Graduate student perspectives on online teaching of writing

Perspectiva de estudiantes de posgrado sobre la enseñanza dialógica virtual de la escritura

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ABSTRACT

The aim of this study is to characterize the graduate student perspectives on a virtual dialogic teaching initiative oriented to the revision of dissertation chapters written by the students themselves. Within an exploratory qualitative study in-depth interviews are taken with 12 students from three seminar editions. The analysis shows three relevant categories regarding online dialogic teaching of writing: time management, synchronous exchange and digital technologies. There are three senses of the temporal dimension: times relative to the seminar schedule, to the student daily life, and to the intellectual process of writing practices. Furthermore, a combination of heavy asynchronous load with synchronous encounters is valued. Regarding the technologies, the students generate environments that take advantages of devices' technological potential based on the physical environment possibilities and also value the pedagogical relevance of the applications. The category properties show some changes of graduate writing, and its dialogic teaching in the digital world.

RESUMEN

Con la presente investigación nos proponemos, como objetivo general, caracterizar la perspectiva de estudiantes de posgrado sobre una iniciativa de enseñanza dialógica en línea orientada a la revisión de capítulos de tesis escritos por los propios estudiantes. Llevamos a cabo un estudio cualitativo exploratorio centrado en entrevistas en profundidad a doce estudiantes de tres ediciones de este seminario. El análisis de los resultados nos ha permitido identificar tres categorías relevantes en relación con la enseñanza dialógica virtual de la escritura de posgrado: el manejo del tiempo, el intercambio sincrónico y las tecnologías digitales. Se destacan tres sentidos de la dimensión temporal en el seminario: tiempos relativos al cronograma pautado en el seminario, a la vida cotidiana de los estudiantes y al proceso intelectual característico de las complejas prácticas escriturarias. Asimismo, se valora una combinación de fuerte carga asincrónica con encuentros sincrónicos. En cuanto a las tecnologías, los tesistas generan ambientes que aprovechan potencialidades tecnológicas de los dispositivos en función de las posibilidades del espacio físico y valoran la relevancia pedagógica de las aplicaciones usadas. Las propiedades de estas categorías permiten advertir algunas transformaciones de la escritura en el posgrado y su enseñanza dialógica en el contexto digital.

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apertura

INTRODUCTION

In today's "knowledge-intensive societies" (Paré *et al.*, 2011), where research is conceived as vital for innovation and development, there is a growing interest in increasing the quality and efficiency of graduate programs due to the low completion rates recorded worldwide. In Argentina, for example, where we have conducted this study, the completion rates in Social and Human Sciences reach 37.6% in master's degrees and only 16.6% in doctorates (Barsky and Dávila, 2016).

According to various research studies, among the factors that hinder the completion of the degrees are the challenges faced by graduate students in solving writing tasks (Brunner and Ferrada, 2011; Elgar, 2003; Lundell and Beach, 2003), especially in the preparation of the thesis (Carlino 2009; Lvovich, 2010; Ochoa and Cueva, 2012). During the last decades, the English acronym ABD (All But Dissertation) and its Spanish version acronym TMT (*Todo Menos Tesis*) have been used to refer to students who have completed all the activities required by graduate programs except the thesis. Hence the importance of generating interventions that accompany them in the development of their research processes and in their written communication.

In this sense, one of the alternatives that have been explored are the thesis workshops or seminars that have been implemented both at the Anglo-Saxon (Afful, 2017; Bitchener, 2012; Dressler *et al.*, 2019; Dysthe and Lillejord, 2012) and Latin American (Carlino, 2009; Cruz, 2014; Pereira and Di Stefano, 2007) levels. Although most of these proposals were carried out face-to-face, with the advent of information and communication technologies (ICT), the possibilities offered by technological environments, including social networks, have begun to be explored for the development of pedagogical initiatives in virtuality, a situation that intensified during the Covid-19 pandemic.

