

Educational networks and the current challenges of Cyberculture

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EDITORIAL

When this thematic issue was thought of, we lived in December 2019 and even with a dense and very controversial politico-historical moment, we believed in a better 2020. The verb “to hope” permeated our future plans, promising new achievements and strength to seek better days.

However, in February 2020 we were assaulted by the new Coronavirus that caused Covid-19, resulting in a pandemic with its own characteristics that affected the entire life system of people. In this scenario, social isolation came to avoid contagion, a new way of living in society was established and, with this, work and school were reconfigured to adjust to this new moment in history. The home office and remote education have become protagonists in the lives of most people and, thus, the moment we are in today emerges.

We live like Sisyphus between advances and setbacks in the treatment of this pandemic, with medications, vaccines in the testing phase, but we have nothing concrete to control the pandemic via vaccines. As mentioned, advances and retreats, that stone of Sisyphus that rises and falls, marking the strength of the movement, the eternal chaos, that makes things happen and encourages us to get out of our routine and reinvent ourselves, even when the stone descends.

Therefore, at this point in history, of what was already advocated in the use of digital technologies in work and education, much has either been reinvented or put into practice. Classes, meetings, lives, all via digital platforms. Platforms that, similarly, made changes this year to enable better usability.

Accordingly, we who organized this thematic issue realized how the texts that constitute this issue help us reflect even more on teaching in this pandemic time.

The use of datafication, platforming, intelligent algorithms, internet of things, artificial intelligence, frame and make this moment something unusual for us. These are just a few notions that translate plural forms of action and agencies between human beings and technical objects in our time. Ecologies of knowledge emerge and challenge us, especially in Cyberculture. These are artifacts, devices that connect people, territories and institutions of the current phase of Cyberculture in a time of pandemic.

We live in a moment of denial, pseudoscience, fake news, cracked privacy, social isolation, home office and we reflect: how to deal with these dilemmas in the Education and Communication interface? How to educate and institute curricula that are critical in denouncing the ills of our time, but that also announce innovative and more democratic practices in Cyberculture? How to circulate and popularize Science and always-in-motion knowledges? Based on the dilemmas, punctuated here, the texts selected to compose this thematic issue are inserted in the perspectives punctuated here, thus aiming to confirm formative environments, interlocutions, production of questions and sharing of meanings.

The composition of this issue has 10 texts by authors from different regions of the country, but united in the same perspective, to discuss the phenomena in the Cyberculture of Education. The first text “*É tanto aplicativo que eu não sei mais não*”: práticas culturais de estudantes de Pedagogia intermediadas por dispositivos digitais has as authors Vera Teresa Valdemarin (Institute of Biosciences of Rio Claro) and Eduarda Escila Ferreira Lopes Monteiro (Faculty of Sciences and Letters of Araraquara, Universidade Estadual Paulista Júlio de Mesquita Filho). The article presents and discusses data related to one of the research axes of the research project entitled ‘Cultural Practices and Teacher Training’. That is, the one designed to map the cultural practices intermediated by digital devices of students of two Pedagogy courses in the face-to-face

modality, offered by public and private institutions, in a city located in the interior of the state of São Paulo.

In the second text, Verônica Alves dos Santos Conceição (Tiradentes University) and Alexandre Meneses Chagas (Tiradentes University) present to us the text *O pesquisador e a divulgação científica em contexto de Cibercultura e inteligência artificial*, which aims to understand how researchers in graduate programs at a public university in Bahia understand the role of scientific dissemination. Even more, it aims to present the context of Cyberculture and Artificial Intelligence as enabling the act of spreading Science. It constitutes an excerpt from an empirical research that focused on the researcher and scientific dissemination.

In sequence we have the article *Musas fitness na Cibercultura: pedagogias de corpos perfeitos no Instagram* authored by Joana Dourado França de Souza (Federal University of Bahia) and Edvaldo Souza Couto (Federal University of Bahia). In this text, the authors present results of a research that aimed to analyze profiles of fitness muses on Instagram, a social network application for sharing photos and videos. The main argument developed is that these muses use pedagogies of perfect bodies as a visibility strategy.

The text *Formação de sujeitos autores-cidadãos na cibercultura: um modo de resistir para re (existir)* is authored by Mirian Maia do Amaral (Getúlio Vargas Foundation), Rosemary dos Santos (University of the State of Rio de Janeiro) and Alexsandra Barbosa da Silva (University of the State of Rio de Janeiro). It is a writing inspired by research carried out by the authors in the undergraduate course in Education at a public university in the State of Rio de Janeiro. It offers reflections on the contributions of Online Education to the formation of author-citizen subjects as a form of struggle and resistance to global challenges and local turbulences.

