




Corresponding to Authors

Adriana Fernandes Coimbra Marigo
 E-mail: adriana.marigo@ufscar.br
 Universidade Federal de São Carlos
 CV Lattes
<http://lattes.cnpq.br/4014738511373573>

Claudia Raimundo Reyes
 E-mail: claudiareyes@ufscar.br
 Universidade Federal de São Carlos
 CV Lattes
<http://lattes.cnpq.br/5187942717120318>

Isabela Custódio Talora Bozzini
 E-mail: ictbozzini@ufscar.br
 Universidade Federal de São Carlos
 CV Lattes
<http://lattes.cnpq.br/0853746645322544>

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Study Practices in the Digital-Academic Community: A Report of Experience

Adriana Fernandes Coimbra Marigo  <https://orcid.org/0000-0002-8784-3478>

Claudia Raimundo Reyes  <https://orcid.org/0000-0002-0692-3020>

Isabela Custódio Talora Bozzini  <https://orcid.org/0000-0002-0024-9506>

ABSTRACT

This text reports the experience of three university professors from a project presented to the Student Assistance Program (PAE), designed to introduce students to emergency remote learning in the context of the COVID-19 pandemic. The proposed course "Study Practices in the Academic-Digital Community", theoretically based on dialogical learning, brought essential elements for the students' good performance, exploring different academic languages widely used in undergraduate courses: critical reading, writing abstracts and reviews, writing and recording seminars. The students enrolled were from different undergraduate courses at the university and were mostly in their first semesters. We understand that offering the course, based on scientific evidence of maximum learning, was fundamental for the students' follow-up in their undergraduate courses and for our continuing education, providing an opportunity to experience co-teaching. In this sense, we were able to evidence that the diversity of the teachers (in terms of education, professional performance, and time at the university) were crucial for all the objectives to be achieved.

KEYWORDS

Teacher educator training. Higher education. Inclusive education. Democratization of education.

Práticas de Estudo na Comunidade Acadêmico-Digital: Um Relato de Experiência

RESUMO

Este texto relata a experiência de três professoras universitárias a partir de um projeto apresentado ao Programa de Assistência Estudantil (PAE), elaborado com o intuito de introduzir os estudantes no ensino remoto emergencial no contexto da pandemia da COVID-19. O curso proposto “Práticas de Estudo na Comunidade Acadêmico-Virtual”, teoricamente fundamentado na aprendizagem dialógica, trouxe elementos essenciais para o bom desempenho dos estudantes, explorando diferentes linguagens acadêmicas muito utilizadas nos cursos de graduação: leitura crítica, escrita de resumos e resenhas, elaboração e gravação de seminários. Os estudantes inscritos eram de diferentes cursos de graduação da universidade e estavam em semestres iniciais em sua maioria. Entendemos que a oferta do curso, baseado em evidências científicas de máximas aprendizagens foi fundamental para o acompanhamento dos estudantes em seus cursos de graduação e para nossa formação continuada, oportunizando a vivência da co-docência. Nesse sentido, pudemos evidenciar que a diversidade das docentes (de formação, atuação profissional e tempo na universidade) foram determinantes para que todos os objetivos fossem alcançados.

PALAVRAS-CHAVE

Formação de formadores de docentes. Ensino superior. Educação inclusiva. Democratização da educação.

Prácticas de Estudio en la Comunidad Digital-Académica: Un Informe de Experiencia

RESUMEN

El artículo recoge la experiencia de tres docentes universitarias a partir de un proyecto presentado al Programa de Asistencia al Estudiante (PAE), diseñado para introducir a los estudiantes en el aprendizaje a distancia de las emergencias en el contexto de la pandemia de COVID-19. El curso propuesto "Prácticas de Estudio en la Comunidad Académico-Digital", basado teóricamente en el aprendizaje dialógico, aportó elementos esenciales para el buen desempeño de los estudiantes, explorando diferentes lenguajes académicos ampliamente utilizados en los cursos de grado: lectura crítica, redacción de resúmenes y reseñas, elaboración y grabación de seminarios. Los estudiantes inscritos pertenecían a diferentes cursos de la universidad y estaban en su mayoría en sus primeros semestres. Entendemos que la oferta del curso, basada en la evidencia científica del máximo aprendizaje fue muy importante para el seguimiento de los estudiantes en sus cursos de grado y para nuestra formación continua, proporcionando la oportunidad de experimentar la co-docencia. En este sentido, pudimos evidenciar que la diversidad de los profesores (de formación, desempeño profesional y tiempo en la universidad) fueron determinantes para el éxito de los objetivos.