In recent years, research on online teaching of graduate writing has been undertaken locally and internationally (Álvarez & Difabio, 2020; Dressler *et al.*, 2019; Dysthe & Lillejord, 2012; Harrison *et al.*, 2014), but for the moment there are few works that have analyzed the students' point of view on seminars or courses focused on online dialogic teaching for thesis writing (Álvarez & Colombo, 2021), in the research field, delving into the topic is relevant in that it provides the view of fundamental actors of the formative processes.

In order to address this issue, from the new literacy studies (Cassany, 2009, 2014; Zavala, 2009, 2011) we propose to characterize the perspective of graduate students on an online dialogic teaching initiative focused on the review of thesis chapters in Social and Human Sciences. The emphasis on the students' perspective implies reflecting on the knowledge elaborated in the graduate program from the experiences of the

protagonists of the training proposals. In relation to this, we assume that there is not one, but multiple ways of living the experiences in educational scenarios, so we seek to account for common and different aspects of these experiences. Thus, we conducted an exploratory qualitative study focused on in-depth interviews with students of three editions of a virtual graduate seminar oriented to the review of thesis chapters written by the participants themselves.

CONCEPTUAL FRAMEWORK

While we are interested in considering the specific skills around writing tasks and the academic socialization involved in the writing process, we review and investigate training in academic writing practices under a broader approach, that of the new literacy studies, particularly those related to academic literacies, in which writing is considered within social, institutional and epistemological contexts (Cassany, 2009, 2014; Lea, 2004; Lea & Street, 1998; Zavala, 2009, 2011). From this perspective, we conceive writing as a practice, that is, as a way of using written language in function of certain social objectives and in specific contexts (Cassany, 2009, 2014; Zavala, 2009, 2011). The different ways of reading and writing in a specific social, institutional and disciplinary environment shape the literacy of that environment. Thus, academic literacy comprises the set of reading and writing practices specific to the academy.

From this theoretical framework, it has become evident that graduate writing, as it is always socially and culturally situated, is influenced by different external factors (Russell- Pinson & Harris, 2017; Inouye & McAlpine, 2019). In this sense, current academic reading and writing practices, as well as their teaching, are challenged by the advent and integration of digital technologies (Casanovas, 2014; Goodfellow, 2011; Leu *et al.*, 2016; Weller, 2011). According to the above, to analyze graduate thesis writing and its teaching, it is necessary, in addition to considering techniques, skills, abilities, skills or activities, to attend to other elements with which the literate practice is connected, including various forms of language use, objects, technologies, spaces, times, modes of interaction, beliefs and feelings (Gee, 2001). In short, we assume that the teaching and learning of academic literate practices involves, as Tusting *et al.* (2019) indicate, different "acts" involved in the tasks -sometimes in a little visible way- such as "management guidelines, qualitative procedures, disciplinary conventions, departmental environment, and sociolinguistic, thematic or discipline-based communities" (p. 12).

METHODOLOGY

Context of the study

We focus on three editions (2019, 2020 and 2021) of a virtual graduate seminar implemented in a national university in Argentina. It comprises

90 hours distributed in six weeks, with the participation of Master's or PhD students in Social or Human Sciences, and two of the authors of this research as teachers and coordinators. This seminar is oriented to the revision of chapters elaborated by the participants themselves, presented at the moment of registration, together with the index of contents of the thesis.

The three editions have shared the same pedagogical, didactic and technological design, except for the synchronous component. Below, we describe the common characteristics followed by the differential aspect related to synchrony.

It should be noted that we start from social-cultural frameworks of learning (Vygotsky, 1978; Werscht, 1988), specifically from a dialogic approach to teaching-learning processes (Dysthe *et al.*, 2013; Wegerif, 2013, 2019). From this perspective, we understand dialogue as a form of interaction that involves encounter situations with oneself, with other people, with empirical knowledge, with conceptual and scientific knowledge, and with the world. In this sense, feedback, as the "heart of the learning experience" in the graduate program (Kumar & Stracke, 2007, p. 462), is the concomitant activity of the whole clinic, the strategy through which the author, peers, teachers, directors or colleagues contribute to provide advanced academic training.

