of collaborative work among students, engaging them in activities that open them to the sensitive, to the subjective, without losing sight of the curricular objectives foreseen in the discipline. The following work on academic genres, which we did not address in this paper, certainly benefited from this initial work, reflecting a greater security in reading and writing, as well as collaboration among those involved in the discipline.

Paulo Freire, who guided us and guides us in these ways of opening, although still little used in the courses of Letters (often restricted to discussions in Education), can

⁷ Available: <http://realptl.portugueslivre.org/realptl/files/1710>.

⁸ Available on: <http://realptl.portugueslivre.org/realptl/arquivos/1336>.

contribute much to perceive the student as an active subject, protagonist of his own process of formation. Finally, the multiliteracies seems to us a very coherent perspective for this formative way, to re-signify our contact with the digital technologies, considering its linguistic, semiotic and cultural aspects.

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