PALABRAS CLAVE

Formación de educadores de docentes. Educación universitaria. Educación inclusiva. Democratización de la educación.

CRediT

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Introduction

We can say that Brazilian public universities have undergone numerous changes in the last 20 years. These changes have been developed in different orders, whether in the increase and diversification of courses offered as a result of specialization or the merger of areas of knowledge and the inclusion of technological courses of shorter duration, whether in the expansion of federal universities to extend their coverage throughout the country and the addition of vacancies in night courses, intensifying changes in the profile of students entering these places and promoting diversity in these spaces. We agree with Dias and Sampaio (2020) when they state that, in the 21st century, Brazil no longer has an elite higher education system and reaches a mass higher education system, having in 2017, about 18% of young people between 18 and 24 years old attending higher education in the country.

We cannot ignore that these changes were only possible due to the approval of different public policies, such as: reservation of openings for students from public schools, blacks, and people with disabilities; quotas for indigenous students and refugees; implementation of student housing and university restaurants; and differentiated scholarships (housing, food, work, permanence), whose objectives are oriented to the permanence of students in the courses chosen at the university. As an example of these definitions, we can mention the Presidential Decree No. 7.234 of July 19, 2010, which established the National Program of Student Assistance - PNAES (BRASIL, 2010), with the main purposes of:

- I - democratize the conditions for young people to remain in federal public higher education.
- II - minimize the effects of social and regional inequalities in the permanence and conclusion of higher education.
- III - reduce retention and evasion rates; and
- IV - contribute to the promotion of social inclusion through education. (BRASIL, 2010, Art. 1)

In this scope, a federal university has developed actions to contribute to the search for democratization of access to higher education, undertaken in Brazil since the 1980s, as provided by the council dedicated to the affairs of its student community:

UFSCar is a pioneer in offering various supports for student permanence, supporting students with its own resources since the 1980s. The Student Assistance Program (PAE) precedes the federal government's actions and offers several materials supports, fundamental to student permanence. (UFSCar, 2018)

At first, the Federal University of São Carlos (UFSCar) was concerned with democratizing access to higher education, making changes that considered that in the 1990s most students entering the university came from private schools. To fulfill its democratic purpose, this university has undertaken measures specifically aimed at the most socially vulnerable groups, as expressed in the following document.

It was with the task of giving body to a proposal consonant with UFSCar's purposes and with that established in the PDI (UFSCar, 2004), that, in June 2005, the

Commission for Affirmative Action was installed (UFSCar, 2005), which had the responsibility of formulating proposals for an Affirmative Action Program. Concurrently with the work of the above-mentioned Commission, it undertook a series of debates with the university community in its different segments and instances, on issues related to educational, economic, social, and racial inequalities that constitute Brazilian society. The implications of such inequalities in the definition of an Affirmative Action Program that would be undertaken by UFSCar were also discussed. Studies were conducted on the political, social, and legal implications of affirmative action, in addition to presentations and discussions regarding experiences of affirmative action programs already in place at public universities [...] Thus, since 2007, UFSCar has offered reserved places for students from public schools, as well as for black students and indigenous students from public schools. It was observed that the students who entered UFSCar from public schools belonged to low-income social groups. The "low-income" criterion was introduced from the 2012 national legislation (Law no. 12.711/2012). Under the terms of the Resolution that creates the PAA at UFSCar, for indigenous students an additional vacancy was reserved in each undergraduate course and the access of these students was foreseen through a specific selective process, in view of the distinct realities of the indigenous peoples represented by these students. (UFSCar, 2016)

Following up on these measures, UFSCar instituted in 2018 the Institutional Program of Reception and Incentive to Student Permanence - PIAPE - linked to the pro-rectory dedicated to student affairs of this institution. Among the objectives of PIAPE, we highlight:

(...) Contribute to the insertion of the student to the university environment; Contribute to the reduction of factors determining failure and dropout of students from undergraduate courses; Contribute to the democratization of the teaching-learning processes. (UFSCar, 2018)

Educational challenges in times of COVID-19

Sometimes we assume that all students already know - or should know - how to read a text critically, how to synthesize an article, how to write an activity report, how to make a seminar and how to publicly present their ideas or those of other authors, without, however, asking if they have learned to do so. In this sense, we think it is fundamental to ask: At what point in their schooling would students learn these skills? If we are concerned with the specific contents of different knowledge areas, why do we leave out instrumental learning (AUBERT *et al.*, 2018)?

