



A Discursive Analysis of *Curriculum+* Platform: Openness, Collaboration and Authorship in the Educational Space?

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Abstract

Discourse analysis is the theoretical and methodological foundation of our research, in which we analyze some potential changes in the processes of teaching and learning with the use of different digital resources. Our research corpus is the Curriculum+ initiative, which is configured as an online platform for digital resources articulated with Sao Paulo State Curricula. The objectives of the Curriculum+ initiative (<http://curriculomais.educacao.sp.gov.br/>) are: “to offer digital pedagogical resources for teachers, as well as training and guidance for implementation, to make the classes more contextualized, meaningful, interactive and customized, in addition to providing the student digital resources to enhance, restore or supplement their studies within or outside the school.” In order to understand the Curriculum+ platform discursive function and its effects on the senses of authorship, collaboration and openness, we mobilized the concepts of archive, open educational resources, and reader effect. As results, we highlight the principles of collaboration and authorship as relevant in the process of an educational policy; technology as a social practice that places itself beyond the technical grounds and the importance of continuous analysis of the resources used in the educational context due to the fact that it allows us to understand the teaching and learning processes in times of transformation. (Funded by FAPESP- São Paulo Research Foundation).

1. Introduction

In the work “From the court party to the urbanite public”, Chartier refers to the exhibition of the play *George Dandin* by Molière in two different aspects, “mobilizing expectations and diverse references”. In the court, the play inserts itself in the devices of monarchical parties; in the city, the play is inserted in the devices of the urban theatre. The different conditions of exhibition build “a signification of the text that is not reducible only to words”. Thus, Chartier highlights that “there is no sense in a work that is outside the variable ways of interpretation”.

There is, in this perspective, a sense of materiality interesting to be thought about if we analyze our research corpus – the Curriculum+ platform. Chartier (2003:38), when referring to the electronic representation of the texts, states that the changing of the materiality totally modifies their conditions:

[3] The electronic representation of texts totally modifies their condition: the materiality of the book is replaced by the immateriality of texts without their own place; the contiguity imposed by the printed object opposes itself to the free composition of undetermined manipulable fragments; to the immediate perception of the totality of the work, possible by the object that contains it, emerge a navigation of long duration in the textual archipelagos with unstable borders. These mutations inevitably and mandatorily command new ways of reading, new relations with the written, new intellectual technics.

Therefore, the fact of existing available resources to teachers via a digital platform, inserts this teacher in a different position while professional, reader and individual and collective producer of knowledge. It is our challenge to understand this new position and the resources offered to it.

2. Theoretical and methodological perspectives

Our research *corpus* is the *Curriculum+* initiative, which is configured as an online platform for digital resources articulated with Sao Paulo State Curricula. The objectives of the Curriculum+ initiative are: “to offer digital pedagogical resources for teachers, as well as training and guidance for implementation, to make the classes more contextualized, meaningful, interactive and customized, in addition to providing the student with digital resources to enhance, restore or supplement their studies within or outside the school.” (<http://curriculomais.educacao.sp.gov.br/>)

Our main issue consists in understanding the Curriculum+ platform discursive function and its effects on the senses of authorship, collaboration and openness.

This work is enrolled in the French Discourse Analysis perspective. As we adopt this perspective of analysis, we treat the corpus as discourses that are part of more encompassing discursive processes,



in which operate injunctions of an ideological nature. Thus, it is necessary to investigate beyond the mere presentation of the digital platform interfaces, creating an analysis about their ways of signification and their potential effects to the senses of authorship in the educational field, as well as their effects in the teaching and learning processes.

3. About the Curriculum+ platform – a discursive analysis.

We assume (Abreu, 2013:50) that the condition of access population has to certain technological devices may not be understood only at the individual level, but in a collective and public dimension. Being able to perform activities involving the use of technological devices and, in particular, being able to develop various ownership types of these assets may not simply depend on the financial situation of an individual, or be restricted to certain classes. We must have mechanisms, including legal ones, to enable the diversity of uses by different individuals.

Thus, the emerging of new resources in the digital area, as for example the Curriculum+, brings senses to be considered in the educational field, senses that can move to the path of the ratification of an educational model focused on the teachers and on the knowledge transmission, or may contribute to the redefinition of the teachers' role in the elaboration of conditions for the construction of knowledge by themselves and by students'. (Abreu, 2012: 34).

