

International Journal of Human Sciences Research

TEACHER TRAINING: ABP WITH A FOCUS ON THE EJA STUDENT LIFE PROJECT VIA DISTANCE LEARNING

Rossana Ishii Chida

Educational Technical Analyst – SESI-SP

<https://orcid.org/0009-0000-6066-9783>

Laôr Fernandes de Oliveira

Educational Project Manager – SESI-SP

<http://lattes.cnpq.br/5479838101146249>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: This article aims to present the training of Distance Learning Youth and Adult Education teachers at Sesi-SP regarding the possibility of working with students' life projects, through Project-Based Learning (PBL). The purpose was to make teachers aware of the importance of collective and interdisciplinary projects, carried out remotely, with EJA students. The effective involvement of teachers and a change in their outlook regarding carrying out projects in their classroom environment was observed.

Keywords: distance education; youth and adult education; teacher training.

INTRODUCTION

Youth and Adult Education, in the SESI-SP school network, is based on a concept that considers the need to encourage students to develop different types of knowledge, related to art, culture, work and historical knowledge. In this sense, the teaching and learning process must permeate and consider the knowledge constructed through interaction with others and the environment, valuing the skills and competencies acquired in and outside of school.

This way, the main objective of Youth and Adult Education at SESI-SP consists of promoting Social Reparation with a focus on the student's Life Project, relating teaching, learning, research and the world of work to the social practices in which young people are immersed. and adults.

DISTANCE EDUCATION FOR YOUNG PEOPLE AND ADULTS: CONCEPTS

At SESI-SP, Distance Education for Youth and Adults (EJA EaD) seeks to support the student's education – who, for various reasons, did not complete their studies at the appropriate age –, respecting the knowledge acquired through life experience

and considering the development of their critical capacity. To this end, it is considered that the teaching and learning process must be based on the concepts of andragogy and, going further, on the assumptions brought by heutagogy.

According to Hase and Kenyon (2000), creators of the term, heutagogy refers to self-directed learning, which can be understood as a natural evolution of andragogy, as it considers modern social issues, such as the quantity and availability of information, rapid changes and the need for flexible learning practices.

Furthermore, in this case, the student is considered the protagonist of their development in a broader way, as they become responsible for what, when and how to learn and the teacher plays the role of facilitator and organizer of the teaching and learning process.

According to Gonçalves (1997), the institution that develops distance education must be committed to the development of citizenship and opportunities to access the knowledge accumulated by humanity.

Thus, relating the premises of andragogy and heutagogy to the principles of distance education – in which the student must be able to study on their own –, it is also understood that the methodology developed by the teacher is essential for the student to develop its autonomy and presents conditions for knowledge management.

THE EJA TEACHER

The Law of Guidelines and Bases (BRAZIL, 1996) establishes that teachers who work with young people and adults must have adequate preparation to serve this public, with all its specificities. Several studies also show that EJA is conducted, in most cases, by professionals from the “regular” system, without adequate preparation to meet the demands that are

specific to young and adult students.

Therefore, the teacher needs to consider much more than the age group of the students. It is necessary to understand the specificities of students, with regard to their stories, their affective, social, cognitive and cultural situations, as well as their professional demands and their life projects. By reflecting on their practice, directing it to the students' reality, the teacher improves the teaching and learning process. Regarding the role of the teacher in Youth and Adult Education, Arroyo (2018, p. 40), in turn, states that:

[...] Teachers understand that being a master teacher is a lot, but much more is required. These lives demand responses in terms of education, values and the meaning of good and evil. The ethics or lack of ethics of our society. It is no coincidence that the letter E in EJA is not for teaching, but for the education of young people and adults.

The teaching and learning process promoted at EJA favors a relationship between what students have already learned through their life experience, promoting spaces for students to establish the necessary links regarding their knowledge acquired throughout their lives, with that offered in school education. In this sense, the teacher, in his relationship with the student, plays the role of mediator, provocateur, encourager, researcher, mobilizer of pedagogical actions, which must converge on contextualized problem situations, which are part of the student's daily life, making thus, capable of giving relevance and meaning to learning.

Freire (2011) alerts us to the fact that "nothing can escape the keen curiosity of educators" involved with EJA. Thus, its role in developing the teaching and learning process stands out as mobilizing means and situations that favor the student's comprehensive education, enabling them to interact and intervene critically with the sociocultural environment in which they live.

EJA EAD TEACHER TRAINING AT SESI-SP

In the SESI-SP network, the continued training of Youth and Adult Education teachers must promote the appreciation of collective work, proximity between peers, the exchange of information and experiences, without there being a hierarchy in the trainer-teacher relationship, thus as proposed by Imbernón (2009). Furthermore, the central role of training must be to understand and reflect on the characteristics of the EJA audience such as racial, gender and class diversity, and the fact that they are working people, young or adults who have a different period and often restricted to study. Therefore, it is understood, based on Opinion 11/2000, that:

[...] The preparation of a teacher focused on EJA must include, in addition to the training requirements for each and every teacher, those related to the differential complexity of this teaching modality. Therefore, this teaching professional must be prepared to interact empathetically with this group of students and to establish the exercise of dialogue. Never a light-hearted teacher or one motivated only by good will or idealistic volunteering, but rather a teacher who is nourished by the general and also by the specificities that qualification as a systematic training requires (BRASIL, 2000, p. 56).