In 2020, our educational challenges have increased exponentially with the COVID-19 Pandemic. From one hour to the next, we moved to confinement in our homes, so that our communication with students became mediated by technology. We can indicate that we already had contact with information and communication technologies (ICTs), but we did not use them frequently in face-to-face courses. Coincidentally, the three of us had experience with distance learning (DL), because, to a greater or lesser extent, we had already been teachers in DL courses at our institution.

Therefore, the challenge now was to think about how to work with all the undergraduate students in a different format, which would not be face-to-face, but which also

should not be characterized as DE, because we understood that interaction and welcoming students would be fundamental in such a difficult moment in our history. While our university was preparing itself, doing research and working in different commissions and councils to structure a remote teaching format, the pro-rectory dedicated to student affairs launched, on 06/08/2020, the Edictal nº 04/2020 for the registration of projects that could give support to students assisted by the Student Support Program (PAE), considering especially the biopsychosocial needs triggered by the COVID-19 pandemic, at that moment.

Several projects were selected to structure actions that could support students from three fundamental axes: Physical Health, Mental Health, and Social Support. Among these projects, our proposal was inserted in the Social Support axis, with the intention of offering students the necessary support for their organization of study activities during the pandemic. This project was called Study Practices in the Digital-Academic Community (PECAD) and focused on the development, in the period from 07/01 to 10/30/2020, of individual and collective academic activities in a virtual format. It was considered that, at that moment, our institution was already signaling that face-to-face classes would not be resumed, at least not until the end of 2020.

In view of the potential aggravation of the mentioned difficulties, during the COVID-19 pandemic that, in an unprecedented way, would change the education of students in universities, and intending to reach particularly the undergraduate courses in Pedagogy and Biological Sciences in which we operate, the general objective of the PECAD was that, by the end of the project, the participating students would be able to organize their study practices in virtual learning environments and in online classroom tools, interpreting and producing academic textual genres in their areas of knowledge. Specifically, we envisioned with the students: understanding and using the institution's virtual learning environment (VLE) and other online classroom tools, organizing their study routine according to the proposed study practices; recognizing and identifying fundamental elements to interpret and produce academic textual genres used in their areas of knowledge; and elaborating and presenting seminars on a theme related to the educational area.

In this sense, the PECAD proposal aimed to promote concomitant academic inclusion and digital inclusion of students in situations of greater social vulnerability. As teachers of undergraduate courses, we had been paying attention to the need to improve the reading and writing skills of students in our courses, future teachers who will work in different levels of Basic Education.

Moreover, our experience as teachers in distance education pointed us to the difficulties already faced by undergraduate students who, even though most of them were born in the digital age and are possibly "digital natives", did not know how to use digital technologies to effectively learn. As described by Castells (2011), in the "network society", inequalities may deepen even more because of the digital divide, given that, in this context,

the emphasis is on the ability to select, process and produce information with autonomy and social responsibility, not just having access to technological tools.

These difficulties related to the reading and academic writing domains have also been pointed out by other authors. Relating this domain with the conception of language and academic genres, Marinho (2010), for example, argues that the production of articles, theses, monographs, among other academic texts, is preferably performed at the university, not being contents and practices prioritized in basic education. In this sense, when they enter the academic community, most students are not familiar with the specialized discourse conveyed there, nor with the strategies that lead to the establishment of interdiscursive and intertextual relations required in the fields of knowledge. This situation continues into the undergraduate course and may generate tensions and discomfort in relation to the study practices developed at the university, with negative impacts on academic orality, also to be developed in this context, which may hinder the permanence of students with more difficulties in the academic community.

In addition to these considerations about the potential difficulties of students entering higher education, it is worth pointing out that the academic-scientific study is not casual, given its systematic nature. Authors dedicated to the study of scientific methodology have defended the relevance of adopting the investigative attitude in the teaching proposed by universities, as a privileged place of knowledge production, which requires, among other provisions, the organization for the study at the university compared to other practices demanded in everyday life (SEVERINO, 2010). Moreover, it should be noted that, in general, the reading prioritized in universities has an informative nature, differing fundamentally from literature reading, for example (SALVADOR, 1970). In this sense, we understand that, for the organization of the studies, it becomes relevant to learn to take notes and to position oneself critically before the texts studied, recording the information considered most relevant to their own academic training, as well as creating texts that clearly express the understanding and analysis undertaken.