As for the types of feedback, following Kumar and Stracke (2007), on the one hand, we propose to distinguish in-text feedback from global feedback. The former refers to all comments written in the chapters, mainly in the margins, which can best be described as spontaneous thoughts expressing the dialogue established with the author. The global feedback, on the other hand, takes the form of a message in which appreciations and general feedback regarding the whole text and the individual sections are synthesized. On the other hand, we also propose to think about feedback according to the levels formulated to reflect on the graduate thesis: textual functions, communicative situation, content and organization, linguistic form (adapted from Borsinger de Montemayor, 2005).

Following these guidelines, the seminar is characterized by the workshop modality in its three editions. For its development, a space is available in the institutional Moodle platform, which is articulated with shared documents in Google Drive, with specially selected bibliography in PDF format and course materials (texts and videos). Shared documents are used to read the chapters and add feedback on the text, and Moodle forums (one per chapter for each student) for more global feedback. In addition, for communication with the group, the teachers propose the use of e-mail and, for synchronous meetings, Google Meet. Specific tasks are carried out in each week of the seminar, as shown in Table 1.

Table 1. Activities common to the three editions in each week of the seminar

Week	Theme	Asynchronous activities
1	Presentations of the dynamics of the seminar and the participants	Realization of diagnostic instruments Reading of the agenda and working documents Presentation of the thesis in a forum
	Graduate Writing Thesis as a discursive genre Feedback	Reading of the lecture paper on writing in the postgraduate program, thesis and feedback Participation in a forum for the exchange of experiences in feedback received and provided Query questions in the open forum for this purpose or by e-mail
2	Revision of the chapters according to the situationality and functionality of the thesis	Lecture paper reading and video observation on each week's topics
3	Revision according to content and structure of the thesis	Revision work in a group made up of a teacher and two peers selected according to thematic field, discipline or large area of knowledge
4	Revision according to linguistic form in the thesis	This work includes: • Reading your own chapter and the chapter of the colleague with whom you are working in the revision process • Feedback to one's own chapter and to the colleague's chapter based on the concepts read and the instructions proposed for the work in each week Query questions in the open forum for this purpose or by e-mail
5	Feedback from directors and peers	Sending the chapter to directors or fellow specialists Query questions in the open forum for this purpose or by e-mail

6	Final review of the own chapter and delivery	Editing of one's own chapter based on suggested observations
		Delivery of the final work, i.e. the revised and edited chapter. If problems arise, they can count on 15 days as a delivery time
		Final evaluation questionnaire weighing the contributions and limitations of the seminar.
		Query questions in the open forum for this purpose or by e-mail

At the end, the teachers send a final revision of the chapter with feedback on the text and global feedback on the production, as well as a systematization with central aspects of the resolution of the diagnostic and final evaluation instruments.

As we have already mentioned, beyond this common characterization, the three editions have differed in one aspect: synchronous communication. The first edition was developed completely asynchronously, while in the second and third editions a synchronous meeting was added. In the second edition, at the end of the asynchronous review process, a synchronous meeting was organized for each chapter of the participants to discuss what had been done, with the participation of the peer reviewers and one of the teachers in charge. In the third edition, a synchronous meeting was held at the beginning of the course, with the teachers and all the students, aimed at introducing the participants, the dynamics of the seminar and the fundamental contents for the review. The meeting was recorded and made available to students on the Moodle platform.

Research design

We developed an exploratory qualitative study (Maxwell, 2009; Vasilachis de Gialdino, 2006) from which we sought to understand, from the students' point of view, the opportunities and challenges of the virtual modality in a pedagogical proposal focused on the revision of chapters in interaction with peers and experts.

We selected a sample of twelve students who agreed to participate in the study: women under 40 years of age, all with a degree in Social or Human Sciences, and doctoral students from Argentine universities. The students signed an informed consent form in which they agreed to participate.

Data collection

We conducted in-depth interviews with open-ended questions from which we explored different aspects of the seminar, including virtual teaching and the use of digital resources. These interviews, which lasted approximately 45 minutes, were transcribed manually by the researchers. Some responses to the retrospective questionnaires completed at the end of the workshop that were relevant to understanding aspects of virtualization and the digital resources used were also considered for the analysis.