Therefore, promoting the continued training of teachers in Youth and Adult Education reveals and strengthens SESI-SP's historic commitment to education and, in particular, to this significant portion of the Brazilian population excluded from this fundamental right expressed in article 6. of the Federal Constitution (BRAZIL, 1988).

In the teacher training process, it is also considered, as a basic premise, that the way of doing is also considered content, and it can then be said that in this activity, according to Alarcão (1996), the trainers' articulate moments of speaking with moments of

listening, demonstrations that enable imitations, in a questioning way for decision-making.

In this sense, the central role of training must be to understand and reflect on the characteristics of the EJA public such as racial, gender and class diversity, and the fact that they are working people, young or adults who have a different period and often restricted for study.

ACTIVE METHODOLOGIES: ABP WITH A FOCUS ON THE YOUNG AND ADULT STUDENT'S LIFE PROJECT

Active methodologies are teaching and learning processes, centered on students' autonomy and protagonism in solving problems. One of the active methodologies, Project-Based Learning (PBL) focuses on teaching through projects, which may arise from a problem, question or task (BENDER, 2014).

Working with projects, in Youth and Adult Education, promotes student engagement in academic knowledge, enabling the student to understand the connections between this knowledge and day-to-day activities. Furthermore, this perspective allows the student to relate the development of the proposed activities to the construction of their life project.

From this perspective, below we present the experience of a project-based methodology carried out with elementary and high school students enrolled in EJA EaD at SESI-SP.

EJA PROJECT REPORT

How could we work on the students' life project without creating a "new" curricular component? This question began the development of this proposal. Furthermore, we had another challenge: thinking of ways to serve the EJA public remotely.

Based on these demands, we thought about working based on the project-based learning methodology. Thus, initially, we saw the need to promote training moments with teachers, aiming to prepare them adequately. The first movement occurred during the institutional training promoted by SESI-SP, Saber em Ação 2022, where it was possible to discuss PBL, reverse planning and the importance of developing the adult student's life project.

The training took place remotely - using videoconferencing tools, made available by the Moodle® platform - so that the team of trainers could use methodologies and strategies that could be replicated by teachers with students, this way, in addition to the theoretical issues involving PBL, we discussed relevant issues from the adult world, which could be taken into the project to be developed with the students. Throughout the first semester, teachers prepared project proposals to be developed with students and the team of trainers monitored this process, using meetings with training feedback.

The projects were developed in the second semester, with the following themes:

Entrepreneurship: The Mathematics behind choosing a business model. It seeks to promote the development of necessary skills and the use of tools to present a business proposal, enabling the discovery of different ways of undertaking, using mathematical knowledge, which contribute to the realization of your life project.

Get to the garden! Those who plant their evils are amazed! In this project, the student will have the opportunity to discuss issues such as the use of collective spaces, mobilizing knowledge of Natural Sciences. The proposal envisages the production of vegetables and the application of different cultivation techniques relating them to the various types of vegetables, highlighting possibilities for generating income and the possible impacts

of food on your health.

Art is part of it: It is a Human Sciences project with a focus on the Arts, which allows the student to encounter many stories and landscapes through various artistic manifestations, such as music, poetry, painting, dance and much more! It is an opportunity for him not only to know, but to recognize himself in the arts, expand his worldview and his self-knowledge, deepening his sensibilities, exchanging experiences and awakening reflections that enable transformations in his life, as well as in his social circle.

Inspiring personalities: It will provide (re)recognition of people who changed perspectives in the world. This project will motivate the student to think and rethink their life projects, based on biographical studies of people who marked eras, such as: Martin Luther King, Gandhi, Malala, among other celebrities.

PARCIAL RESULTS

Because this methodology is applied permanently, it is understood that the results will remain partial, as monitoring and, consequently, teacher training becomes a continuous process.

The projects carried out by EJA EaD teachers resulted in very positive participation from students, considering it was the first work carried out using this model. According to teacher A, [...] it was a surprising experience, because in addition to showing the students that their dreams, ideas, projects are possible, I was able to see how rich their life experiences are. Professor B, on the other hand, reported that in the first edition of the project, which took place in the second semester of 2022, the students did not show much attendance, however one of the students was present at all meetings and produced a community garden in the condominium where she lives. According to her, in this second edition, the number of

students has grown significantly and many of them have effectively participated in the meetings and proposed activities. Teacher C reported that the students actively researched and exchanged experiences and that, through the project, she was able to “[...] achieve and visualize the recovery of self-esteem that we try so hard to bring to the students on a daily basis. We teachers are like a bridge, a springboard, allowing the student to use and develop their skills to advance on their path, and they did this masterfully.”