As for the difficulties related to the use of digital technologies for learning, it is worth mentioning that all over the world, distance education has been consolidating as an alternative or complementary form with pedagogical potential and democratization of knowledge. Addressing the conception of digital literacy assumed by undergraduate and graduate courses developed, for example, under the Open University of Brazil (UAB) program, implemented in Brazilian public universities, Mill (2013, p. 16-17) highlights the changes in the pedagogical relationship mediated by technologies and tools, such as "computer programs, books, CD-ROM and internet resources, which can be simultaneous (such as web conferences, chat rooms, Skype and MSN) or non-simultaneous (the example of forums, tools for editing web texts and emails)". According to this author, the conception of DE requires a space-time resizing of pedagogical practice and of the aspects involved in didactic mediation with knowledge, presupposing effective participation in the production of knowledge, both on the part of the teaching staff responsible for the formative proposal, and on the part of the

students, who demand autonomy and organization for the development of educational processes. Given the intensification of this problematic, in the context of COVID-19, we assume the perspective of dialogical learning, recognizing that interactions and dialog are fundamental components. For Aubert *et al.*, (2016):

(...) dialogical learning is produced in egalitarian dialogues, in interactions in which the cultural intelligence of all people is recognized and which are directed to the transformation of previous levels of knowledge and the sociocultural context so that it is possible to advance to the success of all. Dialogical learning is produced in interactions that enhance instrumental learning, favor the creation of personal and social meaning, are guided by principles of solidarity, and in which equality and difference are compatible and mutually enriching values. (AUBERT *et al.*, 2016, p. 137, emphasis added)

Examining this conception of learning, we can highlight Vygotski's notes, when he introduced the understanding of the social and cultural nature of learning processes and the development of higher psychological functions, such as perception, voluntary attention, memory, reasoning. Specifically, Vygotski and his successors went on to point out that, very early on, children's intellectual activities are learned from the people around them (ROGOFF, 2005; VYGOTSKI, 2009). In the same vein, Bruner (1995) suggests rethinking the ways of educating in times of accelerated and unpredictable changes, such as, for example, those triggered by the COVID-19 pandemic, demanding that institutions, such as schools and universities, build cultures that operate as "mutual communities of learners", which implies the performance of "a committed teacher prepared to give and share help, to comfort and build support" (BRUNER, 1996, p. 118). Complementarily, Freire (2005) emphasizes an education founded mainly on human dialogicity and the commitment of educators with democracy and, at the same time, with rigorousness in the method of approaching the object of study (FREIRE, 2005), and Habermas (2001) argues that, in ideal communicative situations, in which egalitarian dialogue prevails, it becomes possible to broaden the analysis and the search for solutions to problems in the world we live in.

Based on these points, the INCLUD-ED project (Strategies for Inclusion and Social Cohesion in Europe from Education) involved fifteen European institutions in a large research project, identifying a set of successful educational interventions (AEE) that are based on interactions and dialogue as their key elements, and demonstrating their contributions to improving educational opportunities and learning outcomes and social cohesion (FLECHA, 2015). It is worth noting that EYFS are universal interventions that are transferable from one context to another and that achieve success in all educational spaces where they are recreated, thus differentiating them from good practices (which achieve good results in a specific place) and best practices (which achieve good results in places that have similar characteristics). In view of the universality and transferability of ESAs, studies by Flecha *et al.* (2014) also pointed out some successful university-based performances (UAA), looking for examples in institutions (private and public) with greater international prestige, such as Harvard, Yale, and Cambridge, and located in different geographical contexts, such as the United States of America and the United Kingdom (FLECHA *et al.*, 2014). In these studies, we find the common bet of these universities in the interactions of students in intellectual work

procedures of the international scientific community, linking ethical values to professional and scientific training of excellence.

The use of qualified scientific articles, teaching and reading classic authors, and co-teaching are among the UAS that make it possible to achieve educational success at university (FLECHA *et al.*, 2014). When explaining their teaching subject at university, professors and professors should refer to scientific studies whose results advance knowledge and improve the situation related to the problem studied. Students at universities should be guided to read the original sources of world-renowned authors to avoid misinterpretations. The sharing of teaching involves, in the same discipline, professors from different areas of knowledge or perspectives, always seeking, through egalitarian dialogue, arguments based on scientific evidence. We understand that these and other interventions, which take interactions and dialogue as premises, may lead to the construction of an academic-digital community committed to learning the necessary skills to produce scientific knowledge of excellence to be produced at the university.

In this sense, the objective of this article is to report the experience of an extracurricular course held at the Federal University of São Carlos, proposed in the period from 07/22 to 10/17/2020 to support students in the remote teaching that was taken on from the social distancing triggered by the COVID-19 pandemic.