The curriculum+ platform was created by the Secretary of Education of São Paulo, being introduced in February, 2014. This initiative:

Unfolds itself from an online platform of digital content (videos, video classes, games, animations, simulators and information graphics), articulated with the Curriculum of the State of São Paulo and available by means of a curatorship process performed by a group of teachers, coordinators of Pedagogical Cores from several Educational Boards, they represent all levels of education and Curriculum disciplines.

An important aspect to be considered is that the content of the Curriculum+ is articulated with the curriculum used in the public schools of the State of São Paulo. This articulation may occur in relation to the content itself or in relation to the approach. This doubled possibility has as effect the valorization of both the content and the approach, presenting a perspective of an education that is not only based on contents.

In relation to the contents present in the platform, there is a conception of openness and collaboration since all the materials are free to be accessed. They may be created by teachers or students of the State System of Education of São Paulo, as well as they may be selected and suggested by those teachers. Moreover, there is the possibility of the elaboration of contents by/to the Secretary of Education or the contents may be given to the Secretary by other users.

The senses of openness and collaboration manifest themselves on the release of resources that may be utilized in various ways (copied, remixed), depending on their copyrights, propitiating a rich creation space in the educational field.

In relation to the participation of teachers of Public Schools, there is the possibility of suggesting digital educational objects to be integrated to the platform, as it is seen in the excerpt below:

“Send suggestions of others Digital Objects of Learning (DOL) that are available on the internet and help us to expand the platform options.” (<http://curriculomais.educacao.sp.gov.br/>)

However, it is noticed an erasure of the teacher, because he is capable of obtaining information, having access to the platform via suggestions and resource usage, but not in the effective position of author, in the sense brought by Orlandi (2004:74) to whom “the position of the author is made by the relation with the constitution of a place of interpretation”, and in this place, the author is determined:

[4] a) On one side, by the fact that he may not say senseless things (the relation with the Other, the Memory of the act of Saying) and b) the author must say things that make sense to a determined interlocutor (the other, whether he is effective or virtual). Thereby the historicity is actualized in the author-function through interpretation. On one side, the historicity as a relation with the production conditions of the act of saying, in the process of its formulation that defines Who, To whom, Where etc., as imaginary formations. At this point, the history of the act of saying of an author and the history of the readings of a reader confront each other. On the other side, the historicity appears as *inter discourse*, as constitution (but not formulation) of the act of saying, as the set of what is possible to be said and of what is possible to be interpreted. In this case, the Other is not the interlocutor, but the place of the constitutive otherness, the presence of another meaning in the meaning, the presence of the ideology. In fact, the authorship, at the same time builds and is built by interpretation.

The question that remains is: although we know about the potential conditions of authorship of the teachers, what is the real space of articulation in this sense? What are the production conditions of a saying that is able to circulate in the network? This way, we understand that the gesture of



interpretation, the reader-effect, may be actualized in the profession of teaching, but it is not evidenced as a possibility in the platform in order to the teacher be considered an author. This is a problem that is not only caused by the platform model, although we can perceive an idealized vision of the teacher in it, for example, we see an image of a happy teacher, in front of her computer, inside her individual workroom, creating educational objects. The idealization of a teacher that is also a resource producer is shown in the formulation of the invitation below:

"Here you may find several tools to adapt or create your own Digital Learning Objects. What about producing games, videos, animations and interactive maps? If you know any other creation resources, share with us by clicking here" (<http://curriculomais.educacao.sp.gov.br/>)

The formulation itself as an invitation indicates a simplistic view in relation to the real conditions of a public school teacher, presenting the educational resources production not as an effect of a public policy in teaching, but as an individual thing that only needs the release of tools and an individual invitation: "What about producing...?"

4. Conclusion

We understand the relevance of repositories with open educational resources, bearing in mind the strengthening of openness and collaboration principles that is present in it. However, we highlight the necessity of a state policy more embedded with the national policy of valorization of the teaching process, as the national policy seeks to value the professional with better work conditions, both in the classroom and as a creator of educational resources.

References

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