

The Articulation of Curricular Contexts and the Use of Digital Technologies in the Construction of an Open Science Platform / A articulação de contextos curriculares e o uso de tecnologias digitais na construção de uma plataforma de Ciência Aberta

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ABSTRACT

This article¹ reports an ongoing experience involving the application of research to teaching that articulates various disciplines and curricular contexts within a Post-graduate Program in Literature and Literary Criticism. Through the use of active teaching-learning methodologies and digital information and communication technologies, we seek to put some core dilemmas of literary studies into dialogue with notions and practices of open science. Throughout this process, we laid the groundwork for a digital platform that would bring together the results of research developed in the context of these various disciplines and make them readily available to their respective audiences and sociocultural territories. By raising awareness concerning the social impact of the program's research, this report should prompt reflection on how to foster articulation between heterogeneous academic and social contexts, both within the classroom connected to other environments and in open scientific productions, accessible to different audiences.

KEYWORDS: Literature and society; Active methodologies; Open science; Curricular contexts

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RESUMO

O artigo relata uma experiência inacabada de pesquisa aplicada à docência, envolvendo articulação de diferentes disciplinas e contextos curriculares dentro de um programa de pós-graduação em literatura e crítica literária. Por meio do uso de metodologias ativas de ensino-aprendizagem e tecnologias digitais de informação e comunicação, buscamos pôr alguns dilemas constitutivos dos estudos literários em diálogo com noções e práticas da ciência aberta. Ao longo desse processo, formulamos as bases para construir uma plataforma digital que reunisse a produção das atividades de pesquisa desenvolvidas no contexto das disciplinas e a tornasse acessível para públicos e territórios socioculturais com os quais elas conversam. Promovendo o impacto social das pesquisas do programa, essa iniciativa suscita, enfim, um questionamento acerca dos modos de articulação entre contextos acadêmicos e sociais heterogêneos, tanto no interior da sala de aula conectada a outros ambientes quanto nas produções científicas abertas, acessíveis para diferentes públicos.

PALAVRAS-CHAVE: Literatura e sociedade; Metodologias ativas; Ciência aberta; Contextos curriculares

Introduction

In March 2020, the World Health Organization declared the pandemic caused by the SARS-CoV-2 coronavirus (COVID-19), which in turn led the São Paulo State government to mandate social isolation five days later. In that context, the field of education with all the agents it involves: teachers, administrators, students, legislators, etc. – had to “reinvent” itself, seeking new ways to implement teaching-learning processes at all educational levels, from preschool through higher education. In that context, the *Pontifícia Universidade Católica de São Paulo* [Pontificate Catholic University of São Paulo] (PUC-SP) – a private, philanthropic, and faith-based higher education institution – like other educational institutions in the country, announced that it was closing its campuses and suspending its in-person classes, but maintaining all its pedagogical activities – classes, evaluations, guidance sessions, meetings and panels – on a remote (online) basis.

Specifically, its Post-graduate Program in Literature and Literary Criticism (PEPG-LCL), which managed to hold all its classes throughout the pandemic without any cancellations, faced significant challenges. These challenges included: selecting a communication platform; adapting its faculty and students to this platform; addressing a lack or insufficiency of equipment, such as computers and cameras; employing new teaching methodologies; managing subjective issues, like fears, anxieties, and doubts in

the face of countless “novelties;” and handling the inevitable psychophysical (mental and physical health) issues.

Amidst this scenario, in addition to maintaining pedagogical and administrative activities, the PPG-LCL held an almost daily schedule of videoconferences (live sessions and webinars) to keep its students motivated, while it organized events which were immediately extended to the general public: open classes on literature and literary studies; interviews with writers, book artists, publishers, and literary critics; meetings with research groups, etc., all open to the public, actively involving its master’s and doctoral students, giving them a leading role in the activities and providing quality content on the program’s social media.

One of the most successful of these initiatives was the creation of an *Open Science Platform*,² an experience that involved professors and master’s and doctoral students in Literature and Literary Criticism, based on the following principles: i) the need for academic actions to foster positive social impact, linking the academic experiences and productions with society at large; ii) fundamental policies and practices of Open Science; iii) strategies and procedures of active methodologies and the use of technologies in education; and iv) the urgency to renew didactic-pedagogical paths at the postgraduate level and in the university as a whole. These four points are interconnected and establish an operation of cause-and-effect aimed at ensuring meaningful teaching-learning-research for the individual and the community.