The Profile of the Subjects

As previously reported, the course proposal was submitted to the PIAPE program created by the university by one of the professors who wrote this paper and counted with the participation of two other professors from the same university. One of the professors was invited because she is a colleague from the same department and works in language; the other volunteered to participate in the project after an invitation to the research group she is a member of, along with the professor who created the project. It is interesting to bring this fact into the report, since the three teachers had never worked together in a teaching proposal.

The professors who taught the course are from the same university, two from the same campus and department, and the third from another department and campus. The professor who submitted the proposal is a psychologist and pedagogue, with a master's and a PhD in Education, and was hired by the university a few months before the pandemic started. Her departmental colleague is a Pedagogue with a master's and PhD in Education and has been with the university for 25 years. The third professor has a degree in Biological Sciences, a master's, and a doctorate in Education, and has been a permanent professor since 2013.

For the realization of the course, we highlight the important support of seven students in monitoring activities, five of whom were between the middle and the end of the Degree in Pedagogy course, one in the middle of the Degree in Biological Sciences course, and one in the middle of the Doctorate in Education course. These monitors participated in planning,

discussion, and evaluation with the teachers, in on-line meetings with the groups of students to help them understand and conduct the proposed activities, in the elaboration of feedbacks for each student, and in the synchronous meetings with the whole class and the teachers. It is worth mentioning that, among the six undergraduate monitors, one had been selected as a scholarship holder for the project; the other five had applied to attend the PECAD, but when they were identified as final-year undergraduates, they accepted the teachers' invitation to collaborate voluntarily with the monitoring. The monitor who was a PhD student in Education also accepted the invitation to do this volunteer work, after the suspension of the course in which, before the distance imposed by the pandemic, she would do her teaching internship with the teacher who created the project. The basis for these invitations was our understanding that we should activate dialogical interactions (AUBERT *et al.*, 2018) of students with different academic experiences.

The initial proposal of the course was to attend thirty students receiving assistance from the Student Assistance Program (PAE), who would be enrolled in the 1st and 2nd year of the Degree in Pedagogy courses at one of the campuses and the Degree in Biological Sciences at the other campus. However, new openings were opened to include Indigenous students enrolled in other courses (Biotechnology and Agronomic Engineering) to meet the request of the department of one of the campuses, and to meet special requests from students from other courses (Physical Education, Electrical Engineering and Physics) who also expressed interest in participating in the PECAD. It is worth clarifying that, in our university, the identification of students who receive scholarships is restricted to the competent administrative area and is not divulged to professors. The opening to a larger number of students was intended to expand the diversity of the group, to achieve potential positive impacts on the learning of the whole class, consistent with the theoretical perspective of dialogic learning that was adopted (AUBERT *et al.*, 2016).

After the preliminary announcement of the PECAD, we received 53 applications from undergraduate students, of which 48 took the course as students and five as monitors. Most of the enrolled students (25) completed the activities by the end scheduled for 10/30/2020, despite the curricular activities having resumed on 08/31/2020. Because most of the registered students were at the beginning of the course, we considered that we could go beyond the instrumental learning to be developed, since, for most of the participating students, the PECAD would be one of the first environments of our university to be attended by them, even if virtually.

The Course Study Practice in the Academic-Digital Community

The PECAD had its synchronous and asynchronous activities structured in the Virtual Learning Environment (VLE) of our university's Moodle platform. To support the students, we made available in this environment all the information that could help in the organization and implementation of the proposed activities. Thus, the first step was to register the students in the VLE, extracting the necessary information from the database we constituted from the

digital registration form we prepared in Google Forms, which required: full name, contact e-mail, home address, gender, color or race (according to IBGE categories), academic record, course in which you are enrolled, year of entry at University X, scholarship(s) you receive from PAE, and the answers to the question: "do you need any special attention to learn or communicate?"

Assuming that we would have students with no experience in virtual environments, our first online meeting occurred on 7/22/2020 via the digital platform Google Meet. In this meeting, we presented our university, its physical and organizational structure, and its academic-scientific position in the Brazilian and international scenarios. Next, we approached the PIAPE concept, introducing the PECAD proposal and its objectives in the context of the COVID-19 pandemic and emphasizing the potential of setting up a support network made up of incoming and outgoing students. Furthermore, we opened the VLE for us to navigate together, explaining each tab and its purposes. Since this first contact, we tried to create a dialogical climate (FREIRE, 2005), encouraging everyone to feel at ease to present their questions and concerns and their knowledge constituted in academic and life experiences.