Analytical procedure

To begin with, the three researchers carried out an inductive coding of the information from the different materials. In this way, themes emerged from the data in dialogue, when relevant, with notions from the bibliography, both materials used for the design of the workshop and new documents that proved to be enlightening. Thus, the researchers carried out descriptive and analytical coding (Miles & Huberman, 1994), respecting the particularities of a type of coding analysis carried out in parallel and independently (Thomas, 2006). In this sense, as a final stage, the researchers compared their encodings to identify overlaps and differences, modifying the necessary cases in order to finally elaborate a single set of categories (Miles & Huberman, 1994).

ANALYSIS AND DISCUSSION

The analysis has allowed us to identify categories that synthesize the students' perspective on teaching in virtual modality oriented to thesis revision. We systematize here three of them: time management, synchronous exchange and digital technologies, due to the importance they acquire for the dialogic teaching of writing in virtuality. In this section we will refer to each category, including examples extracted from the interviews and questionnaires already detailed. In the data cited, it is identified in parentheses whether they come from the interview or the questionnaire and also the interviewee and the edition she has taken; for example, "(Interview, Telma, 2019)" indicates that the fragment was extracted from the interview of Telma, who has taken the 2019 edition. Names have been changed to protect real identities. We have included brief clarifications in square brackets in case we consider them necessary to understand the meaning of the quotations.

Time management

One of the dimensions of teaching and learning practices that are modified in virtuality is time. As Cope and Kalantzis (2010) point out, the intensive use of ICTs in education creates new senses of temporal coordinates because a specific and determined time is no longer required to propose

and carry out pedagogical tasks. This generates, among other consequences, that other people's timetables are replaced by one's own schedules. In line with these observations, ten of the twelve students refer, in different senses, that time becomes a fundamental factor in the educational processes related to the writing of the thesis in which they have been involved.

The interviewees value schedules that allow high levels of flexibility and with a strong asynchronous load, which are suitable for students with many responsibilities.

> You have these more spaced deadlines. Intermediate, let's say. The course, attendance and everything was much easier (Interview, Carla, 2019).

> We are adults with obligations and family, and being able to do it [participate in the seminar] virtually and manage our time, at night, early in the morning, or whatever, is great, it's ideal (Interview, Telma, 2019).

> I found it easy to adapt this strategy of asynchrony to each one's time because I work long hours and I am also studying for a degree, I am doing my doctorate, time at this stage of life is squeezed to the maximum, so this asynchrony makes it possible for one to face the clinic (Interview, Kiara, 2020).

As these last testimonies show, the thesis students attending the seminar are studying their graduate studies and writing their thesis within the framework of a large number of obligations, both family, work and academic, and for this reason, they require flexible schedules to adapt them to their own available time.

> Each one managed their times within that week when it was convenient for them to sit down to work: whether in the morning, in the afternoon, on weekends, during the week. It is very flexible. And it seems to me that going virtual gives a very interesting plus to that and availability for those who are working and writing at the same time. I think it's great (Interview, Dora, 2019).

Dora's testimony allows us to recognize that, depending on the activities proposed in the seminar and the time available, students generate work and writing routines from which it is feasible to fulfill the formative tasks of the course. Similarly, the fragment extracted from Xiomara's interview shows a personal work routine in which a sense of time that also affects the organization of work becomes evident: the time for intellectual processing, especially when it comes to tasks related to written production.

> Mondays were delivery days, but Tuesdays were days off, so I would always start reading the things I had received on Monday so that later, during the week, I wouldn't go crazy with all the work stuff and then not understand anything, and then sit down again on Sunday. This asynchrony gave you the possibility of locating yourself in the moment you needed. For a text to mature in your head, you have to have time to understand what you are reading. If you are reading it in a hurry, it is as if it were a plastic thing, as if it splashes you and does not get you wet (Interview, Xiomara, 2020).

