

Original Article

Inventive education in occupational therapy in times of COVID-19: presence in virtuality

A formação inventiva em terapia ocupacional em tempos de COVID-19: a presença na virtualidade

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Abstract

Objective: This study aims to analyze remote teaching in the university context in times of pandemic from the perspective of teachers who work with inventive education. It focuses on theoretical-practical experiences conducted in three universities in Brazil and Chile. **Method:** The experience report was used as a method in this research, enabling analysis of the education process based on experiential disciplines taught remotely. **Results:** Inventive education contributed to the processes of communication, knowledge of oneself and the other, and the promotion of group work among students. Through artistic and bodily activities, some challenges related to structural, virtual, curricular, and cultural issues could be highlighted. Modulating the involvement and study of artistic and bodily experiences, especially with students, can assist in the process of transversality in occupational therapy practices, enabling their participation in unknown territories, mobilizing affections and creating spaces capable of managing different forms of interaction, contact and approximation, working and strengthening personal and social aspects. **Conclusion:** Different situations were evidenced between the three universities where the inventive education allowed teachers and students to approach their everyday activities, stimulating the process of communication, knowing oneself and the other, and promoting group work. However, it is evident that remote teaching does not replace face-to-face classes and that, despite all the difficulties, occupational therapy teachers facilitated the process of adapting to realities in possible contexts.

Keywords: Occupational Therapy, Higher Education, Coronavirus, Professional Training, Virtual Reality.

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Resumo

Objetivo: O artigo se propõe a analisar o ensino remoto no contexto universitário em tempos de pandemia na perspectiva de docentes que trabalham com a formação inventiva. Centra-se em experiências teórico-práticas de três universidades do Brasil e do Chile. **Método:** Utilizou-se o relato de experiência como método para esta pesquisa, o que permitiu a análise do processo formativo com base nas disciplinas vivenciais de maneira remota. **Resultados:** A formação inventiva contribuiu nos processos de comunicação, de conhecimento de si e do outro e na promoção do trabalho grupal entre os estudantes. Por meio das atividades artísticas e corporais foi possível evidenciar alguns desafios relacionados a questões estruturais, virtuais, curriculares e culturais. Estimular o envolvimento e o estudo de experiências artísticas e corporais, especialmente com estudantes, pode auxiliar o processo da transversalidade com as práticas em terapia ocupacional, possibilitando sua participação em territórios desconhecidos, mobilizando afetos e criando espaços capazes de agenciar diversas formas de contato e aproximação, trabalhando e fortalecendo aspectos pessoais e sociais. **Conclusão:** Foram evidenciadas situações distintas entre as três universidades onde a formação inventiva possibilitou aos docentes e estudantes uma aproximação de suas atividades cotidianas, estimulando o processo de comunicação, de conhecer a si e conhecer o outro, além de promover o trabalho grupal. No entanto, fica evidenciado que o ensino remoto não substituiu as aulas presenciais e que, apesar de todas as dificuldades, os docentes terapeutas ocupacionais facilitaram o processo de adaptar-se às realidades em contextos possíveis.

Palavras-chave: Terapia Ocupacional, Educação Superior, Coronavírus, Formação Profissional, Realidade Virtual.

Introduction

This article intends to elucidate the experiences of three professors from different institutions of higher education in the Brazilian and Chilean contexts. The proposal seeks to analyze the interfaces of remote teaching in the training of occupational therapists in times of a pandemic, permeated by doubts and concerns about virtual teaching.

The socio-historical realities of Brazil and Chile were realized in different ways.

On the one hand, Brazil had a policy aimed at democratizing access to higher education between 2003 and 2015. In recent years (2016 to 2022), political issues have affected access and autonomy in this area of Brazilian education; however, in 2023, with the new government, new agreements took place again, such as the dialogue and the annual meeting of presidents of universities and federal institutes and the readjustment of scholarships for study, research, teacher and student training, including graduation, postgraduate -graduation, in the first 100 days of government (Brasil, 2023).

