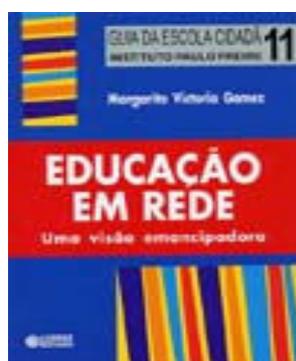# ON-LINE EDUCATION: AN EMANCIPATING VISION

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*"*On-line Education*"* is a book that meets the challenge to present itself as an unfinished text. In addition to demanding an active participation of the reader, it requires a predisposition to complete it through an also inconclusive dialogue.

Among its goals we can find the search for education networks that remain under constant reconstruction, maintaining the emancipative vision as an imperative for the reconfiguration, as a constituted tissue for the scaffolding of subjects who impress, imagine, think and have a will.

The unfinished part is presented in the following paragraph: "Similar to Babel according to Borges, knowledge is the product of a hazard in which fiction is the universe and where, out of fear of its multiple combinations, individual texts constitute an unfinished tale. In this labyrinth-shaped universe, the mirror and the recurrence do not allow finding the way out" page 134.

The sense of *being* of man within a planetary community is framed by the ontological condition of inconclusiveness; the requirement of *being more*, however, as well. This *more* is guided by the need for dialogue with others in terms of the opening and maintaining an unconcluded dialogue.

The idea of a web or network leads to an articulating demand within the context of the category of wholeness. Based on this category, we will be able to present a reticulum of concepts where we can find included the web, subjectivity, identity, experience, mediation and, of course, digital literacy. This reticulum results in a concept of identified education with a condensed arrival point to something that the author defines as 'the pedagogy of virtuality'.

The author is willing to contribute to the preparation of education networks through an emancipating vision, implying here a libertarian educational concept. This concept includes subjectivity related to fears and uncertainties of those who have recently joined the virtual feature.

One of the merits of this work is to conceive the identity at the mark of an unfinished process, where the unconcluded subjects wish to be *more* based on the encounter between men and women. Thus, communication and dialogues embody modalities of accordance and conflict that have to be faced by the interacting subjects within the network. Another fundamental aspect is represented by the cyber culture where the

identity problem has to be rethought and reintroduced in the networks sphere, considering the inconclusiveness of men and women.

The experience of opening, in turn, is felt as a 'foundation experience' as long as it represents a pedagogic device. This refers to a new organization of acknowledgements whose demand follows a 'new organization of the experience' where the acknowledgements in their function of cognition find their articulations related to ethical and political levels.

Even though the text is giving us a point of departure based on the concept of dialogic educational networks and a point of arrival of an educational concept that intends to agree with a pedagogy of virtuality, the mediation will be offered by the aspects of the pedagogic project, by the methodological questions, and by the evaluation.

THE EDUCATION PROJECT ORIENTED TO PEDAGOGY OF VIRTUALITY

From the project's point of view, virtual education, or education via internet, is created as an important option to insure that the subjects accept knowledge, debate over it and build up proposals that match their reality and their very context. All of this is accomplished while respecting the participant's subjectivity, culture and context, thus guiding to proposals of intervention that allow improving and even transforming the social, political and educative environment.

Special attention is given to the procedures during the design and implementation of educational projects, from the technological to the pedagogic area, especially the moment where the content is related to the means, tools, objectives, competence, etc. In all of this, the emancipating ideas of Paulo Freire present themselves as a viable and realistic alternative for network education under the reference of pedagogy of virtuality.

The pedagogy of virtuality is based on a technological appropriation, considering the principles of popular education, and aiming at the conformation of an open and democratic society that in turn should be supported by the ethical and political awareness of the subjects.

Within the context of political education associated to a creative usage of the internet, the possibility of a transforming action is shown through a system that gives room for intervention based on a socio-historical view through which the pedagogical resources should be strengthened, especially with network support that includes actual situations in its design.

One of the challenges of pedagogy of virtuality is to overcome a culture of silence through the creation of cyber culture circles. Within these circles, men and women retrieve their history and their culture, using the internet in a critical manner and in a creative way. Thus, individualistic and solipsistic attitudes will be surpassed by means of a cooperation method through which the attempt is made to set free a space for the participation of citizens. It has to be kept in mind, however, that from the point of view of pedagogy of virtuality, long distance education should not be one that homogenizes in time and space, but one where the dialogic mediations and the participation program allow and confirm the social being in an educative way.

