

Trans-Formation-Research as a teacher training strategy¹

Pesquisa-Trans-Formação como estratégia de formação docente

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ABSTRACT

Trans-Formation-Research as a teacher training strategy proposes, based on the tension between researching-training-transforming, the creation of Social Situations of Development and, through the use of different pedagogical strategies, promote critical reflection and foster processes of practice transformation teacher. In view of this, this study aimed to analyze and discuss the Trans-Formation-Research developed as a teacher training strategy, carried out in 10 meetings, developed remotely, with 10 Physical Education teachers, who work in Elementary School - Early Years and Finals of the municipal network of a city in the Vale do Paraíba Paulista. Faced with these educators' concerns, the central theme worked on and discussed in the formative meetings was Assessment for Learning in Physical Education, its challenges and possibilities. The information was produced based on didactic-pedagogical strategies specifically designed for the group in question, considering some of the mediations that constitute it, such as the discussion of a teaching case, slides and dialogued formations, presentation of evaluation practices already established and new practices, collective reflection-criticism,

RESUMO

A Pesquisa-Trans-Formação como estratégia de formação docente propõe, a partir da tensão entre pesquisar-formar-transformar, a criação de Situações Sociais de Desenvolvimento e, por meio da utilização de diferentes estratégias pedagógicas, promover a reflexão-crítica e fomentar processos de transformação da prática docente. Diante disso, este estudo teve como objetivo discutir a Pesquisa-Trans-Formação elaborada como estratégia de formação docente, realizada em 10 encontros, desenvolvidos de maneira remota, com 10 professores de Educação Física, que atuam no Ensino Fundamental – Anos Iniciais e Finais da rede municipal de uma cidade do Vale do Paraíba Paulista. Frente às inquietações desses educadores, o tema central trabalhado e discutido nos encontros formativos foi a Avaliação para a Aprendizagem em Educação Física, seus desafios e possibilidades. As informações foram produzidas com base em estratégias didático-pedagógicas especificamente pensadas para o grupo em questão, sendo consideradas algumas das mediações que o constituem, podendo-se citar a discussão de um caso de ensino, slides e formações dialogadas, apresentação de práticas avaliativas já estabelecidas e de novas práticas, reflexão-crítica coletiva, construção colaborativa de uma proposta avaliativa, entre outras. O movimento analítico

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collaborative construction of an evaluative proposal, among others. The analytical movement of the information produced, during the process of researching and training these teachers, took place through content analysis, resulting in three categories: Reflection on the practice itself, Learning about evaluation in Physical Education and Change in the evaluation practice, which demonstrated the potential of this way of apprehending and intervening, dialectically, in the studied reality and of favoring educational and social transformation, enabling the recognition of what is new and viable in this process.

Keywords: Trans-Formation-Research Teacher Training. Professional development.

das informações produzidas, durante o processo de pesquisar e formar esses professores, deu-se por meio da Análise de Conteúdo (BARDIN,2011) resultando em três categorias: Reflexão sobre a própria prática, Aprendizagem sobre avaliação em Educação Física e Mudança da prática avaliativa, que demonstraram a potencialidade dessa forma de apreender e intervir, dialeticamente, na realidade estudada e de favorecer a transformação educacional e social, possibilitando o reconhecimento do inédito viável neste processo.

Palavras-chave: Pesquisa-Trans-Formação. Formação Docente. Desenvolvimento Profissional.

1 Introduction

In a heterogeneous scenery, of many different characteristics, and in constant movement as it is our society, thinking about teacher training requires answering some questions among them: why, for who and, mainly, how to create a Social Development Situation,⁵ that foster stimulations and transformations processes of the teacher's work.

However, it is known the complexity of the challenges faced in our country, since the initial education of teachers, as pointed out by Gatti (2014, p. 36) [...] "There is an accumulation of obstacles and issues historically constructed."

Therefore, facing those challenges is necessary and urgent, and go through the continuous education, giving even more responsibilities to the training processes in the teaching career.

Nóvoa (2007) highlights that the continuous education of teachers needs to be centered in the practice and in the reflection of their own practice, supporting Tardif (2007, p. 223) when he affirms that the professional competences of the

⁵ We use "Social Development Situation" with capital letters because it is a concept based on Vigotski's comprehension of the human development process, highlighting the development as something that is not ready nor something that is only in the subject, but it is on the continuous movement of subjectiveness-objectiveness of the reality, in other words, it has as source the social relations.

teacher are: “[...] connected to their capacity to rationalize their own practice, to criticize it, to review it, to aim it, seeking to ground it in reasons to act”.