On the other hand, Chile has strong neoliberal and anti-statist traces in higher education, a situation that extends from the military dictatorship until today, understanding education as a commodity and privatized, making it difficult for the

Chilean population to enter and develop higher education (Giacomini, 2019). Monckeberg-Pardo (2017) reinforces that the country should be democratically consolidated, with freedom, plurality, and economic development prevailing, thus, avoiding the greed of a few. The public university must be seen as a truly public entity that can support the decisive form of growth in the country and the construction of a fairer, more participatory, creative, and supportive society, one that is more humane and welcoming to all who live with it.

The COVID-19 pandemic has brought new perspectives to the dynamics of work in higher education regarding the use of digital technologies in education, affirming some that already exist. Some challenges and difficulties stress teachers and institutions in adapting strategies that allow students to participate in classes and access content (Bao, 2020; Souza & Malheiros, 2018).

With this new condition, prominence was given to the daily life of all the actors involved, with basic structural and existential challenges, such as eating, sleeping, studying, working, being healthy, organizing one's own time - activities proper to any and all beings. human. Realities and bodies are diverse and unique and are in very different contexts, which lays bare all the impotence and vulnerability announced by the invisible: COVID-19.

In this perspective, the reflections occurred from the displacement of the authors' experiences in an attempt to carry out disciplines that interface with art and the body and call for sensitive experimentation in and for the creative process that is automated due to contemporary ways of doing.

It is a fact that the realities of the courses are different. However, the curricular structure of the three universities is based on the contents of the biological, social, epistemological, formative, and professional sciences through which occupational therapy fields of action are worked. In this context, emphasis will be given to theoretical and practical contents, as they were experienced by teachers in the context of the pandemic, without comparing them.

From this perspective (of a non-face-to-face teaching), the contents worked on throughout 2020 — in the universities of Brazil: Universidade Federal de São Paulo, Baixada Santista campus (UNIFESP/BS), Faculdade de Ceilândia/Universidade of Brasília (FCE/ UNB), and from Chile: Universidad Austral de Chile, Valdivia Campus (UACH) — emerged from experiences and experiments that addressed themes about everyday life, the body, art and cultural processes, enabling reflections on common aspects of each context.

The activities carried out, described here, tend towards a discovery of dealing with the new in the face of what was set, bringing different connections between knowledge from a curious look that seeks to transversalize internal and external contents. In this way, the activities reverberate and establish dialogues between the different fields of knowledge, promoting an interlocution with everyday life, narrative, sensitivity, knowledge of experience and inventive-creative doing, configuring itself as a device and space for creation.

Proposing discussions about the relevance of experience in the training of occupational therapists enables other ways of thinking-feeling-acting in teaching practice, making room for potential. These discussion movements access the deepening of existence itself, in the way in which the creative imagination reverberates in the

teacher and student constitution in interface with the resonances produced in educational practices, in the reinvention of oneself and reality (Bachelard, 2009).

During the pandemic, some authors reported in their publications how much the academic space created and strengthened care strategies for students and teachers of undergraduate courses, concerned with training teachers for this new teaching modality, stimulating sense of belonging, emotional and social support for students in a situation of economic vulnerability and the guarantee of their rights (Constantinidis & Matsukura, 2021; Borba et al., 2020; Duque et al., 2021). The theme becomes relevant in educational contemporaneity, which undergoes epistemological, theoretical, practical, and methodological transformations. From this scenario of rupture, it stimulates the appreciation for a sensitive knowledge that emphasizes subjectivity, sensitivity and creativity in different dimensions that constitute the human being (Maffesoli, 1998).

For Larrosa (2004), experience is understood as:

[...] the possibility that something passes or happens to us or touches us requires a gesture of interruption, a gesture that is almost impossible these days. It requires stopping to think, to look, to listen, to think more slowly, to look more slowly and listen more slowly, to feel, to feel more slowly, to dwell on the details, to suspend opinion, to suspend judgment, to suspend will, suspend the automatism of action, cultivate attention and delicacy, open your eyes and ears, talk about what happens to you, learn slowness, listen to others, cultivate the art of encounter, to be silent a lot, to be patient and give yourself time and space (Larrosa, 2004, p. 160).

