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## Summarized Report

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PEDRO, Janaina Artioli João. *Relationships between student participation in democratic management and school learning: a look from the Historical-Cultural Theory*. 2021. 256 f. Dissertation (Master's Degree in Psychology) – Faculty of Sciences, Universidade Estadual Paulista “Júlio de Mesquita Filho,” Bauru, 2021<sup>1</sup>.

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## Resumo

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PEDRO, Janaina Artioli João. *Relações entre a participação estudantil na gestão democrática e a aprendizagem escolar: um olhar a partir da Teoria Histórico-Cultural*. 2021. 256 f. Dissertação (Mestrado em Psicologia) – Faculdade de Ciências, Universidade Estadual Paulista “Júlio de Mesquita Filho”, Bauru, 2021<sup>1</sup>.

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The research presented in this summarized report aims to explore the relationship between student participation in democratic management and school learning. As a theoretical and methodological reference, we draw on contributions from historical-cultural psychology and the historical-dialectical materialist method, which guided and characterized the structure of the study itself.

It is important to highlight that the object of study expressed in the triad of student participation, democratic management, and school learning is the result of a project that had to be interrupted due to the outbreak of the COVID-19 pandemic in early 2020. Given this historical context and its repercussions, mainly on in-person activities at school, it became necessary to terminate the research we had initially chosen and whose first stages we had already completed.

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<sup>1</sup> The dissertation (master's degree) was developed in the Graduate Program in Developmental and Learning Psychology at the Faculty of Sciences, Universidade Estadual Paulista “Júlio de Mesquita Filho – UNESP/Bauru, and was supervised by Prof. Flávia da Silva Ferreira Asbahr, PhD.

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The experiences gained from the initial actions in the research project entitled “Student councils and conflicts in the school context” raised several concerns, sparking interest in exploring the impacts (or possible impacts) on school learning processes resulting from the promotion of student participation through democratic management.

We observed a great deal of research potential, both from indirect observations and from the material collected and activities carried out as part of the stages previously planned in the initial project.

In particular, the process of electing the new student council showed us that student involvement with the needs of the school and their peers could constitute an activity that generates reasons for study, since spaces for participation can represent the stage on which unity between theory and practice/thought and action can be found while promoting psychological development.

Consequently, when discussing the observed potential for research, we emphasize the possibilities inherent in the integration of social practice and school education. The dynamics of this integration, by endowing learning with personal significance, can create conditions for students to transform their reality, that of their community, and the society in which they live. Similarly, they can also transform themselves as part of the process.

From this perspective, democratic management, education for democracy, and participation in school have become central themes, leading to a reflection on the importance of promoting *praxis* as a practical movement that is theoretically grounded (KAMAZAKI, 2019), as well as on the horizon of the organization of teaching, as well as on the purpose of school learning, that is, on what kind of subject it produces and what kind of society it aims to maintain (ASBAHR, 2020).

It is on the basis of these issues that historical-cultural psychology offers a theoretical-methodological perspective aligned with the ethics that underpin research. This perspective contributes to possibilities for making students committed to social reality and its transformation, and not just to the dynamics and limits of employability specific to the labor market. Asbahr (2016, p. 105) asserts that acquiring knowledge,

passing entrance exams, and securing a favorable employment position in the future are insufficient. It is imperative to acknowledge the necessity of learning, not only as an individual human need but also as a collective necessity.

The fields of historical-cultural psychology and historical-critical pedagogy have a shared perspective on the school as a privileged *locus* for the realization of such a project. According to this perspective, school education is the field responsible for promoting the development of consciousness and personality through the assimilation of the material and immaterial products historically produced by humankind (MARTINS, 2011). It is also a field of resistance to the model of society based on the logic of capitalism (TONET, 2005).

As a consequence of these issues, we were able to draft a thesis at the end of the research, in which we defend student participation as a constituent of the learning process, particularly the activity of study. We argue that the unity between theory and practice can realize the ethical-political and pedagogical function of school education. The notion of ethical-political is predicated on the premise that the fundamental purpose and responsibility of the institution of education is to make a requisite commitment to the imperative of social and pedagogical transformation. This is predicated on the necessity of cultivating individuals who are endowed with the capacity to actualize such transformation (PARO, 2000).

In light of the contexts that gave rise to the research, it can be concluded that the object of study constitutes the outcome of two parallel trajectories, which also guided the methodological framework of the study.

The initial term refers to the formulation of the research question. Confronted with the imperative to reformulate the project and drawing upon the substantial experience amassed from the inaugural study, we posed the following question to ourselves: What are the relationships between student participation and school learning? The present inquiry seeks to ascertain whether there exists data that would allow for the establishment of relationships between the proposal of experiences that promote student leadership and the expansion of student learning in democratic management.

This inquiry prompted a preliminary investigation into existing databases to ascertain the extent of research conducted on the subject. This exploration revealed that the topic had not been extensively researched, with no studies directly addressing the subject in question. Consequently, in an effort to address the aforementioned inquiries, a decision was made to commence the investigation with a comprehensive bibliographic review.

However, the Bibliographic Research does not cover all the content addressed in the study, nor was it sufficient for the reconstruction of the new object. The concerns experienced were organized into four distinct scenarios, whose dynamics represent both the second research path and the object of study itself.

The first refers to the conditional nature of developmental teaching in the quality of Brazilian school education. The second refers to the formation of personal meaning in the activity of studying. The third concerns discussions about the function of school education, which we understand as an expression of the unity between the individual dimensions—the formation of theoretical thinking (MARTINS, 2011) and social thinking—education for democracy, as announced by Paro (2000) and whose dynamics converge in *praxis* (KAMAZAKI, 2019). The fourth and final scenario refers to reflections on the purpose of school education around the concept of class consciousness (ALMEIDA, ABREU, ROSSLER, 2011), that is, the “why” of school education from the perspective of historical-cultural psychology (ASBAHR, 2020).