Aligned to this critical-reflexive conception of continuous education, it is highlighted the theory about the practical-reflexive teacher presented by Zeichner (1993; 1995) and the conceptions also discussed by Schön (1995, 2000), Gómez (1995), Alarcão (2001, 2003), Pimenta and Ghedin (2002), in which the teacher is an intellectual able to produce knowledge through the critical reflection about their practice.

That epistemology of the practice encourages the appropriation of the knowledge by the teachers, seeking autonomy and the critical-reflexive practice in many ways (ARAÚJO; SILVA, 2009).

Knowledge produced by a movement of critical reframing, from the confrontation between what is already known – crystallized intelligence, sometimes hard to be abandoned – and the constructed knowledge, as discussed by Sforni and Vieira (2008, p. 239).

Pimenta and Ghedin deem that:

[...] the experience of knowledge is also those that teachers produce in their workday life, in a permanent process of reflection about their practice, mediated by other people – their coworkers, texts written by other teachers (PIMENTA; GHEDIN, 2002, p. 20).

Besides that, in a historical-cultural context, teacher training, as Araújo (2009, p. 5) says is necessary to understand some issues: “The interpersonal process is transformed in an intrapersonal process, having as context the relations established among participants constituted historically, which is, quintessentially, a place of mediation”.

The comprehension of how the inter/intrapersonal issue is established is fundamental to invite us to search for the overcoming of the teacher’s training focused only on the individual work of each teacher, fragmented and reductionist, with pre-assembled and specific formats.

Before this context, a variety of proposals appear. And we follow the track

of research-action with Michel Thiollent (1986), with the collaborative research of Ivana Ibiapina (2008), with the critical collaboration research of Maria Cecília Magalhães (2003) and Sueli Fidalgo (2006) and others. Flourishing a dialectical approach of collective knowledge production, that creates and implies a process of search, ultimately, of educational and social transformation, the Trans-Formation-Research (MAGALHÃES, 2021).

Grounded in Dialectical and Historical Materialism and in Socio-historical Psychology, the conception of the research has a study focused on the processes and not on the products. Overcoming dichotomized scopes, seeking the mediations and contradictions that constitute this phenomenon, with the intent to act directly and in collaboration with the studied reality.

To understand the tangible reality, the Trans-Formation-Research understands the search for the core of the phenomena as something that continues. When the research proposes a critical movement of going beyond the appearances in a movement of saturation of the determinations. The substantiality is highlighted by Marx (2008, p. 1080) when he affirms that “[...] all science would be superfluous if the outward appearance and the essence of things directly coincided [...]”.

Magalhães goes further in the explanation, affirming that:

The Trans-Formation-Research is an academic action with an intention: the production of scientific knowledge through the realization of educational processes of social groups with the goal of provoking reflections, and individual and collective actions that result in transformations. The intention is that one of those transformations would be so deep that revolutionary echoes in the workplace and/or educational place and/or political place (MAGALHÃES, 2021, p. 265).

And follows by discussing the intentionality of the Trans-Formation-Research in its dialectical movement, arguing that:

Praxis, research, and transformation – elements that combined, create our way of research, a movement that happens in the critic of reality, critical that is grounded and supported by

scientific knowledge deeper and deeper! Scientific Praxis brings in its intentionality the transformation through educational activities. [...] Our intention is explicit in the revolution that we intend to install in the reality in which we research and act (MAGALHÃES, 2021, p. 272).

In the dialectical tension between research-train-transform, it is made, with methodological rigor, explicit activities of research, information production, and purposes, simultaneously, training activities that help critically the teachers' development.

It uses different teaching and pedagogical strategies and in every moment, there is a deep connection between theory-practice-method-technique-analysis, reinforcing the dialectical base of the proposal.

The Trans-Formation-Research gives the opportunity for active participation of the research and of the researcher himself since he intends a horizontal relationship. The research considers the participation of the researcher as a piece of the process of transformation and not just a subject that describes the reality, understanding the participants as co-producers of the whole process, as explained by Magalhães and Aguiar (2001):

[...] We have (as scholars) an explicit role, for example, about the decision-making related to the research, about its making, the theoretical-methodological option, operational alternatives, etc. On the other hand, through the process, the knowledge, and the experience surround and change the research making. In some moments, our knowledge can be determinant; in others is the participant's knowledge. [...] we let it clear that all participants of the research produce, ask, and modify the theoretical-practical dialectic [...] guided by this reality, it has an essential role in the research. The roles are asymmetric, because each person has one, has a purpose, an intention, beyond the roles, purposes, and collective intentions of the group. [...] Our effort is that the participation can be really democratic, and the decisions be shared. People see us as scholars, but the ownership of the best knowledge is not only ours! (MAGALHÃES; AGUIAR, 2021, p. 124)

In that way, collaborative spaces of discussion and critical analysis of the participants' experiences are created to produce local knowledge, new possibilities, and reframing.