Based on our previous experience in courses offered by our university's Distance Education Department (SEAD), we understood that it would be fundamental to set up our virtual room, creating two introductory tabs, one with specific project guidelines and the other with navigation guidelines for the virtual environment that would be used. In the "Start" tab, we made available general information (the calendar of synchronous meetings with the teachers, the link to be used for the videocall, the project's structure and general objectives) and the spaces for virtual communication with the whole class (news and announcements forum, doubt forum). In the tab "Start this way", we presented our first orientations about the use of the virtual room for our communication, making available specific tutorials, previously prepared by the university to show the access to the VLE, the courses and the forums, as well as to introduce the use of the room's internal e-mail and the adoption of netiquette¹.

Other tabs were opened for each of the units that made up the project: I- "The Act of Studying Online"; II- "Dialogical Reading"; III- "Academic Textual Genres"; IV- "Digital Seminars". In each tab, we made available the guidelines of the respective unit and the form of development of the proposed activities, the objectives and the evaluation criteria, the study material and, as they occurred, the recordings of the corresponding synchronous meetings.

In Unit I, **The Act of Studying Online**, we addressed the meanings of studying in an academic-digital community, in order to better understand the practices developed at the university and, indicating that, at that moment, we should rely only on digital tools, which is why our objective was for the students to understand and use the virtual environment and some online classroom tools so that they could organize their study routine according to the

¹ The term "netiquette" refers to a set of rules suitable for communication in a virtual environment. One of the rules suggests, for example, that one should not write words in capital letters, because, in the interlocution, it would be like "shouting" at the other person(s).

proposed study practices. We also considered that it would be fundamental to reflect about the meaning and dimensions of the act of studying, in academic-scientific education, and, at the same time, stimulate them to assume their own position in front of different kinds of texts and to practice academic writing.

In this perspective, we resorted to Paulo Freire's (2008) text, **The Act of Studying**, asking each student to write their answers to the following questions: What does the act of studying mean for Paulo Freire? What does the act of studying mean to you? What do you think about Paulo Freire's ideas? To what extent are they liking your ideas? To what extent are they different? Since this first activity, we asked the students to try to elaborate their texts with cohesion and clarity, observing, also, the indicated formatting guidelines and the grammar and ABNT rules.

In Unit II, we presented the concept of Dialogical Reading (VALLS, SOLER, FLECHA, 2008), focusing on the possibilities of creating spaces to read and share meanings around the works considered classical or fundamental to the study in the different areas of knowledge. We understand that it would be relevant to stimulate, since the first contacts with higher education, a critical attitude towards complex texts and an openness to dialogue and problematization of the contents conveyed in academic-scientific literature and wider communication systems. Thus, we consider the need to use virtual tools and open spaces to stimulate students to approach each other in online video calls, speaking and listening to ideas different from their own, and stimulating them to position themselves in face of contemporary issues, especially those conveyed by the Internet.

With this understanding, we proposed the realization of two virtual activities. The first consisted in the preparation and subsequent realization of a virtual dialogical² literary tertulia, during a Google Meet video call. For this preparation, we indicated that each student should previously read the classic short story **The Vulture**, published in 1920 by Franz Kafka (2018), and select at least one excerpt that they considered significant to share with the class, explaining the reasons for this choice. In addition, we showed a short video of a dialogical³ literary conversation so that they could previously understand the activity, which would be conducted synchronously.

The second activity was configured as an asynchronous debate around a video posted on YouTube, entitled "**Why Should We Believe in Science?**"⁴ This video puts the perspective of ordinary people and prominent professionals from different fields, including

² The dialogical literary tertulia (DTL) is an Educational Performance of Success, that is, a type of shared reading that promotes the learning of all individuals, regardless of the context. TLD consists of the reading of a classic from universal literature (short stories, books, chapters) held before the group meeting. Participants must bring to the meeting highlights of the text and their interpretation, as well as possible relationships between the text and their personal experiences. (MELLO, BRAGA, GABASSA, 2012).

³ Available at: https://www.youtube.com/watch?v=H90ox_Ic7c8. Accessed on: 18 Dec. 2021.

⁴ Schwarza on MOV: Why should we believe in science? (duration 15'25"). 7 May 2020. Available at <https://www.uol.com.br/play/videos/2020/05/07/por-que-devemos-acreditar-na-ciencia--schwarza-na-mov.htm> Accessed Dec. 16, 2021.

academia and media, in the face of the discredit and devaluation of science by some people or some groups. The debates took place in three groups configured according to diversity criteria (of classes, courses, ages, etc.) and moderated by the monitors who supported us, allowing the sharing of potentially different perspectives. Each student had to watch the video and, afterwards, post in the "Discussion Forum" tool open for the respective group, their comments about some highlighted passage. In this forum, each student was encouraged to also comment on the comments posted by colleagues, and answer the question "Could the dimensions of criticism and interpretation, which integrate reflective reading, contribute to minimize the problems pointed out in the video? Why?"