From this point of view, emphasizing the experiences implies playing the role of the teacher as a mediator who, in sharing knowledge, enables opportunities for the meaning and re-signification of concepts, enabling constant provocations. Thus, to think about such experiences in a pandemic context, it is important to ask whether the present lived in experiences is captured by virtual means. How to provoke presence through a mosaic of people on the computer screen?

These challenges are posed not simply by the need to pass on the content, but by the difficulty encountered by teachers in going beyond and proposing a remote teaching that could be crossed by experience.

[...] every act of learning implies transformation, it implies leaving aside what we believed, our truths and launching ourselves into a new thought, a new look. This displacement causes resistance, but it must be the engine of learning. It is about freeing ourselves from what we saw being to be something else [...] it is the experience that gives meaning to education (Maximino et al., 2019, p. 291).

Encouraging the involvement and study of artistic and cultural experiences, especially with students, can help the process of transversality with practices in occupational therapy. By understanding the fields of arts, culture, and the body, in interface with everyday life and occupational therapy, many issues can be uncovered (Castro et al., 2016). The use of artistic and bodily activities is extremely important to capture, express and communicate, because it is through them that the relationship and connection with the other becomes possible (Lieberman, 1998).

Disciplines that use artistic and corporal languages make it possible for students to participate in unknown spaces and territories, mobilizing affections that imply and infer a change in collective sensitivity (Castro, 2001). These created spaces are capable of managing different forms of contact and approximation, working and strengthening personal and social aspects, enhancing the ways of feeling, thinking, doing, communicating, creating and inventing (Castro et al., 2015).

Inventive training must address aspects of both technical and attitudinal content, which can be conducted through different teaching-learning policies: learning based on information and learning based on experience (Kastrup, 2004, 2005, 2008; Kastrup & Passos, 2013).

Learning that sees cognition (perception, memory, language, and problem solving) only as an apparatus for processing information leaves aside affective, emotional, political, and other aspects, removing its experience character, thus, inventive learning supports relies on constructivism and is seen as a cognitive policy in which the subject is encouraged to create situations and thoughts instead of presenting answers to existing problems (Maximino et al., 2019, p. 292).

An inventive training provokes “an exercise of focusing attention on the present and deforming, rather than forming” (Dias & Kastrup, 2013, p. 195). The domain of the sensitive evidences non-verbal communication, bringing the need to welcome, respect the rhythms of each one and enable access to the Internet to view the contents.

The experiences lived remotely raised concerns that were discussed between professors in the Brazilian and Chilean contexts about how to promote ruptures in an education thought of by hierarchical relations, in agreed learning spaces: How to use inventive training in virtuality in theoretical-practical experiences in higher education? How to analyze remote teaching in the university context in times of a pandemic from the perspective of teachers who work with inventive training?

Method

This study brings an experience report with the purpose of describing the experiences of three teachers in the challenges and coping strategies of remote teaching obtained during the beginning of the COVID-19 pandemic. At the three universities, online meetings were held, in which spaces were created for reflections that, initially, started from discomforts in the way of conducting the disciplines that work with art and the body and that, in a second moment, generated clues to think, reflect and educate in other possible ways. Thus, the professors' attention turned to the experiences and records of how the knowledge process provoked individual and collective transformations. Padlet® is an online educational technology platform that allows you to create virtual boards to organize your work routine, studies, and projects, which can be shared with other people or groups, enabling collaborative and shared work. In this way, it stands out as a powerful software that allowed everyone to visualize the productions and be transformed by them, allowing posts, comments, and interactive exchanges between students, with all the material available in the cloud.

The theoretical-practical experiences included professors of the occupational therapy (OT) course at different universities in Brazil and Chile (UNIFESP/BS, FCE/UNB and UACH). The activities were carried out with students, remotely due to the context of the health contingency of COVID-19. The format of weekly classes of approximately one and a half to two hours was used, which began in the second half of 2020, respecting the academic calendar of each university. All contents were in accordance with the respective pedagogical projects of each course, according to the institutional realities based on the perceptions of the professors.