2 Aim

In that way, this paper aims to discuss the Trans-Formation-Research as a strategy for teacher training from the scope of the produced data in the ongoing thesis research that has been developed by the authors of this paper.

3 Methodological Procedures

This qualitative and critical study was conducted with ten Elementary Physical Education – Early and Final Years teachers of the municipal education system of a Vale do Paraíba Paulista's city.

Teachers-participants were chosen by recommendation between pairs, those teachers had their names recommended by other Physical Education teachers from the educational system they work in. A formulary was sent to all teaching staff of that subject with the following request: Recommend one teacher that you consider has a good evaluation practice. In that way, the ten most recommended teachers were invited to participate in this research.

The production of information was made in many ways. Teachers-participants answered a questionnaire, an auxiliary tool of the group profile, with questions about gender, age, years of teaching, work conditions and with specific questions about evaluation, to comprehend since the beginning some conceptions about that theme.

Lately, ten training online meetings were done every fifteen days, with one hour and a half duration. Seeking to, from the formation needs, produce information and knowledge about the Evaluation for Learning in Physical Education, refreshing the critical reflection about the evaluation practices and bound theory and practice giving emphasis to both.

The chosen themes for study and reflection were defined in collaboration between the researcher and the teachers-participants.

We tried to avoid the misconception of content-based instruction and the mechanical practice of teaching, seeking to give the opportunity to an embodiment of the dialectical tension of reality. Magalhães (2021, p. 336) explains with some sarcasm that “it is a very easy recipe and just needs a few ingredients.” The author provides us with the “ingredients”: a group of teacher(s), in a dialogical perspective training, in which all of them can speak and be listened to after a trigger question. Ready! That can be one of the ways to open space to materialize contradictions of the real when the participants were sparked to bring to discussion conflicts and contradictions that pervade their activity (MAGALHÃES, 2021).

We highlight that an effort of the research technique is necessary to participants feel available to get out of their comfort zone, to talk about what bothers them, and their conflicts in their teaching development.

Therefore, it was used different teaching strategies, among them: a case study of teaching, slides, and training with experience exchanging, presentation of practices, collective critical reflection, collaborative construction of an evaluation for learning in Physical Education, and others.

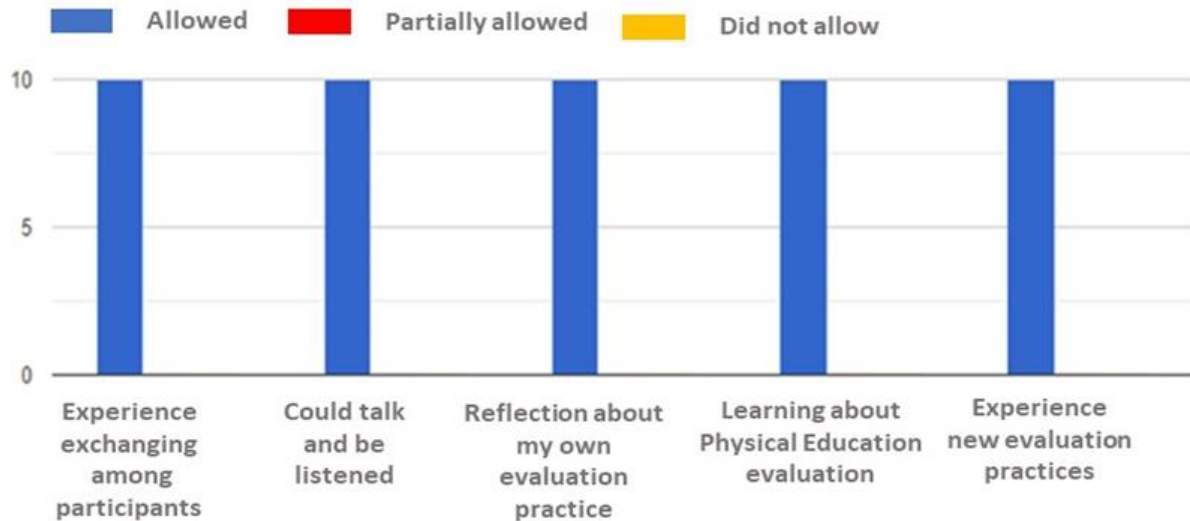
In this paper, the produced information – especially, those produced in this ongoing thesis– was analyzed following the proposal of content analysis of Bardin (2011). Based on that, the following categories were created: Reflection about the practice itself; Learning about evaluation in Physical Education; and Change in evaluation practice. Each one of them will be discussed subsequently.