In Unit III, we proposed working with **Academic Textual Genres**, privileging as content, and teaching and learning strategy the elaboration of abstracts and reviews, understanding that these would be the most requested in the introductory disciplines. Our goal as teachers was that students could extract the maximum knowledge from the texts, recognizing and identifying key elements for critical and interpretive reading. To this end, we have developed two video lessons of approximately thirty minutes each, dealing with the topic's "summary" and "review".

In the case of the summaries, we indicated a base text for reading that was divided and hierarchized with the same themes within each part, presented by Pino and Giovanni (2011) who treat the concepts of language and language in Saussure, Chomsky, and Bakhtin. The activities suggested for the class of students emphasized the importance of the summary being an informative text.

In this topic, the concern was to show that each of the chosen authors understand language and language from different perspectives. For this, we developed a set of questions to guide both the reading of the text and the elaboration of the summaries about the authors' theories⁵. The elaboration of the summaries occurred in three different moments, one for each theorist. There was also a set of instructions for the students to follow before the final delivery of the activity. The students were asked to read the summary again to see if there were any irrelevant details and interconnection in the text as a whole and if another reader would be able to read and understand the summary without having read the original text and what the contribution of the authors to the understanding of language and language was.

Once the summaries stage was concluded, we started the theme "review". For this, we prepared a video lesson about the review as an academic genre and indicated the reading of a critical review, about the work of Paulo Freire and Donaldo Macedo, *Literacy: Reading the world, reading the word*, by Borges Junior (2015).

⁵ In the case of Saussure, the concepts of synchrony and diachrony; in Chomsky, the differentiation between structural and generative grammar; and, in Bakhtin, the conceptions of sign, utterance/enunciation/text, and word.

The goal was for students to understand the differences between summary and review and to be able to prepare a critical review, based on the theorists studied in the topic of summaries. Thus, we asked the students to take back their summaries, observe the information contained in the prepared text, and look for complementary information about the authors, such as biographies, works, etc. Unlike the summary, which is informative, the review requires a critical analysis, with reasoned arguments about the theme, work, or author under analysis. On the command of the exercise there was the recommendation to write a biographical paragraph about the authors, a summary of the texts, as well as a reasoned indication, recommending or not the reading of the chapter on Language and Language, on Saussure, Chomsky, and Bakhtin. To conclude this unit, the students posted their reviews on the virtual learning environment.

In Unit IV, we developed all the activities thinking about Oral Communication, in the sense of showing the students that this communication needs joint planning and organization, that is, it should not be improvised and requires the participation of all the members of the group in all the stages of the work's construction. The unit on Virtual Seminars was planned based on our discussions and on the indications of Dolz *et al.* (2011). The goal was to work with the students on the "seminar" technique so that they could understand the importance of its use in the academic community and learn how to assemble a seminar and communicate information from it, in the digital format adopted at that moment. In this sense, this last topic articulated with the previous ones, equally fundamental, as the class needed to gather their knowledge about critical reading, making summaries and reviews, and organizing writing. In this domain, the planning of the seminar, the writing of a script for the presentation, the choice of an application to film the seminar, the finalization of the file with editing, posting, and making the video available, had to be inserted.

For the realization of the seminars, we selected interdisciplinary themes that could provide the dialogue between students from different areas (Degree in Education, Degree in Biological Sciences, Biotechnology, Agronomic Engineering, Physical Education). The themes selected were: "The barriers encountered by trans people to get into the job market"; "Research advances in forensic sciences that come up against structural problems in the criminal investigation system"; "Gender and Science - the use of the male gender as a standard for scientific research"; "Different types of academic plagiarism"; "Biomes under attack - deforestation in Brazil"; "The history of tattooing in Brazil"; "Lab meat". All these themes had a source text (taken from the FAPESP Journal) and, from this, each group of students should research more information about the theme they had been assigned; at this point we introduced guidelines on the use of reliable research sources. From the source text and the complementary texts researched, the group should collectively write a new text (in the Wiki tool), which would be the script for the respective seminar. Thus, Activity 1 consisted of reading and summarizing the source text individually, while Activity 2 was the collective research and writing of the script.

Once the script was executed, each group proceeded to Activity 3, recording a video of their presentation with the application they wanted. Later, this video should be posted on a free access platform (YouTube) as a listed video (which is available only to those who have the link) and shared through the VLE with other colleagues, teachers, and monitors, in the "discussion forum" tool. Later, we proposed that each student watch the presentation of at least three other groups previously defined by the teachers and bring contributions to the dialogue both in relation to the content covered and the presentation format (Activity 4).