As Xiomara indicates, the asynchronous modality in the virtual pedagogical proposal contributes to the possibility of adapting course schedules to one's own availability and to the demands necessary for the maturation of the written production process. Patricia also refers to this aspect:

> We have time to write our feedback to our classmates [...]. The last return I made to Dora was very complete and I took my time. I was writing, then reading, taking notes; then I wrote a part of that feedback, then I continued. Yes, it seems to me that it is very useful to work in this [virtual] way (Interview, Patricia, 2019).

Even in Xiomara's testimony, which we transcribe below, it is suggested that, for a seminar oriented to written production with a focus on revision, face-to-face attendance would not be the appropriate format since it requires establishing a fixed schedule that may not be consistent with the intellectual processing time of the participants.

> I don't know how this would work in a face-to-face way, I think it would be more complex, because I have to sit down on Tuesday from five to seven to write [...] I don't know if we all have our heads in our doctoral paper on Tuesday from five to seven (Interview, Xiomara, 2020).

Synchronous exchange

As we have indicated when describing the context of the study, the three editions of the seminar investigated were different with respect to the synchronous component. Despite this disparity, this component was pointed out by ten of the twelve interviewees, including two participants of the first edition, which was completely asynchronous, who say that the synchronous meeting would be a possible and enriching addition to the proposal. Patricia considers that a videoconference would contribute to the understanding of the comments shared in writing.

> A videoconference. I think it could contribute something, once several comments have been made. And having the possibility of asking each other "what did you want to tell me here?" or "what do you think if I do it this way?" could be another plus (Interview, Patricia, 2019).

The four students interviewed from the second edition we analyzed positively value the synchronous meeting.

> Not so many new things came up in the same encounter, but it was pleasing to be able to talk to someone, the one you are reading with, the one you are exchanging with in written form. What is new in the synchronous meeting has to do more with the meeting of people, for example, there we talk a little about things in life, which cannot be done in another format, it has to do with the meeting between people, I think that enriches (Interview, Kiara, 2020).

> It was extremely positive for me because the feedback was much clearer, I think it also helped me to explain a little more, because well, talking about the topic, about what you want to write, telling it a little bit helps me to clarify my ideas to try to make you or Ana understand me and also, when you explained to me what you

> wanted to put in each of the comments, it helped me to clarify more. You gave me some tips too, I think that meeting was very positive (Interview, Yolima, 2020).

As evidenced in the testimonies, the synchronous meeting at the end of the course seems to fulfill two fundamental purposes for the interviewees: on the one hand, to meet and talk face to face with the people who have participated in the review process, which consolidates both openness and trust with the peer reviewer and the teachers; on the other hand, to complete and deepen aspects related to feedback, as well as to clarify the ideas to be communicated in the thesis.

Likewise, the four interviewees of the third edition favorably qualify the meeting at the beginning of the course because it allows them to become familiar with fundamental contents, but, above all, because they know the people with whom they will be working. In this regard, Adela points out:

> I liked seeing the faces of the people with whom I am going to work because, otherwise, it is very impersonal, and I think it is important to see them and get to know them, even if it is virtual, and I think it would be positive to add something, some more meeting (Interview, Adela, 2021).

As stated in this testimony, the students of the third edition consider that it would be useful to add at least one synchronous meeting to clarify the work of each week and discuss the written revision process.

Digital technologies

In the pedagogical initiative studied, as detailed in the section on the context of the study, in addition to e-mail for communication and Google Meet for synchronous meetings, a space on the institutional Moodle platform was used in combination with other resources, such as shared Google Drive documents and teaching materials (selected bibliography, documents and videos prepared by the teachers themselves). After the synchronous meeting and the presentations and forum activities of the initial week, during the following three weeks, in teams of two students and a teacher, it is proposed to make comments on the text in the chapters present in the shared documents and global returns based on these comments in the forums created by chapter.

In relation to the work mediated by digital technologies, the interviewees mention, on the one hand, the possibility of using different devices (cell phone, tablet, notebook or desktop computer), chosen according to the characteristics of the place where they are when they intervene in the formative activities. In the example cited below, the interviewee's use of the cell phone to carry out some of the proposed writing tasks stands out.

> I think it gives a plus [that the proposal is virtual] because you can work at any time, from anywhere [...]. I have also worked from my cell phone watching some comments and reading the material (Interview, Patricia, 2019).