4 Presentation and Discussion of the Results

In the chart below, it is possible to verify, stemming from the teachers’ answers, that the meetings had filled their collaborative role in the perspective of transformation. The group clearly indicates that important exchanges happened between them, and everybody could talk and be listened to.

It is also perceptible that the strategies that have been used fostered a critical reflection on the practice. At the same time in which knowledge about the theme was produced, giving an opportunity to try new evaluation practices, as the basis for the longed transformation.

Image 1 – Perception of the teachers-participants in relation to what the training meetings allowed.



Source: Collected and charted data by the researcher, 2022.

Stem from analysis, we connected below some significant speeches of the participants of this research, full of important meaning for the comprehension of this training process that was dialectically created in a perspective of educational and social transformation.

4.1 Reflection about your own practice

Through the meetings, we can affirm that the training purpose of the research gave an opportunity for the teachers-participants to think about their processes of critical reflection in their own practice, and in their social contexts. Teachers discussed together and reflected critically, facing the individual dimensions and historical-social constructions of the knowledge about the studied theme.

The speeches below highlight that reflective process:

I can't evaluate. How can I? This is so tiring that I don't want to do it. Evaluate is like this, you sit there: Joãozinho, score? What score may I give? (Teacher. 5)

I have been in doubt about how to evaluate until today. (Teacher. 7)

I evaluate in an easier way, I evaluate the class, the group, and where they are heading to. However, I think I still need to organize my evaluations better. (Teacher.9)

Today something has occurred that made me thought about what we should really be aware of in the curriculum because later we will not be able to evaluate. (Teacher 1)

I work with some students that are not literate, students with mild, moderate, and severe intellectual disability. I wonder if, in one talking circle, we would be able to have a scenery of their learning process? (Teacher 2)

If I stay a long time on one thing or if I go through something really fast, I can't guarantee the learning. So, I would evaluate everything just at the end of the bimester? That is what I am thinking. (Teacher 1)

Freire (2011) proposes a critical, autonomous, and emancipatory education for people. So, they could analyze their social, historical, and cultural realities and be able to create possibilities to transform them.

Regarding the teaching career, the author affirms that “[...] the education of the teacher must give him tools, so he could create and recreate his practice through reflection about his daily life” (FREIRE, 1991, p. 80).

And he highlights that

In the continuous teacher's training, its cornerstone is the critical reflection on the practice. It is critically thinking about the present practice or past practice that you can improve the next. (FREIRE, 2004, p. 39).

With that in mind, we stem from the reality and experience of teachers' lives, and in a dialogical way, it was given the necessary space and time for a critical reflection.

4.2 Learning about evaluation in Physical Education

The teacher must assume the role of knowledge producer, despite being just a consumer of produced theories by others.

Knowledge is the first step to a transformation of reality, as stated by Tonet (2018).

Knowledge is not reflecting on the immediate object. Knowledge is a moment of the transformation process of reality [...] Knowledge is a mediation to intervene in reality. It is, beyond that, an absolutely indispensable mediation for the self-construction of human beings (TONET, 2018, p. 103).

Speeches of the teachers-participants show what Tardiff (2007) affirms when he says that a teacher is someone who produces knowledge, agreeing with Vygotsky when he affirms that “the knowledge that does not come from experience is not actually a knowledge” (VYGOTSKY 2007, p.75).

I think the narratives, as the colleague said, can be a way to diagnose. In the next evaluation, I will build this and then I will tell you (Teacher 1)

I did as we have spoken in the last meetings, and I found it really nice. Stem from the pictures I have already started asking other things and I realized that they learn more from the interaction than when we just speak. (Teacher 4)

There were children who asked for target practice, that was something we worked on last year, in the first year. Or they want to tell that they learned, and they are using it in their recreation time. I thought it was really nice and I will start using it. (Teacher 2)

The nice thing about these meetings is that we are learning. (Teacher 5)

This was a practice that I did now, in the end, not for a score, but it was a real evaluation. The experience exchanges we have been making here are helping me a lot. (Teacher 6)

I am starting to teach the 5th to 8th grade, and I thought that the tips are great, I will use them as well. (Teacher 6)

Those reports show that the research helped, besides the assimilation and internalization, processes of transformation, including the creation of new. As Magalhães (1999, p. 192) already proposed, the creation of “contexts for teachers and external researchers to question, highlight and, eventually, modify the ways as they understand their practice and themselves”.