The present article presents the context in which this educational experience was conceived and executed while also describing its main foundations, practices, and methodology, as well as the results it has thus far achieved. As such, it is *an experience report* related to teaching and research in higher education and postgraduate studies, specifically in the areas of Literature and Literary Criticism.

1 The Open Science Platform (of the LCL/PUC-SP): Context and Foundations

It is well-known that there is deep-seated resistance in the field of education in regard to the use of new technologies. The field is recognized for rightfully prioritizing

² Plataforma de Ciência Aberta [Open Science Platform]. Postgraduate Studies Program in Literature and Literary Criticism. Pontifícia Universidade Católica de São Paulo (<https://lcl-cienciaaberta.pucsp.br/>).

humanistic approaches in teaching-learning relationships and for constantly seeking dialogue with students. This approach is applied even more intensely in postgraduate studies, which, supposedly, involve individuals who are not only more mature and well read, but also deeply involved in their research and in writing their dissertations and theses. This is coupled to the fact that the field of literature and literary criticism still maintains conventional approaches to the use and enjoyment of literature, in which the pleasure and relevance of reading is associated to printed books and individual, silent reflection.

In the midst of all the challenges that we were facing, we professors of the Postgraduate Studies Program in Literature and Literary Criticism at PUC-SP realized that we could leverage our academic actions, gaining further reach on remote platforms, because we were going far beyond our classrooms. Technology became an ally in the use of communication platforms, very notably Teams and Moodle, but also Zoom and Google Meet. We furthermore explored the didactic potential of audiovisual resources, ranging from the use of PowerPoint to splitting the class into simultaneous virtual groups for discussions and team projects. We were also able to take advantage of the fact that we were all at home and therefore able to access our personal libraries of books or private art collections.

Week by week, we reassessed and refined our actions. The growing positive feedback showed us that we were on the right track. For example, the number of followers on our social media, (which previously hardly existed) exceeded 10,000; we held events in which more than 6,000 people signed up (such as the *International Congresses on Literature for Children and Youth*), which when held in-person would bring around 150 attendees. Moreover, this participation came from every region of Brazil as well as countries including Portugal, Angola, Argentina, and Spain. Additionally, due to the ease of the online format, foreign writers and researchers were able to participate. The most significant benefit was seeing our students actively participate in activities that engaged a large part of the student body. This allowed them to share both their knowledge and their personal and professional experiences. The program became a platform for them to bring their projects to life lending visibility to their knowledge, and consequently contributing to society.

As the COVID-19 crisis subsided and social isolation ended, classes and activities returned to in-person mode, mainly in the first semester of 2022. We nevertheless considered it unnecessary and irrational to abandon the dynamics we had built in terms of our remote outreach. So we decided to take advantage of the knowledge we had gained in our classes and other activities during the pandemic, using it in in-person activities.

When we were still engaged in these reflections and efforts, PUC-SP's Postgraduate Pro-Rectorate invited us to participate in an experiment which, as suggested by its name, Active Methodologies, began with a methodological proposal, though it was not clear where it would lead us. It was something that needed to be built along the way, respecting the dynamics and specifics of each program and each participating professor.

The proposal mainly involved offering combined courses, using active methodologies to energize classes and place students at the forefront. This shift aimed to address the outdated teaching methods, which didn't suit the newer generations of tech-savvy students and researchers. These individuals showed less interest in passive teaching styles, like traditional lectures, and there was also a need to make up for the setbacks caused by the pandemic.

We saw this invitation as an opportunity to replicate the principle of multiple simultaneous screens in plural and likewise simultaneous contexts, which is only possible with the use of new technologies. One of the most tangible outcomes of this process was the joint construction, with professors and students, of the *Open Science Platform* (discussed later in this report) based on two predominant principles: the idea of Open Science and that of active methodologies.