After the development of the “Hands on the Garden” project by 5 classes, teacher D states that “the most interesting thing is that it was a project that did not end in itself, since many students, even after having the gardens produced, were happy with their plants, proud to see them growing and had already created this affection with this product, which was completely built by them, they continued with their gardens, even after the project was finished, even after they had their grades and had the semester ended. Therefore, I think this is the most significant point of this project, right? That it was a project that had a very strong emotional relationship with the students and that, therefore, managed to generate this pride, this emotion of learning in this production of dopamine, while they learned about their own vegetables and saw them growing healthy and beautiful”.

From the reports sent by the teachers, it is understood, consequently, that the project work at EJA EaD promoted a movement in the teachers’ classes, opening space for the exchange of experiences, student protagonism, autonomy and development of students’ critical thinking.

It was also possible to observe that the mobilization of students for the development of projects brought teachers new work perspectives. While, initially, the technical team, responsible for continuing education,

opted for a work proposal per area of knowledge, however, after the results obtained, the teaching team presented a new proposal, suggesting that the projects developed by the students of the EJA EaD are inter-area.

Thus, from 2024 onwards, students will have more options to choose from for their projects, as, in addition to those mentioned above, the following themes will also be available:

Mind in Focus: Discovering Paths to Well-Being, developed by Natural Sciences and Language teachers, which addresses the importance of maintaining mental health, providing greater quality of life and self-care, as well as presenting tools and knowledge for building emotional intelligence to deal with different situations.

PreparaEJA, which can be applied in partnership with all areas of knowledge, which combines the skills developed through unplugged computational thinking with problem solving, aiming to prepare for exams, competitions and selections.

Lie hunters: combating Fake News, developed in the areas of Natural Sciences and Languages, seeks to deepen scientific, historical and philosophical knowledge, in order to produce its criticisms in a responsible

way, as well as recognize biases, interests and false information in productions media.

From Farm to Plate, proposed by professors of Human Sciences and Natural Sciences, this project aims to offer a reflection on the food system, the entire path of its implementation, from the implementation of economic and agricultural policies, the distribution of agricultural production to the direct impact it has on the health of individuals and society as a whole.

FINAL CONSIDERATIONS

We briefly present, in this article, the training of EJA EaD teachers at SESI-SP, also carried out remotely. Our aim was to encourage teachers to reflect on the possibility of working on students' life projects, through collective and interdisciplinary projects. We observed, from the reports of the participating teachers, that the activities carried out by the students also had a positive impact on the teachers, as they were able to leave their comfort zone, the specific knowledge of their curricular components, in addition to getting to know their students better, promoting a change of outlook. about the teaching and learning process.

REFERENCES

ALARCÃO, I. Reflexão crítica sobre o pensamento de D. Schön e os programas de formação de professores. In I. ALARCÃO (Org.). Formação Reflexiva de Professores: estratégias de supervisão. Coimbra-Portugal: Porto Editora, 1996. p. 9-39

ARROYO, Miguel González. Educação de jovens-adultos: um campo de direitos e de responsabilidade pública. In: SOARES, Leôncio; GIOVANETTI, Maria Amélia; GOMES, Nilma Lino (Orgs). Diálogos da Educação de Jovens e Adultos. 4.ed.; 2 reimp. Belo Horizonte: Autêntica Editora, 2018.

BENDER, William N. Aprendizagem baseada em Projetos: educação diferenciada para o século XXI. Trad. Fernando de Siqueira Rodrigues. Porto Alegre: Penso, 2014.

BRASIL. Lei 9394/96, de 20 de dezembro de 1996. Estabelece as Diretrizes e Bases da Educação Nacional. Disponível em: http://www.planalto.gov.br/ccivil_03/Leis/L9394.htm. Acesso em: 19 ago. 2022.

BRASIL. Conselho Nacional de Educação / Câmara de Educação Básica. Parecer nº 11/2000, de 10 de maio de 2000. Diretrizes Curriculares nacionais para a Educação de Jovens e Adultos. Brasília, 2000. Disponível em: <http://portal.mec.gov.br/secad/arquivos/pdf/eja/legislacao/parecer_11_2000.pdf>. Acesso em: 07 nov. 2023.

GONÇALVES, Consuelo Tereza Fernandes. Quem tem medo do Ensino a distância. Revista Brasileira de Educação a Distância. Rio de Janeiro. Instituto de Pesquisas Avançadas. Ano IV, n. 23. 1997.

HASE, Stewart; KENYON, Chris . From andragogy to heutagogy. Ultibase, RMIT. Disponível em: <<http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm>> Acesso em: 01/12/2022.

IMBERNÓN, Francisco. Formação continuada de professores. 1 ed. Porto Alegre: Artmed, 2009.