Based on the above mentioned point of view, long distance education has to be seen as a multi-disciplinary system where knowledge, perception and feelings are being involved that are committed to a new action that ranges from the aesthetic to the ethics. While the team observes and applies those principles, the simple visual reflection can be surpassed and exchanged by social and pedagogic contributions, thus acquiring an ethical-aesthetical experience.

As a matter of fact, this experience has to be considered an achievement of the team that participated in the project, through the implementation and the development of this educative alternative.

Among the strongest principles to be considered in a project of this nature are the following: to present a minimum of common denominators between the members of the team that works for the institution; to provide the work between institutions, and finally, to provide basic operational implementation through a multidisciplinary and specialized work that includes the choice of the software. In the same way, the proposition should consider symbolic aspects of the needs of the users, participants and the context, and after that an intensive analysis of the methodological type has to be performed in both the lineal and transversal mode of elaboration and implementation of the project, involving the knowledge and the chosen platform. In addition, special attention has to be given to communication with the team and also with the students through the virtual rooms that have been created for that purpose (written texts, images, sound, audio, links, forums, meetings in real time [chats], videoconferences, animations and simulations) as their participation might activate the potential of one of the involved subjects.

METHODOLOGICAL FIELDS

These fields remain open regarding the experience, as this experience carefully takes into account the record of the methodological dimensions of the participants' knowledge. The experience also implies a reflexive dimension, as it tries to make available to the knowledge base of the team members, a new manner of creating and producing courses.

The courses are presented as educational projects in which several methodological strategies are considered, such as: brainstorming, work groups, group dynamics, questionnaires, and direct interviews in on-line time. While making a presentation of the structure of this type of course, a permanent participation of the people involved in the educational process should be encouraged.

This interaction will allow the establishing of a foundation for other types of instruments that enrich the project, meaning that it will suggest a permanent systematization of the performed work, during and afterwards, thus outlining the collective work.

During the creation process of WEB courses, it has to be considered that these are "oriented by popular education principles, the rhizome, by participation design, by multiple subjects and by pedagogical mediations. According to our view, it involves a concrete exercise of the participants, a subject treatment of both the learning and the form. In the same way, it implies a socio-historical situation of the constituents of the project, an organization according to the methodologies that was constructed by them".

With regard to the actual use of the proposition, it could be said that because of the moment and the conjuncture we are living in, it demands an educational situation of permanent innovation that provides new meaning with respect to the education of the teacher and, for that, the pedagogical mediation processes and the participation programs of web courses have to be acknowledged as relevant.

Here it is also worth noting that this proposal does not only include a epistemological dimension but also presents in an outstanding way the 'how, why and for what' of long distance education by exposing several important points of the LDE–Long Distance Education), utilizing an emancipating vision that joins a series of pertinent ideas to a different model for the development of courses, to their processes, as well as to the more adequate forms of evaluation, including all of the actors in the educational process, as well as the materials, the pedagogical mediations and the means.

EMANCIPATING EVALUATION

The evaluation is considered to be a solid backbone of the educational process because of its importance for a permanent improvement of the courses and the interaction of the involved people during the appropriation of knowledge, as well as for the development of competencies and values.

Based on this emancipating vision, the possibilities of the evaluation process may be considered based on the grounding of the evidence found in experience and thus, the education can be analyzed as an area that includes the teachers of the network as well as the whole interacting community. The shared responsibility of the programmers and the pedagogues that are involved in the evaluation should take on the criticism and the problematic as essential steps for the construction of an emancipating education.

Irrespective of the evaluation done by the software of network learning, the process of forming evaluation has to be noted, as the technological resources allow for a new approach of the aspects referring to processes, their quality, and the ethics in the virtual sphere, because the communities formed there are linked to particular ideologies and world-views. This way, conditions may allow access to a flexible and interactive, as well as dialogic and contextual practice from the very beginning and, therefore, the triangulation of data obtained through the reports of the educational practices of the teacher, of the students, and of the participating observers allows a reliable evaluation.

Finally, the evaluation as a device based on emancipation is conceived as an instrument for the purpose of hope for the future as it is supported by a larger process of education, having the objective of participating with unfinished and incomplete subjects in the permanent and inquisitive search for improving practices through communication, dialogue, mediation and strategies of learning that require a new understanding of the world. Thus, during the action of educating with criticism in the virtual sphere, the evaluation is the process that allows for developing practices that should contribute to the improvement of the quality of life, responding creatively to the social needs of education and achieving a pedagogical strengthening of new technologies, turning them into tools that render an emancipation service to men and women.

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