The Open Science concept emerged from long-standing discussions concerning the balance between open and closed scientific knowledge in democratic societies. These debates date back to at least the early 20th century (Chubin, 1985; Merton, 1942) and have gained momentum in recent times. With the widespread use of modern communication technologies, new ways of collaborating and communicating among researchers have emerged. These technologies also provide broader avenues to share scientific knowledge and engage with interested parties. As a result, there's a more favorable environment for both advancing scientific knowledge and benefiting the communities that support it.

Renovated by new tools and technological means of sharing information, texts, reflections, and research, the challenge to develop autonomous and rigorous bases of knowledge as well as to ensure its democratization – now energized by the idea of Open Science – finds in literary studies a rich ground for development. After all, the artistic and literary experience within the framework of modernity has consistently straddled a juncture of tension: on one hand, challenging everyday perceptions and common language (aiming to “defamiliarize,” as espoused by formalists) and on the other, resisting confinement by any specialized knowledge or methodology. It is hoped that literature remains, at the same time, both something common to all and something singular to each person – accessible to everyone, yet offering a unique interpretation for every reading, in every work (Eagleton, 1983,³ Compagnon, 2010). It seems as though something in the literary experience refuses to be tamed within a well-defined specificity (and literary creation constantly questions and reshapes the boundaries of what is considered “literature”), while it also debates and questions common presuppositions in our various practices and ways of life, defying submission to a general state of nonspecificity (Adorno, 1995).

Literary studies inevitably grapple with the same tensions inherent in literature itself, oscillating between specificity and nonspecificity, poetic and everyday language, expert knowledge and common sense. As noted by the English critic Terry Eagleton (1983), from the 1960s onward, literary studies underwent a transformation due to the significant, albeit gradual and incomplete, democratization of access to university. This shift was also observed in Brazil, though at a later stage and then with an even greater deficit in relation to a much larger population. As a broader and more diverse readership emerges, it challenges the once-accepted tastes of the literate elites, necessitating a continual reshaping of reading styles and critical standards in the public domain. Concurrently, with this push for democratization, literary studies are branching out into numerous critical perspectives and theories. They evolve, becoming more intricate to meet scientific standards and, in the process, become a field of specialized knowledge. This specialization, whether embodied in the dilemmas of artistic creation or embedded

³ EAGLETON, Terry. *Literary Theory*. An Introduction. Oxford/Massachusetts: Blackwell Publishing, 1983.

in curriculum frameworks (Rodrigues, 2019), ironically adds another layer separating the everyday reader from the literary experience.

Given this backdrop, it's crucial to note that the core principles of Open Science, particularly in the Education sector, include the concept of Open Educational Resources (OER). This idea is intertwined with the need to revisit modern teaching strategies, to better align them with a more proactive role for the student, actively engaged in the creation and dissemination of knowledge. As pointed out by Francine Barbosa and Maurício Arimoto (2013, p. 19):

Cultural shifts, paired with updated governmental and institutional policies, are fundamental not just for the development and use of Open Educational Resources (OERs), but more importantly for ensuring widespread access to knowledge and, by extension, the democratization of education.⁴

The principles set forth by UNESCO are generally the same as this, in regard to the international guidelines they recommend for Open Science strategies and practices. Among other objectives, they aim to diminish disparities in regard to digital access, technology, and knowledge. They advocate for “a common understanding of open science, associated benefits and challenges, as well as diverse paths to open science” (Unesco, 2021, p. 6).⁵ These principles do not rule out – indeed, they presuppose them, as suggested above – the application of updated pedagogical approaches, particularly the active methodologies.

Implementing active methodologies in graduate programs requires adept handling of Information and Communication Technologies (ICTs). These technologies serve as vital platforms for academic interaction, distribution of research content, coordinated actions, the combined use of methods and specific procedures, and more. This approach encompasses a spectrum of tasks, ranging from instructional practices and curriculum development to the logistics of the materials and/or students involved at each phase of the research process. The beneficial side effects of the use of ICTs in the educational process includes the valorization of digital media in the teaching-learning-research nexus as well

⁴ In Portuguese: “A mudança cultural, aliada a novas políticas governamentais e institucionais, é imprescindível não somente para o desenvolvimento e uso de REAs, mas, sobretudo, para o amplo acesso ao conhecimento, conseqüentemente, para a democratização da educação.”

