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# **Computational Thinking In The Cibricity: Experiences In Onlife Education**

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Understanding the city as a living, complex and communicative entity moves away from an anthropocentric worldview, establishing other forms of communication, dwelling, and learning. This article presents a gamebook's development and building process that shows how computational thinking is leveraged and produced in immersion in cibricity (hybridization between a physical city, geographically located, with a digital city). The objective is to present how the co-engendering between the various entities that make up the city can enhance computational thinking from the perspective of inventive learning in an OnLIFE Education proposal. This practice comes from a doctoral thesis within the research project scope "THE CITY AS A LEARNING SPACE: Innovative pedagogical practices for the promotion of citizenship and sustainable social development", financed by Fundação Carlos Chagas and Itaú Social, developed by Digital Education Research Group - GPe-dU UNISINOS/CNPq. It uses the cartographic method of intervention research to produce and analyze data. The results presented are based on elements in reticular and connective epistemologies, in the theory of inventive cognition, and the concepts of transorganic connective act, and atopic inhabiting. Such results indicate that computational thinking is being potentiated in the co-engineering between human and non-human entities, from the perspective of OnLIFE Education, contributing to its interdisciplinary and transversal understanding, as well as pointing to the emergence of an ecological cognitive policy in education.