Although the universities are in three different scenarios, the disciplines Activities and Therapeutic Resources I: daily life and repertoire of activities (UNIFESP/BS), Art therapy: creativity and health (FCE/UNB) and *Taller de Autoconocimiento y Relacionalidad* (UACH) enabled students experience, in the theoretical-practical context, common aspects about everyday life, art, body, creative process and possible forms of inventiveness and interaction.

The proposal was to accompany teaching-learning processes provoked in the teaching practice through the immersion of researchers in the disciplines in a virtual way. The creative process was used to work with inventive training, in order to value the diversity of stories in the constitution of students as collaborators of their own knowledge.

Throughout the teaching-learning process of the disciplines, common records were used across the three universities: field diary, audiovisual resources, artistic materials, games, in addition to the Padlet®.

Being immersed and, at the same time, responsible for achieving the results of the proposed contents generated an intensity of feelings in the professors, mobilizing them for new perspectives capable of constituting new territories and new ways of thinking and teaching occupational therapy.

Results and Discussion

It is important to emphasize that the university policy was fundamental for the disciplines to take place: the three universities made equipment available to students to enable their participation in classes (tablets, cell phones, computers, chips with Internet access). This access policy made it possible to build protocols/guidelines for flexibility and adjustments, using instrumentation and training courses for teachers and students to work remotely, strategies and technological tools and appropriate types of assessment and their corresponding applications.

The professors of the three universities in question were able to provide artistic experimentation in the virtual format through doing, stimulating the creative potential, since it is capable of establishing new ways of being, acting and feeling (Castro, 2001). Weekly meetings were held to discuss and reflect on the training process in the remote context. Thus, it was possible to build the course of experiences of each teacher in the three disciplines, outlining the challenges faced.

The first challenge was the structural issue, highlighting differences between students who were starting the course and those who already had a daily university experience inside and outside the walls.

The second challenge was related to the virtual aspects: access to equipment (offered by the institution via public notice) and the use of the virtual network by students, and the encouragement of transversality and interdisciplinarity, so that new knowledge could be apprehended by students, leading to taking into account the well-being and care for the overload of all (teachers and students).

The third challenge involved the curricular aspect: from the beginning, the professors had to be inventive to avoid student dispersion and evasion, especially those entering, until the moment of thinking about restructuring the way of teaching the disciplines, with adaptations and flexibility in relation to the workload, program contents and format. Teachers had to be creative to enable the apprehension of content among students, as well as group interaction, in order to stimulate their autonomy and proactivity.

Finally, there is the cultural challenge, given that the students of the three universities come from regions with different customs, values, culture and socioeconomic conditions. In this regard, students and professors had to reinvent themselves in order to organize themselves in their own daily lives.

From all these challenges and from the look of inventive training, it was possible to explore each pedagogical resource at different times in a dynamic and transversal way, making it possible to respect the rhythms of each experience, which generated three common points of reflection on the lived experience: communication, knowledge of oneself and of the other, and group work.

Communication

For this point of reflection, it was proposed that students experience basic concepts and different styles of communication, in addition to cultural aspects in different scenarios. Communication permeates the relationship between the social, the political, the arts, thoughts and ideas for the language process, all imbricated in the particularity and culture of each society (Chauí, 2000). The language process is complex and causes transformations based on diversities through the multiple subjectivities that compose it (Poellnitz & Silva, 2019). Students were encouraged to identify characteristics of social and cultural contexts, as well as ways of communicating, distinguish different forms of communication, and identify personal skills and limitations for collective work.

As pedagogical and evaluation strategies, practical activities were chosen through written and audiovisual material, learning based on experience and autonomous work, all mediated by the Padlet® interactive platform, which allowed students to get to know each other and relate to each other. As an example, the experience lived in one of the courses took place through the construction of an inter-regional dictionary that made it possible for students to identify words, terms, common and singular objects of their own life contexts, providing opportunities to reflect on different forms of language in the daily.