⁵ UNESCO. *UNESCO Recommendation on Open Science*. 2021. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000379949>. Access in: 28 set. 2023.

as the fostering of digital proficiency and inclusiveness, both of which are crucially necessary in today's educational reality.

This changing reality directly involves the role played by professors, which is re-dimensioned and re-signified when a program of research is constructed through the application of active methodologies in graduate programs. As noted by Antonio Schuartz and Helder Sarmiento (2020, p. 430),

The digital context demands an educator who is not merely a conveyor of knowledge but also a challenger in a world that expects individuals to be critical thinkers, adept, inventive, and adaptable. In such a setting, it is essential that rigid, entrenched pedagogical methods become more flexible, incorporating approaches that position the students as creators of knowledge. The teacher acts as a mediator in this process.⁶

As stipulated in authoritative guidelines like the National Common Core Curriculum (Brasil, 2018), the proactive deployment of ICTs positively impacts the use of active methodologies in graduate studies. Within this framework, active methodologies are generally seen as an array of methodological tools aiming at the typification of the pedagogical experience, allowing for a reevaluation of processes and outcomes.

The *Open Science Platform*, created by the Post-graduate Program in Literature and Literary Criticism at PUC-SP, therefore valorizes, in both research and teaching settings, learning strategies that prioritize student involvement, moving away from traditional teacher-centered methods. This approach aligns well with the reality of higher education, as stated by Thais Schlichting and Marcia Heinzle (2020, p. 20):

It is in the context of innovations and transformations that various active learning methodologies are introduced. Although they are distinct methodological movements, they share common guiding principles and are rooted in the understanding that the [higher education] student is the center of the teaching and learning process. From this perspective, the student is immersed in practices in which, by becoming actively engaged, relying on the guidance of their teachers, they construct their autonomy throughout the training process.⁷

⁶ In Portuguese: "O contexto digital requer um professor que não seja apenas um transmissor do conhecimento, mas também um provocador em uma sociedade que tem demandado sujeitos críticos, competentes, criativos e flexíveis. Nesse cenário, práticas pedagógicas endurecidas e enrijecidas devem ser flexibilizadas e a elas agregadas outras que coloquem os estudantes como produtores do conhecimento. O professor passa a ser o agente mediador nesse processo."

⁷ In Portuguese: "É no contexto de inovações e transformações que se inserem as diferentes metodologias ativas de aprendizagem. Embora sejam distintos movimentos metodológicos, os princípios norteadores são

Practices such as those described above enable and encourage the implementation of innovative experiences within Brazilian postgraduate education, especially through the adoption of diversified and active methodologies, linked to the use of ICTs.

Increasingly, traditional teaching styles face criticism for being outmoded, less inclusive, and less effective for most students. Therefore, educational institutions are exploring ways to update and enhance the learning experience for students. In response to this need, active methodologies emerge, where students are positioned not just as “listeners” or mere spectators of classroom content, but as active participants in the teaching-learning process.

One of the aims of the active methodologies is to make the educational experience more “appealing” to students, especially in today’s world, where students have simultaneous access to vast amounts of different sorts of information. In this context, active methodologies aim to kindle the students’ “desire” to learn, by empowering them, leading them to each assume the role of an *active* agent in their own learning. It can thus be stated that the primary difference between active methodologies and the “traditional” teaching method is the shift in the role of each participant in the learning process.

Paulo Freire in his seminal work *Educação e Mudança* [Education and Change] (1979), emphasizes the significance of *commitment*, relating it to the educational process and linking it to the need for action and reflection on the part of the agents involved in it:

If one lacks the ability to reflect on oneself and one’s way of being in the world, not seeing it as inseparably linked to one’s actions upon the world, then their existence is confined by the limits of their own world. Consequently, such an individual is incapable of commitment (Freire, 1979, p. 17).⁸

When talking about active methodologies, in a certain way, one is also referring to the idea of commitment, as this is a term which – in the educational context – is

compartilhados e partem da compreensão de que o estudante [do Ensino Superior] é o centro do seu processo de ensino e aprendizagem. Sob essa perspectiva, o acadêmico é inserido em práticas, nas quais, ao se engajar ativamente, contando com a orientação de professores, constrói sua autonomia ao longo do processo de formação.”

