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Born and raised in Rio de Janeiro, Fernanda Liberali's formative years in a multicultural environment ignited her passion for language, diversity, and education. She completed her degree in Languages at the Federal University of Rio de Janeiro and advanced her studies in Applied Linguistics at Pontifical Catholic University of São Paulo (PUC-SP), earning both a Master's and Doctorate in Applied Linguistics and Language Studies. Fernanda's postdoctoral work was conducted at prestigious institutions including the University of Helsinki, Freie Universität Berlin, Rutgers University, and she also completed a senior research stage at the University of Notre Dame, USA.

In her academic role at PUC-SP, Fernanda is involved in the Department of Language Sciences and Philosophy and the Postgraduate Programs of Applied Linguistics and Language Studies and of Education. She is known for her collaborative and interdisciplinary approach, which seamlessly bridges theory with practical application,

significantly enhancing her students' educational experiences. Fernanda has CNPq Productivity Scholarship in recognition of her research contributions. She co-leads the CNPq/PUC-SP research group "Language in Activity in the School Context" with Cecilia Magalhães, exploring critical and engaged educational practices and supporting the development of multilingual and multicultural projects.

Her scholarly outputs, including publications and conference presentations, often explore themes of power, agency, and resistance within educational contexts, making her work essential for educators and researchers dedicated to pursuing transformative education. Her international engagements are highlighted by her roles as a visiting professor and researcher at various global institutions, allowing her to contribute to international educational discourse. Fernanda was a Brazilian representative in the ISCAR Community and at various symposiums, such as BILINGLATAM, promoting multilingual education across Latin America.

Fernanda's leadership was also evident in the Global Play Brigade, an initiative she co-founded to centralize play and performance in learning and development within educational and community settings. As a representative of the Consortium of Catholic Universities for Ecological Justice, she has collaborated on research projects in the USA, Nigeria, Palestine, and Kenya.

As a dedicated educator, Fernanda has been instrumental in shaping the academic and professional lives of numerous students through her courses and seminars that often integrate CHAT into practical educational activities. She is deeply committed to mentoring graduate students, guiding them to make significant and original contributions to vulnerable contexts. Besides her research and teaching roles, Fernanda and her research group regularly conduct workshops and seminars aimed at deepening educators' and researchers' understanding of CHAT principles, emphasizing their critical importance in classroom settings and beyond.

Fernanda Liberali is renowned for her critical, counter-colonial, and activist approach to education. Her work, deeply embedded in the principles of CHAT, challenges traditional pedagogies and advocates for transformative educational practices that are inclusive, equitable, and socially just. A hallmark of Fernanda's research methodology is its collaborative and interventionist nature, aligned with Vygotskian ideals about the social nature of learning, development, and transformation, and Freire's focus on an engaged pedagogy that opposes all forms of oppression. Her counter-colonial approach addresses the need to dismantle colonial structures and ideologies persisting in educational and academic systems. She critically examines how educational practices can perpetuate social inequalities and seeks to reform these practices to empower marginalized communities. Her research and teaching advocate for curricula that are not only inclusive but also reflective of the diverse cultural backgrounds of students, involving a rethinking of educational content, methodologies, and the languages used in instruction to ensure they resonate with and are relevant to students' lived experiences.

As an activist scholar, Fernanda integrates her academic work with her commitment to social justice. She is involved in projects that not only study educational phenomena but also actively intervene to create change. For example, her involvement with the Brincada Project and the Digitmed Program underscores her commitment to using education as a tool for societal transformation. These projects utilize play and digital media to engage students and communities in critical thinking and creative problem-solving, fostering environments where learners and educators together can challenge existing norms and advocate for change.

Her contributions to transformative education can be summarized through key concepts, each woven with action and reflective practice to foster a truly emancipatory and inclusive educational approach. These concepts include Critical Reflective Language, Collaborative Multimodal Argumentation, Creative Chain, Funds of Perezhivanie, and Engaged Multiliteracies. Together, these ideas equip students and educators with not only technical and conceptual tools but also socio-cultural awareness and a commitment to the ancestral concept of Good Living. They underscore the role of education in preparing students to actively participate in and contribute to a more just and equitable society.

Fernanda Liberali's work stands as a powerful integration of theory, practice, and activism within the educational sphere. Her advocacy for a critical, counter-colonial, and activist approach reshapes educational systems to be more inclusive and responsive, especially for historically marginalized communities. By integrating CHAT perspectives, her influence extends internationally, enhancing curriculum and teacher education. Her dedication to bridging theoretical knowledge with practical applications continues to drive transformative change, fostering culturally rich and cognitively enhancing educational environments.

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