As this statement suggests, each device would seem to offer advantages and disadvantages to the various tasks involved in the writing process, conditioned by the physical work environment.

On the other hand, the twelve participants positively value in their statements the close relationship between the selected applications and the relevant aspects of the didactic proposal for the revision of writing. In particular, they clearly identify the function of the more specific comments included in the shared documents and their relationship with the more general feedback added in the forums. The excerpt from Dora's final evaluation questionnaire makes this point:

> I fully believe that the feedback from the forum contributed to my thesis process because it was complemented by the feedback in the document shared in Google Drive, as it allowed us to understand what the pedagogical colleague was aiming at with each point and a global look at it. This gave us information about the state of our process (Questionnaire, Dora, 2019).

Positive assessments are also presented regarding the materials available on the platform, both the bibliography and the documents and videos. The easy access at any time, the possibility of watching the video when one wishes and going back to some parts of specific interest are properties that are highlighted as beneficial, as Telma and Xiomara explain.

> I work a lot with the computer. It is not the first time I develop a virtual course and I find it incredibly practical. Accessible. Being able to download the material. Being able to access, I don't know, some videos (Interview, Telma, 2019).

> Listening to the videos and then watching and reading what you had listened to and then reading it again. It gave me a special dynamic of being able to feel connected during the week, even though I didn't have the two hours I like to have as a minimum to do any work. The fact that the material was loaded in this way is also very positive for me (Interview, Xiomara, 2020).

Thesis writers recognize the value of the digitalization of the revision process as a way of recording the evolution of thought and the communication of appreciations, a task that would have been more difficult or even impossible in a face-to-face meeting or on printed paper.

> The possibility of rereading what you have been written, that the record remains in writing, that is very good because you go back, you go back and you can keep it in mind, let's say. It is not carried away by the wind. It is there, it is written, and you have the possibility of returning to the platform (Interview, Carla, 2019).

A small group of interviewees also mentioned some complications associated with the use of digital resources. Among these, the incompatibilities between shared documents and the formal designs established for the chapters in word processors stand out, as Telma indicates in her final evaluation questionnaire of the seminar: "[I]n Google Docs, the formatting that Word has is a little lost" (Questionnaire, Telma, 2019).

In addition, two students face difficulties at the beginning of the revision process in comprehending the functionalities of shared documents in relation to the insertion of commentaries. This is the case of Kiara:

> I had to learn how to handle the tool a little bit, that is also something I capitalized on. In the first feedbacks I was missing a step, I used to write them but I didn't fix them until I learned that it's silly, that it's just to put "Comment". I don't know if my partner, my peer, had a difficulty with the tool, that some of the feedback was erased (Interview, Kiara, 2020).

DISCUSSION

In this research we have studied the students' perspective on the virtual teaching of the thesis, focusing on a seminar oriented to the revision of chapters. According to the analysis, it comprises categories that are central to the dialogic teaching of online writing, namely: time management, synchronous exchange and digital technologies.

First of all, we emphasize that at least three senses of the temporal dimension are combined in the seminar course: times related to the timetable established in the seminar, to the daily life of the students and to the intellectual process characteristic of complex writing practices. With the above in mind, it is established that the experiences related to time in graduate writing training do not depend exclusively on institutional schedules (Gravett, 2021).

On the contrary, the scheduling of the course, the time availability of students according to their family and work obligations, as well as the evolution of daily life and the times of the intellectual process inherent to the writing activity, are combined in different ways within the framework of flexible delivery patterns with a heavy asynchronous workload. As we have anticipated, asynchrony would seem to cater to the variety of rhythms and speeds of learning processes, in line with Manathunga's (2019) recommendation on the need to respect in graduate school the different "epistemic rhythms" and "of the everyday", which shape the diversity of students' lived experience.

Likewise, on the basis of schedules with a strong asynchronous load, the interviewees find great relevance in the synchronous meetings. Even in the edition that has been completely asynchronous, the students consider that synchronous communication would represent a contribution to writing training. Beyond the differences regarding the way to include (or not) this component in the proposal, the theses emphasize the importance of face-to-face meetings to get to know the people who participate in the work experience in the chapter and also to deepen the revision work that is developed asynchronously.