⁸ In Portuguese: “Se a possibilidade de reflexão sobre si, sobre seu estar no mundo, associada indissolavelmente à sua ação sobre o mundo, não existe no ser, seu estar no mundo se reduz a um não poder transpor os limites que lhe são impostos pelo seu próprio mundo, do que resulta que este ser não é capaz de compromisso.”

conceptually linked to notions of autonomy, protagonism, and meaningful learning, all of which are directly or indirectly connected to different methodological processes/resources. We therefore see that the use of active methodologies is capable of arousing, in the *learner*, not only curiosity for research but also eagerness for new meaning in one's educational routine, based on an active and critical relationship with knowledge, challenging the learner through questioning and experiments. In the words of Lilian Bacich and José Moran, "(...) learning through means of transmission is important, but learning through questioning and experimentation is more relevant for a broader and deeper understanding" (2018, p. 2).⁹

Therefore, the construction of knowledge, especially through participation/intervention in practical activities, ultimately defines the active methodologies, implying the student's involvement in the process of understanding, organizing, and consolidating this knowledge.

2 The Articulation of Curricular Contexts with Digital Technologies in the *Open Science Platform*: An Experience

PUC-SP's Literature and Literary Criticism Program, due to an invitation from the Pro-rectorate of Postgraduate Studies, became part of a project named *Articulação de contextos curriculares e uso de tecnologias digitais em cursos de graduação e pós-graduação da PUC-SP* [Articulation of Curricular Contexts and the Use of Digital Technology in Undergraduate and Postgraduate Courses at PUC-SP]. For the second semester of 2022, the program chose four courses to participate in this project: *Literatura e leitura: palavra, imagem e design em confluência* [Literature and Reading: Word, Image, and Design in Confluence] (an elective subject offered to master and doctoral's students) taught by Professor Diana Navas; *Literatura e Territorialidade: espirais poéticas* [Literature and Territoriality: Poetic Spirals] (an elective subject offered to master's and doctoral students), taught by Elizabeth Cardoso; *Projeto de Pesquisa* [Research Project] (a mandatory course offered exclusively to master's students), taught by Maurício Silva; and *Teoria literária* [Literary Theory] (a mandatory course for

⁹ In Portuguese: "(...) a aprendizagem por meio da transmissão é importante, mas a aprendizagem por questionamento e experimentação é mais relevante para uma compreensão mais ampla e profunda."

master's students and an elective course for doctoral students), taught by Professor Fábio Roberto Lucas.

These courses were selected partly because of the professors' familiarity with activities involving the use of digital tools and active methodologies. Another reason for their selection was the blended mandatory and elective nature of these courses, which implies specificities to be considered in their offering.

In the project carried out in the second semester of 2022, we considered all the students enrolled in the four subjects, organized into groups, not according to the subject(s) they were actually enrolled in, but based on their personal scientific research proposals. The purpose of this organization took into account the fact that students could, at the same time that they were developing in their subject matters, also conduct their own research, thus preparing for their thesis or dissertation, while finding among their peers and professors opportunities for scientific exchanges.

Students were thus categorized into four thematic clusters: *Literatura infantil e juvenil e educação* [Children's and Juvenile Literature and Education], coordinated by Professor Diana Navas; *Prosa de ficção* [Fiction Prose], conducted by Professor Maurício Silva, *Questões étnico-raciais e de gênero* [Ethnic-Racial and Gender Issues], supervised by Professor Elizabeth Cardoso, and *Poesia, outras artes e saberes* [Poetry, Other Arts, and Knowledges], overseen by Professor Fábio Roberto Lucas. Although each group had a specific professor coordinator, joint meetings with all students and professors were a regular feature throughout the semester.

The groups were then presented with the work proposal that they would develop throughout the semester: the development of products derived from scientific investigations that would demonstrate, in a practical way, the applicability of the knowledge acquired in the disciplines. Such products should be aimed at various audiences, both experts and nonexperts in the field of literature, seeking to contribute socially to the dissemination, discussion, and expansion of literary themes in society. This goal was coupled with a further challenge: in the development of their products, each group should interrelate the knowledge acquired in the four offered subjects.