4.3 Change in the evaluation practices

This research aimed to, at every moment through training meetings, contribute to the processes of transformation of the teachers-participants’ evaluation practices, it was a microcosmos of the objective reality.

Hooks (2017) pointed out that “people have difficulty in changing their paradigms and need a context where they can shout out their fears, where they speak about what they are doing, how they are doing and why. Listen to other people speaking how they have done, it helps to fade the fear” (HOOKS, 2017, p. 54).

Silva Junior (2015, p. 132) deepens this discussion by pointing out that to change “we need to be conscious and sure about the historical exhaustion of the ways of analysis and the processes of intervention that were used until here in the treatment of the social situation that challenges us, with its lack action and rigidity.” And he continues saying that transformations “are rewards from the organized action of people and organizations that are compromised to radically change the given situations” (*apud* GATTI, 2020, p. 38).

Gatti (2020) also adds explaining that “Changing requires convictions in new values and a strong need to change” (GATTI, 2020, p. 38).

In other words, change is not an easy and sudden process, but it is possible! As Freire (1991, p.7) remember us “change is hard, but it is possible and urgent.”

The following reports highlight the changing processes of the teachers-participants:

I have shown the evaluation that I have done this year, and I intend to improve it each year. With the conversation that we have here, I have already changed some things. With the conversation that we are having now, I have thought about other things.
(Teacher 1)

It is a thing that we have done in our classes, it is a normal practice, there is nothing different, the only thing that I thought was to develop an evaluation look. A look to understand what the student is seeing. If the student is understanding those activities.
(Teacher 2)

I am feeling a new reason to observe this issue that is important, if it is going to have a score or not. I know that the discussion is long, but it has already awakened a new look for me. (Teacher 2)

It is the first time that I will do it, I have never done it. (Teacher 1)

Stem from those speeches we can affirm that the Trans-Formation-Research is a strategy of continuous training that gives opportunities to collaborative processes of critical analysis and instigate the construction of new paths to transformation.

5 Conclusion

Before the obtained results, we can highlight the potential of the Trans-Formation-Research as a strategy of teaching training. A collective training that

starts from the critical reflection of their own practice, deepened in the theoretical-practical connection.

When this research produces dialectical information, in a collaborative way, through meetings that instigate the creation of Social Situations of Development, it trains teachers and instigates processes of transformation in the teaching practice.

The Trans-Formation-Research is consolidated as a proposal of connection between university-school, and research-training, seeking to create training proposals that contribute to mediations that are necessary to the process of transformation in school. This research always had the perspective of radical social transformations.

Investigación-Trans-Formación como estrategia de capacitación docente

RESUMÉN

La Trans-Formación Investigación como estrategia de capacitación docente propone, a partir de la tensión entre investigar-capacitar-transformar, una creación de Situaciones Sociales de Desarrollo e, a través de la utilización de diferentes estrategias pedagógicas, promover la reflexión-crítica y fomentar los procesos de transformación de la práctica docente. Frente a eso, esta investigación tuvo como objetivo discutir la Investigación-Trans-Formación elaborada como estrategia de capacitación docente, hecha en 10 encuentros, desenvueltos de manera remota con 10 profesores de Educación Deportiva que actúan en el Ensino Fundamental – Anos Iniciais y Finales de la red municipal de una ciudad del Vale do Paraíba Paulista. Frente a las inquietudes de esos educadores, el asunto principal trabajado y discutido en los encuentros de capacitación fue la Evaluación para Aprendizaje en Educación Deportiva, sus desafíos y posibilidades. Las informaciones fueron producidas con base en estrategias didáctico-pedagógicas en particular pensadas para el grupo de esa investigación. Fue consideradas algunas mediaciones que lo constituyen, como la discusión de un caso de enseñanza, slides y capacitaciones dialogadas, presentaciones de prácticas evaluativas ya establecidas y de nuevas prácticas, reflexión-crítica colectiva, construcción colaborativa de una propuesta evaluativa, entre otras. El movimiento analítico de las informaciones producidas durante el proceso de pesquisar y capacitar esos profesores ocurrió por medio de la Análisis de Contenido (BARDIN, 2011) resultando en tres categorías: Reflexión sobre la práctica, Aprendizaje sobre evaluación en Educación Deportiva y Mudanza de la practica evaluativa, que demostraron potencialidad en la forma de aprender e intervenir dialécticamente en la realidad estudiada y de favorecer la transformación educacional y social, dando posibilidad para el reconocimiento de lo inédito viable en esto proceso.

Palabras clave: Investigación-Trans-Formación. Capacitación Docente. Desarrollo Profesional.

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