The educational relationship is an interaction of identities, it is an interactive relationship with oneself, with the other and with the other

(Touriñán, 2019). The possibility of meeting face to face with the other allows to deepen this relationship, as it favors this deepening, while acting as a motivator and contributing to the development of learning; in this case, it contributes to understanding..

As for digital technologies, although the notebook or computer are usually the preferred devices to accompany the writing processes, students do not limit themselves to physical spaces where it is not feasible to access them and make use of alternative devices such as cell phones, in line with the instantaneous nature of ubiquitous learning (Velázquez and López, 2021). Thus, as indicated by Álvarez *et al.* (2022), thesis students would generate technological work environments, constituted by the technological potential offered by the device used according to the possibilities of the physical environment.

Although some thesis students have faced difficulties or challenges with the use of technological resources, they recognize the pedagogical objectives of the use of applications in the seminar and positively value the genuine inclusions (Maggio, 2012), which refer to the use of the opportunities of technologies in terms of the specific didactics of writing, i.e., in terms of their value for the object of teaching.

Previous findings would seem to indicate that, as we have already anticipated, writing is influenced by different factors, including human interactions, technology and time, among others (Gravett, 2021; Inouye & McAlpine, 2019; Russell-Pinson & Harris, 2017). Linked to this, the results would allow us to argue that digital technologies favor a special type of development of graduate studies that, instead of unidirectional paths that progress in a linear way to a certain end point, begin to be configured as trajectories with disruptions in which it is highly necessary to generate emergent and rhizomatic micro-moments (Gravett, 2021; Manathunga, 2019). These considerations would seem to be particularly important in terms of writing and its dialogic teaching at this educational level which, as already announced by previous studies, are beginning to transform in the digital context (Casanovas, 2014; Goodfellow, 2011; Leu *et al.*, 2016; Weller, 2011).

CONCLUSIONS

In this paper we have observed that, as indicated by some authors from the new literacy studies, academic writing in the postgraduate period and its teaching from a dialogic approach are transformed by the irruption of ICT. This is in line with what Tusting *et al.* (2019) raised about the "actors" that could intervene in the teaching and learning of academic literate practices, from "management guidelines" to "disciplinary conventions". With this study we have recognized the imprint of digital technologies in these formative processes; in this sense, we recognized the role of different devices (notebook, cell phones, among others) in the teaching and learning

of writing, as well as the opportunities and challenges of the digital resources proposed in the seminar (documents, videos, forums, among others) to develop this process. In this regard, we noted the importance of some functionalities of programs and applications for the exchange and reflection on different aspects of writing. We also noticed the possibilities that digital technologies offer to give continuity to writing training from more flexible schedules.

In short, the singularities adopted by writing practices and their teaching in the current technological context would seem to accompany new configurations in the development of graduate studies that, far from advancing linearly, are nourished by discontinuous moments of productivity. Therefore, pedagogical proposals must generate alternative openings (even constrained in duration) to take advantage of these circular times in order to sustain the diversity of trajectories.

These findings lead us to reflect on the scope of technological mediation in the teaching-learning processes. We consider that the digital services and applications used (for example, shared documents in Google Drive, Moodle tools such as forums or videos), due to their technical characteristics of easy updating and interactivity, are productive because they serve as dynamic spaces that are not structured around a single design or a single type of proposed task, but that combine and vary according to the didactic interaction needs of the peer reviewer groups and of each student. Therefore, this experience shows the hermeneutic circle (Davioli *et al.*, 2009) that can be generated between education and technology. In this way, the virtual tool is fed back to the pedagogical need to address the teaching and learning of graduate thesis writing from a dialogic approach.

Due to the size of the sample, we consider that the conclusions are temporary and should be confirmed with a larger sample. Thus, in future research we will seek to increase the number of participants and the type of data collected in order to resume the proposed categorization and deepen it, and even study each category specifically.

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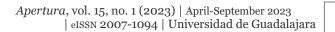
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