Since not all the students were enrolled in each of the four subjects involved in the project, an "open doors" policy was established among them. This means students were allowed to attend – without obligation and remotely – the classes of all four subjects,

according to their interests. Only attendance in the subjects they were regularly enrolled in, however, was counted for credit purposes. It should be noted that, to ensure effective dialogue between the content of the various subjects, the lesson plan for each was developed as a joint effort among the teachers, allowing themes and bibliographical references to be exchanged and shared by everyone.

The professors, observing each of the groups and the products they were developing, saw the richness and diversity of the materials produced – both in terms of their content and their digital aspects. These professors therefore recognized the possibility of creating a platform which could, in alignment with Open Science principles, broadcast them and ensure the visibility, discussion, and expansion of the proposed themes. This idea, well received by the groups, presented a new challenge: to technically construct a platform in the virtual environment, which would require financial resources for hiring specialized services. The solution the team of professors found was to apply for the PIPAD (*Pesquisa Aplicada à Docência* [Applied Research to Teaching]) grant competition, offered by the Pontifícia Universidade Católica de São Paulo, as a way to assure funding for research proposing new ways for teachers to think and act in undergraduate and postgraduate courses.

The project we presented was approved, and thus provided the group with the resources to develop an open science platform which has, ever since, allowed for the publication of works and studies by student researchers as they are produced, evaluated, revised, and approved within the postgraduate subjects we have taught, always in articulation with one another and with the project as a whole.

It should be noted that the platform supports a wide variety of publishing formats, ranging from written documents (like PDFs, DOCx, etc.) to multimedia recordings. It also integrates with leading online video and audio platforms. Users can organize content in different ways, setting up categories based on new work as it emerges and establishing both fixed and dynamic links between different contents. This offers the flexibility to create both sequential content (like thematic series of various episodes) and more intricate, rhizome-like associations, guided by keywords in each item's metadata and user navigation history.

As soon as the platform's development was completed and access to it was provided, we published all the content produced by student researchers in the second

semester courses of 2022. A retrospective publication of works produced in the first semester of that year is also planned, and the works developed in the first semester of 2023 will also be published. At the time of writing this article, we are, therefore, in the third consecutive semester of realizing this work. Along this journey, many student researchers have been participating since the outset, while others have joined and then left, following their path in postgraduate studies. With each new semester, more student researchers join with those who have already contributed materials to the repository. This dynamic of continuity and gradual change in the body of scholars involved seems to be creating a culture of academic activity and research, consolidating, in short, a practice whose outlines and boundaries still need to be better discussed, defined, and institutionalized.

The completion of the platform's development was a significant step in this direction, since it allowed for the development of a clearer and more efficient framework for setting the standards and shaping the content produced by the diverse research groups associated with the subjects. Moreover, in practice, it established a meeting ground between the heterogeneous contexts driven jointly by the various subject areas with their active methodologies, and by the Open Science concept, which guided the platform's development. Now, student researchers organize projects around interests they share in common, analyzing literary works and mobilizing concepts of literary studies in different modalities – including that of the academic article – and considering various audiences, not just within the university, but also from various educational levels, cultural institutions, the literary realm, the artworld, etc. It's essentially a platform for technical productions that disseminate ongoing research, which at the same time allows for the sharing of what has been done with the scientific community, while engaging with a much broader audience that is nonetheless interested and involved in research conducted by a postgraduate program in literature and literary criticism: professors and other and educators attracted to the analysis of contemporary works or to new critical and historiographical views on past works; reading mediators or activity coordinators in cultural institutions; entities engaged in policies of public education; as well as artists, translators, and editors looking to refresh their conceptual and theoretical repertoires.

As this involves a new territory and a novel research environment, the process of formalizing the use of the platform will undergo many phases that should more precisely

define everything ranging from qualitative standards for publication to its potential roles, even perhaps extending beyond technical production, into dynamics such as pre-publication, open peer review, and other Open Science practices ((SciELO-Scientific Electronic Library Online-, 2019). This territory furthermore reveals the intersection between forms of accessibility and visibility designed for academic research (abstracts, keywords, references) and those intended to integrate content within search engine mechanisms (focus phrases, metadescription, and definitions of URLs, among other factors for search optimization).