Therefore, the relationship between student participation in democratic management and school learning, mediated by the perspective of historical-cultural psychology, is defined as a synthesis of these scenarios insofar as exploring it (the relationship implied in the object) is also, in a way, exploring each of them (each scenario).

The overarching methodological approach of the research is, therefore, articulated by the concerns emanating from contact with empirical reality, which culminated in the four research scenarios; by bibliographic research, whose results represent numerous complaints about the object of study; by the various announcements made throughout the research regarding the exploration of this object; and by the thesis outline that concludes the research, in which some possibilities for

the relationship between the triad of student participation, democratic management, and school learning and the perspective of activity theory are presented.

According to the logic of singular, particular, universal dialectics specific to the historical-dialectical materialist method (Pasqualini & Martins, 2015), the field of singularity is defined as the object of study expressed by the empirical experience related to the initial research and national data on the quality of school learning. These fields are addressed in the first chapter of the work and represent unique and unrepeatable occurrences of the phenomenon (object) addressed. The present study delineates a universal dimension, characterized by the unity between pedagogical activity and democratic management. This unity is responsible for the maximization of the object's potential. Conversely, the specific dimension signifies the distinct scope of the tutelary society, a hallmark of capitalism, as well as neoliberal education and public education policies, whose guidelines shape the potential expressions of the phenomenon under scrutiny. Consequently, they engage in a competitive dynamic, thereby confining student participation to its formality and school learning to its utilitarianism.

This methodological logic, although employed for organizational purposes in the research, enabled the establishment of limits and possibilities according to which the object of study transitions.

In this sense, the research is characterized as bibliographic and theoretical. The bibliographic nature of the research is evident in its response to the analysis of scientific productions in the SciELO database, focusing on the relationship between student participation and school learning (the object of study). The theoretical nature of the research is exemplified by its representation of the articulations made between the conceptual elements that constitute this relationship, namely, democratic management, teaching, learning, student participation, and study activity. These elements are mediated by historical-cultural psychology and the historical-dialectical materialist method. A total of 23 articles were identified as being pertinent to the subject of study, while 96 articles did not fully align with the established inclusion criteria. These articles were then

categorized based on their thematic content. A comprehensive exploration of both fields was undertaken to elucidate the historical, theoretical, and conceptual trends pertinent to the research object.

Based on the set of results found both in the exploration of scientific articles and in national surveys that evaluate the quality of Brazilian education, as well as on the empirical evidence present in the initial research, we believe it is necessary to establish a theoretical position on the concepts related to the object of study, given the many arbitrariness and gaps found. With this position, we aim to ensure theoretical and methodological consistency in the research, as well as to promote dialogue between the singularities and particularities defined as a methodological movement.

Thus, we refer to teaching as that which advances the student's development, guiding them according to their possibilities (VIGOTSKI, 2010), as well as that which aims at the formation of theoretical thinking as an instrument for understanding reality as a synthesis of multiple determinations, whose nature does not offer immediate access to consciousness except through the logical-historical unveiling of concepts (MARTINS, 2011).

Freedom as that which represents human existence based on overcoming the relations of domination arising from the social division of labor in capitalist society, thus coinciding with the real notion of human emancipation (TONET, 2005).

Student participation is that which promotes development by constituting the student's study activity, overcoming merely formal aspirations, and democratic management as that which can offer conditions to realize the meaning of "public" in school education, whose models we defend as the transition between management and teaching.

The fundamental purpose of school education is to promote *praxis*, which signifies the alignment between management and teaching from a macro perspective and the integration of thought and action to facilitate comprehensive student development. Education for democracy is predicated on the notion that the formation of citizens is a means and not an end for social transformation, thereby ensuring that emancipation is not confined to political freedom.

In light of the prevailing hegemonic presence of the dichotomy between thought and action, as evidenced by the articles from the bibliographic research and the empirical findings from the preliminary research, the thesis outline proposes a novel approach to student participation in the study activity. This approach aims to contribute to the organization of teaching, in accordance with the assumptions defended in the research, thereby facilitating the contemplation of the triad constituting the object of study.

From this perspective, the presentation of this outline aims to promote discussions that imply the promotion of the school as a privileged place for the humanization of individuals. It is expected that the knowledge assimilated through a democratically organized education will guide them according to the challenges of capitalist society.

The argument under consideration pertains to the significance of the rationale underlying school education and the correlation between meanings and significances within the framework of educational activities. This assertion is founded on the premise that "one of the substantial challenges confronting contemporary school education is to ensure that the acquisition of school curriculum is imbued with meaning for students" (DUARTE, 2004) (ASBAHR, 2014, p. 270).

The schism between meaning and significance generates a relationship whose causes are external to students, thereby producing and/or contributing to phenomena such as indiscipline and academic failure (ASBAHR, 2016). Consequently, the centrality of the unity between affect and cognition in the organization of teaching, considering the dynamics of the activity and the collectives, is not merely a pedagogical strategy but an ethical-political position in school education.

While the interfunctional relationships between the constituent elements of the thesis remain opaque, we posit that student participation, as a constituent of the study activity, may identify potential avenues for realization if situated as a formative motive for learning. This proposition serves as a preliminary framework for future research.

In summation, the numerous announcements, grievances, and inquiries that emerged throughout the research process are presented. The objective of this synthesis is

to establish the foundations for future studies, thereby facilitating the exploration of the object's potential (as well as its limitations). The object in question pertains to the relationship between student participation in democratic management and school learning.

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