The objectives of this experience were achieved, enabling a rapprochement between the participants, considering that the majority were from different cities and regions. They discovered new ways of communicating and relating in different social and cultural contexts. It was identified that the different forms of communication (texts, photographs, poetry, drawings, and audios) were able to capture the different languages of each student's context.

It should be noted that teachers had to look at their own communication process and reframe it so that they could face their own limitations, opening new strategies for remote teaching.

Knowledge of Oneself and of the Other

For this point of reflection, it was proposed that students experience self-knowledge through personal characteristics in different contexts of life, through the identification of skills related to their own occupational history, and through the types of blocks (De Bono, 1995) related to the creative process, which can influence the relationship with the other.

During the pandemic, a significant aspect was the use of objects and the place where people live, used as a resource in classes in order to recognize oneself (or not) in everyday life. Students were encouraged to reflect on their own life experiences related to health, occupation, and well-being and to identify ways of life that influence the relationship with others and collective work.

It is in the teaching-learning process that the relationship with others takes place in a more empathetic and respectful way, mobilizing different sensibilities among students and teachers through artistic and bodily experiences and activities. As pedagogical and evaluation strategies, practical activities were chosen in which the student was encouraged to (re)know their own actions and those of others, in addition to identifying the daily life of a certain group and/or population assisted by occupational therapy. As an example, students presented themselves through their skills, dreams, and perspectives on the first day of class. Then, they were divided into subgroups based on common skills (cooking, dancing, theater, gardening, etc.) and built a production (e.g., video), which was published on the Padlet® interactive platform to be shared with other students and professors, facilitating the knowledge of oneself and of the other in the different routines.

From this perspective, everyday life can be understood as experience and knowledge, as it is immersed in culture in the most different times and spaces, is constructed through multiple life stories and their relationships with the collective and encompasses experiences and realities, dreams, and affections (Galheigo, 2020).

For Heller (2008) everyday life

[...] it is the life of the whole man; that is, man participates in everyday life with all aspects of his individuality, of his personality. In it, all the senses, all their intellectual capacities, their manipulative abilities, their feelings, passions, ideas, ideologies, are put "into operation" (Heller, 2008, p. 31).

The understanding of the practice and daily activities in occupational therapy is a fertile space for the production of knowledge and subjectivity. The activities proposed in remote teaching enabled critical reflections on self-knowledge and one's own relationship with the other.

Group Work

For this point of reflection, it was proposed that students experience forms of relationship for understanding the other through group work, body expression as a means of problematizing experiences of everyday situations. The interpersonal relationship is made possible by shared actions, mainly in the group format, facilitating experiences of exchanges and common interests (or not) between the participants and the proposed objectives (Castro et al., 2015; Spinola et al., 2015).

After identifying their ways of doing things, students were encouraged to work in groups to produce creative materials through collective activities, stimulating relationships and life contacts, facilitating the reception of unique experiences, and enabling other forms of expression and communication with each other, understanding language and group participation.

As pedagogical and evaluation strategies, we opted for practical group activities through audiovisual resources, of a reflective nature, and learning based on experience. As an example, students were encouraged to build a video that aimed to address bodily difficulties presented in the context of the pandemic. To do so, they had to meet virtually to discuss the idea and create a script with information to be shared and disseminated on the Padlet® interactive platform among different groups.

From this perspective, “by proposing experiences, reflections and opportunities for contact, we are acting on sensibilities and focusing on processes of subjectivation, which can resonate in individual and collective, personal and professional spheres” (Lieberman et al., 2011, p. 86).

It is noteworthy that communication blocks, different modes of verbal and non-verbal communication, different forms of body expression, cultural diversity, and empathy (facilitating characteristics of group work) were some of the aspects that most appeared among students.

However, based on the teaching-learning process of the three points of reflection, these experiments constituted spaces where the activities/actions expressed and evidenced the creative experience, which enabled the construction of singular and collective trajectories, leading the subject to the awareness of existing and living in its real diversity.