The next text *Memes sobre ciência e a reconfiguração da linguagem da divulgação científica na Cibercultura* has as authors Kaio Eduardo de Jesus Oliveira (Integrated Colleges of Sergipe), Cristiane de Magalhães Porto (Tiradentes University) and Leonardo Fraga Cardoso Junior (Tiradentes University). The text analyzes the production and reproduction of memes about science from the perspective of its digital language. This occurs from the construction of a communication model that articulates different networked, syntactic and semantic elements such as intertextuality, humor and aesthetic representation. It is a qualitative research with an exploratory approach on Facebook pages, seeking to understand how, from the production of memes, a form of scientific communication is created in parallel, displacing and proposing another place for the circulation of information, ideas and scientific facts.

In the text *Reglus: uma proposta de prática pedagógica na Cibercultura*, Wallace Carriço de Almeida (Federal Rural University of Rio de Janeiro) and Edméa Oliveira dos Santos (Federal Rural University of Rio de Janeiro) are the authors. This is an excerpt from a doctoral thesis, still in progress, entitled: 'Fact-checking education: identification, production and combat of narratives on networks'. This aims to understand the context of the emergence of fake news and their repercussions on society and education in order to develop research-training methodologies in times of post-truth.

Following the list of texts we have *Cartografando multiterritorialidades docentes e discentes na Cibercultura* authored by Karla Nascimento de Almeida (Vale do Rio Doce University), Maria Celeste Reis Fernandes de Souza (Vale do Rio Doce University) and Cristiane Mendes Netto (Vale do Rio Doce University). This article aims to analyze the multi-territoriality and the 9th grade of elementary school teachers' and students' processes of knowledge, when accessing the virtual territory. The study participants belong to a public full-time school in a medium-sized city in Minas Gerais and the source of the data produced was the narrative interview. In the conclusions, we observe the importance of the debate in the field of education about the ubiquity movements that demarcate the processes of knowledge of both teachers and students. This, in addition to school learning, proposes reflections on access to the virtual territory, marked by an identity movement of the subjects, whose experiences are woven in different socioeconomic and cultural conditions.

Pesquisa em educação na cibercultura: formação docente para a/na complexidade is a result of a research by Obdália Santana Ferraz Silva (State University of Bahia) and Sergio Alejandro Rodríguez Jerez (Escuela de Educación, Universidad Sergio Arboleda, Bogotá, Colombia). It is a text resulting from one of the collaborative researches, referring to teacher training, developed in partnership with Basic Education teachers who participated in an umbrella project, carried out in the period from 2014 to 2019, within the scope of stricto sensu graduate programs from universities in Brazil and Colombia. The authors concluded that teacher training needs to articulate the pedagogical, political and cultural dimensions for teaching in a school routine marked by uncertainties and conflicts that take place in the social, science and technology

fields; the diversity of culture and languages; by the polyphony of conflicts that impels the teacher to understand the meaning and the social place of the school.

In sequence is the article *Tecnologias emergentes da indústria 4.0: considerações para o redimensionamento dos currículos de engenharia* written by Fernando Covolan Rosito (Federal Institute of Education, Science and Technology of Rio Grande do Sul), Eliana Maria Sacramento Soares (Federal Institute of Education, Science and Technology of Rio Grande do Sul) and Carine Geltrudes Webber (Federal Institute Rio Grande do Sul Education, Science and Technology). This text presents an exploratory study about how some of the emerging industrial technologies can act as a starting point for the redimensioning of didactic practices in Engineering training. The authors start from the identification of some scenarios of insertion of technologies in the classroom, seeking to signal the path they need to travel, in order to meet the demands that the fourth industrial revolution presents us.

The last article, entitled *Thomas Morus e a Utopia como anúncio de uma comunidade virtuosamente educativa*, is authored by Juliano Peroza (Federal Institute of Paraná, Campus Irati), Peri Mesquida (Pontifical Catholic University of Paraná) and Wilson Agnaldo Horvath (Nove de Julho University, São Paulo). This text intends to present a discussion about the concept of education in Thomas Morus' Utopia. Based on the methodological assumptions of hermeneutics (Gadamer, 1997), whose main purpose is the understanding and interpretation of texts, it aims to explain the notion of education expressed by Thomas Morus in his work Utopia.

We believe that this publication contributes to expanding repertoires, reviewing our practices and thinking about new practices, aiming not only at a future where Education is increasingly engaged in the use of digital artifacts in its daily practice.

An excellent reading to all!