In summary, registering new content on the platform involves a true *overdetermination of the metadata*, produced to index the same content in at least two heterogeneous realms: the world of scientific productions recognized by funding agencies and universities and the world of cultural productions that dwell on the internet, seeking a nonacademic audience. Therefore, when the student researchers conceived the project they aim to publish on the platform, they must consider not only the keywords from theoretical and critical discussions that will connect them with other academic researchers focused on the same topic, but also the expressions and terms that other potential audiences might use to search for it.

With the potential to become an open academic and multimedia journal for a wide variety of contributions, both from within and outside our postgraduate program, the platform must also be careful to preserve its intended use and to ensure the continuation of its original functions – established within the work with the articulated subject areas and the active methodologies – thus making sure that these functions, which inspired our applied teaching research project, remain intact. It should be noted that the platform's design allows for the adoption of a Continuous Publication (CP) system – making research works accessible as soon as they are approved by reviewers and evaluation committees, with no need to wait for the next periodic issue (SciELO-Scientific Electronic Library Online-, 2019; Santos, 2019). When so published, they are arranged in chronological order according to publication date. The platform can also organize them into various tiers of categories of projects, where the content is leveraged through connections with the broader and collective dimension of its production. Especially in the case of works produced by groups within articulated subject areas, these connections are

sometimes stronger than those found between articles in a thematic collection of articles in an academic journal.

Conclusion

How can one productively articulate these demands that are not only heterogeneous but often opposite? This is perhaps the question that summarizes the educational and institutional challenge we face. It is moreover connected to broader social and cultural dilemmas arising from the constant technical acceleration of life (Rosa, 2022), as well as to the increasingly widespread presence of media for reproduction and communication, which are constantly multiplying encounters between heterogeneous contexts (Aira, 2016). These contexts include the university and the household environments of our student researchers (connected in the online classes during the pandemic period), the university and the research fields, as well as the reading rooms in public and private schools, which are of great interest to our teachers and postgraduates who have projects focused on forming literary readers. Encounters like these come with risks, the primary one perhaps being a drift towards the path of least resistance, erasing the distinctiveness and differences between these diverse contexts, homogenizing them and yielding to the pressures and automatic behavior of modern life at a constantly accelerating pace. These pressures intensify the social reification of the experiences of beings and individuals, submitting them to instrumentalization and to the condition of interchangeable commodities (Rosa, 2022).

On the other hand, the Open Science platform also provides critical possibilities for confronting this trend towards acceleration and reification, offering pathways for a reconfiguration of technology, allowing us, among other things, to reshape tensions that have been historically inherent in literary studies, like the one between democratization and the specialization of theoretical and critical knowledge, as discussed above. What happens to this when the academic space dedicated to refining this knowledge, with its distinct rigor, not only makes its ongoing development accessible to the public, but also touches on or engages with its cultural territories of experimentation and reception?

The question gains another level of resonance when we consider that the research and construction of this knowledge, facilitated by active methodologies, are carried out

by student researchers who are very often deeply connected with these territories, assuming various roles such as teachers, cultural mediators, editors, etc. Our research community is attentive to the specificities between these roles and the production of academic knowledge, and now, with its Open Science platform, it faces the challenge of productively managing the tensions and difficulties that emerge in this encounter between the local and the virtual, the public university space and the private student space, the internal dialogue with academia and the dialogue with other audiences, in the city of São Paulo as well as in the many other regions of Brazil.

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Research Data and Other Materials Availability

The contents underlying the research text are included in the manuscript.

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Reviews

Due to the commitment assumed by *Bakhtiniana. Revista de Estudos do Discurso* [*Bakhtiniana. Journal of Discourse Studies*] to Open Science, this journal only publishes reviews that have been authorized by all involved.

Review II

The article concerns a topic that is relatively recent in Brazil and which, unfortunately, still meets resistance from some national journals, namely, the practice of open science. The authors present a text consistent with what they propose in the title and the purpose section of the article, using clear, scientific language. I am therefore in favor of approving the manuscript. ACCEPTED

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