Experience Analysis

This whole process of construction and execution of the project made us think about the importance of instrumental learning for students entering university. Making it possible for students to have access to the technological and pedagogical instruments that would be used during the semester seemed especially important for them to be able to continue their academic-digital studies.

As mentioned, we counted on the collaboration of monitors, one graduate student and the others undergraduate students, who were further ahead in the courses and could act helping in the activities. The monitors played a fundamental role in the development of the course. They presented their understandings and questions, while participating in the synchronous classes, and helped each student in small groups to conduct the activities or in previously scheduled individual meetings. In addition, they helped us in the correction of activities, under the supervision of one of the professors, and participated in some discussions about the planning and definition of deadlines for the assignments. The monitors were an important bridge between the group of students and the teachers.

It is worth mentioning the possibilities that were opened using digital technologies that we had to take on remote teaching at a higher level. The tools made available in the VLE were enough for us to establish our communication with the class, as well as to stimulate communication among peers. This communication proved to be fundamental to strengthen the pedagogical relationship necessary for learning, even though we were in such a challenging situation. As we strengthened our relationship, among teachers and with the monitors and the whole class, we realized the diversity that characterizes the students of our institution and the importance of creating dialogic spaces for them to express their doubts, concerns, and expectations related to academic texts.

Likewise, the elaboration and development of the course evidenced our learning in this process, according to the dialogical perspective and the principles on which it is based (AUBERT *et al.*, 2016). We report below the articulated way these principles were concretized in the PECAD and their impacts on our teaching work.

The "egalitarian dialogue" and "solidarity" among the teachers, permeated by mutual trust, enabled joint professional growth and support for the subsequent period. Relying on

skills and capacities coming from teachers and monitors, which we understand here as "cultural intelligence", we were able to evaluate tools and diversify methods and resources (dialogical reading, synchronous dialogical classes, podcasts, and recorded video classes, etc.), linking "instrumental learning" and "meaning making" to the formative elements. Although we had experience in DE, the proposed emergency remote teaching was quite different from this teaching modality with new challenges for teaching. The "transformation" generated by these challenges accompanied our teaching throughout the remote teaching, because we could see that, despite the difficulties, it was possible to do something in this painful moment we faced with the pandemic and mismanagement of the whole crisis in the country. The "equality of differences" was manifested from the elaboration to the execution of the project.

We can say that all these aspects were fundamental to our teaching formation, since this course made us rethink the plan of all the subjects we would have to teach in this new model and calculate approximately the times that would be enough for the students to follow the demands of the subjects, as well as rethink the amount of content, activities and forms of assessment. Moreover, since we started the remote model, we would no longer give up having colleagues sharing planning, reflections, and teaching actions in the undergraduate and graduate courses.

About our learning as higher education teachers, with different experiences and at different moments in their careers, we can say that it was a learning process of intense collaboration and reflection about pedagogical work. What each of us knew and proposed during the planning somehow complemented the other's practice and transformed the teaching practice into a process. The movement generated between the educational reality in which we were inserted and the reflection on the theories that supported our practice occurred in coherence with our actions, often opening new perspectives of action.

Final Considerations

The objective of this article was to report the experience of an extracurricular course held at a public federal university, to support students in remote learning, triggered by the pandemic of COVID-19. While the course fulfilled its role, enabling instrumental learning for students to pursue future studies in this pandemic context, it also provided the opportunity to meet three professors willing to face this challenge.

The organization of the course based on the fundamentals of dialogical learning, with high expectations in relation to students, using tools and methods based on scientific evidence that enable the best learning in undergraduate courses, and assuming co-teaching, was fundamental for all the people involved (teachers, monitors, and students) to learn throughout the course. This experience allowed us, teachers, to acquire knowledge that directed our planning throughout the entire emergency remote teaching, favoring rethinking methods, strategies, forms of evaluation, class organization, etc.

We understand that organizing our pedagogical practice based on scientific evidence was a determining point for the success of the course. In this sense, we based our teaching action on national and international research that indicates the use of classical texts, shared reading, the organization of students in heterogeneous groups, the possibility of interaction between peers and synchronous moments, as promoters of maximum learning.

We conclude that the experience in PIAPE has strengthened us as university teachers to face the emergent remote period. Throughout the process, we saw that the students' learning was enhanced as they understood the specificities of academic reading and used the digital tools, enabling positive impacts on the formative processes under the university's responsibility.

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