For the practical classes, it was necessary for the professors to think about materials available in the students' daily lives, using relational and communication skills through the occupational therapist's own “doing”, thus enabling professional support from a perspective of self and heteroknowledge, analysis of activities, relationship with their own body, their well-being and that of others.

However, it has been a challenge for teachers to propose this type of activity in virtuality and to enable reflections that welcome and respect cultural diversity, giving space for the emergence of new learning configurations. It should be noted that everyday life has become the raw material for invention, enabling the agency of encounters with other ways of expanding the experience of the living, seeking to

stimulate critical-reflective thinking, with greater empowerment of students so that they could incorporate ethical-political-social responsibility.

In order to carry out activities with experimental characteristics, it was necessary for the professor to seek methodologies that would allow students to have an accurate understanding of the subject and/or population served by occupational therapy (Jurdi et al., 2018).

In this sense, such experiences stimulated in the group activities of the mentioned disciplines made it possible to develop the expected/desired skills and competences of a professional in this category (Lima et al., 2011).

It should be noted that it was important for students to carry out the proposed experiences and detach themselves from norms or standards imposed by contemporary times, which became possible through contact with different materials, sensations, emotions, thoughts or through the action of experiencing new perspectives on the already seen and known.

From this perspective, it is possible to state that human doing is the basis for the training of occupational therapists and that the experiences provided in the academic context are the fundamental pillars for future professional performance. Therefore, the experiments provided the exercise of creativity, articulating theoretical and practical contents, instrumentalizing and facilitating the student to articulate knowledge with the future reality of the profession (Longatti et al., 2015).

Activities are articulating elements between the person and the community, facilitating meetings and possible dialogues between the actors involved in significant productions (Castro et al., 2001).

It was possible to operationalize new meanings of living for autonomy and reconstruction in the forms of everyday participation. The strategy offered in a relational space, full of subjectivity, stimulated the uniqueness of the subjects and adapted to their contemporary life contexts (Malta & Merhy, 2010).

Conclusion

The article proposed to analyze remote teaching in the university context in times of a pandemic, which has raised doubts and concerns that have driven teachers to create strategies to deal with the new and the unknown based on different connections between knowledge in a space of creation through inventive training.

The professors of the three universities were faced with social conditions that were revealed, revealing an extreme precariousness in accessing and participating in remote classes, in which students needed to organize themselves and share their time and space with other people in their homes, not being able to open the cameras, not being able to carry out the activities at the time of the synchronic classes, bringing tensions to the teachers, instigating them to rethink the didactic methodologies.

The experience made it possible for professors and students to get closer to their daily activities, stimulating the process of communication, getting to know each other and themselves, in addition to promoting group work.

Regarding the points in common (Communication, Knowledge of oneself and of the other and Group work) between the three universities, it was noted that the professors facilitated the process of facing some limitations in face of virtuality, supported by the tools and strategies of remote teaching. In this sense, although not in

person, the students were able to apprehend the three points mentioned, appropriating the contents, and reinventing them in a creative way based on their own daily lives. In addition, unexpected reflections and discoveries about this new teaching-learning process were raised.

It is worth mentioning that the professors made the experiential classes more flexible for this new format, being asked to think about some challenges in which the current university education requires that the results are increasingly faster, moving away from meanings and subjectivation. As previously mentioned, the challenges emerged at different times and situations, highlighting the important and significant structural issues in the three universities, the virtual modalities that implied access to teaching-learning, the curricular aspects directly affected all the actors involved (teachers and students), as well as the institutional dynamics, in addition to the cultural aspects that were made visible in everyday life and in the direct interrelationship between the actors.

However, despite the challenges in remote teaching, it is necessary to visualize positive points, such as the use and management of technological and virtual resources, which functioned as didactic-pedagogical strategies that enable new learning for all involved in a critical, affective and sensitive way.

In view of the above, it is important to highlight that remote teaching does not replace classes and experiences carried out in person and that, despite all the difficulties, the knowledge developed by occupational therapists facilitated the process of reinventing and adapting to realities in contexts and/or possible situations.

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