

Social representations of High School students on the pedagogical practices of History teachersⁱ

Representações sociais dos alunos do Ensino Médio sobre as práticas pedagógicas dos seus professores de História

Representaciones sociales de estudiantes de la Escuela Secundaria sobre las prácticas pedagógicas de los profesores de Historia

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Abstract: This research takes its object on the pedagogical practices of history teachers in high school, from the students' perspective. With an explanatory quanti-qualitative nature, it searches in Moscovici's Theory of Social Representations (1978) for theoretical and methodological support. Performed with 76 students from three public schools in Frutal / MG, its objective is to understand the social representations constructed by the students about the pedagogical practices of their History teachers. The collection was performed from a questionnaire containing open and closed questions and the Free Word Association Technique. For the analyzes, in addition to the TRS, the aid of EVOC software and content analysis by Bardin (2011) were supported. The results show that students are building SR based on elements that evidence dilemmatic feelings - on one hand they recognize that knowledge and tests are important for training, on the other hand, the didactic procedures are tiring and do not help the learning process.

Keywords: Pedagogical practices. High school. Social Representations.

Resumo: Esta pesquisa toma como objeto as práticas pedagógicas de professores de História, do Ensino Médio, na perspectiva dos alunos. De natureza quanti-qualitativa explicativa, busca na Teoria das Representações Sociais (TRS) de Moscovici (1978) o respaldo teórico-metodológico. Realizada com 76 alunos de três escolas públicas de Frutal/MG, apresenta como objetivo compreender as representações sociais (RS) construídas pelos alunos sobre as práticas pedagógicas dos seus professores de História. A coleta foi realizada a partir de um questionário contendo questões abertas e fechadas e a Técnica de Associação Livre de Palavras. Para as análises, além da TRS, contou-se com o auxílio do software EVOC e análise de conteúdo de Bardin (2011). Os resultados mostram que os alunos estão construindo RS ancoradas em elementos que evidenciam sentimentos dilemáticos - por um lado, reconhecem que o conhecimento e as provas são importantes para a formação; por outro, os procedimentos didáticos são cansativos e não auxiliam o processo de aprendizagem.

Palavras-chave: Práticas pedagógicas. Ensino Médio. Representações sociais.

Resumen: Esta investigación toma como objeto las prácticas pedagógicas de los profesores de historia en la escuela secundaria, desde la perspectiva de los estudiantes. Con una naturaleza cuantitativa cualitativa explicativa, busca en la Teoría de las representaciones sociales (TRS) de Moscovici (1978) apoyo teórico y metodológico. Realizado con 76 estudiantes de tres escuelas públicas en Frutal / MG, su objetivo es comprender las representaciones sociales (RS) construidas por los estudiantes sobre las prácticas pedagógicas de sus profesores de Historia. La colección se realizó a partir de un cuestionario que contenía preguntas abiertas y cerradas y la técnica de asociación de palabras libres. Para los análisis, además del TRS, se apoyó la ayuda del software EVOC y el análisis de contenido de Bardin (2011). Los resultados muestran que los estudiantes están construyendo RS en base a elementos que muestran sentimientos dilemáticos; por un lado,

¹ **Submitted:** 04 Sept. 2019 - **Accepted:** 24 Nov. 2019 - **Published:** 27 Nov. 2020

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reconocen que el conocimiento y las pruebas son importantes para la capacitación, por otro lado, los procedimientos didácticos son agotadores y no ayudan al proceso de aprendizaje.

Palabras clave: *Prácticas pedagógicas. Escuela secundaria. Representaciones sociale.*

Introduction

This study corroborates the thought of Krawczyk (2011, p. 754) when he affirms, in relation to the reflections on the Brazilian educational system, the consensus that “High School is the level of education that provokes the most controversial debates, either by the persistent ones. problems of access and permanence, or because of the quality of education offered, or even by discussing their identity”.

The scenario of the results of external evaluations of High School, presented in recent years, is also worrying. According to the Basic Education Development Index (in Portuguese, *Índice de Desenvolvimento da Educação Básica – IDEB*), Brazil is at a very low level, showing that the country's flow indicators do not evolve at the desired speed. In addition, high school, according to the Ministry of Education (MEC) (BRASIL, 2017), is the stage of school with the highest dropout rate.

It is in this sense that this research seeks to collaborate with this still controversial debate. We know that there are many factors that can contribute to such low rates shown in the surveys. Acknowledgement of this, among the several causes of this failure, we chose, in this research, the object of study “Pedagogical Practices of High School History Teachers” as one of the elements that can impact on the students effective learning. Therefore, because we consider that the pedagogical practices developed by history teachers can contribute to the improvement of education in high school, the research proposal arises from the following problem question: what are the social representations of high school students about the pedagogical practices developed by their teachers and what results do these practices show in student learning? That is, the way the history teacher, from the public schools of Frutal / MG, performs his pedagogical practices, starting from planning, the choice of lesson strategies, evaluation, and the way he relates with the students has contributed or not to learning?

Theoretical methodological background and procedures

Theory of Social Representations

The Theory of Social Representations, created by Moscovici (1978), has its origin in the theoretical foundations of Collective Representations of Émile Durkheimⁱⁱ. According to Crusoé (2004, p. 106), “Durkheim's initial discussion of collective representations was crucial for Moscovici to seek in sociology a counterpoint to the individualistic perspective of social psychology, so present in social psychology in North America”. Moscovici (1978), social representations, as functioning as regulators and behavioral guides, allow individuals

to communicate and understand each other. Thus, one of the ways to understand a social representation is to understand the way a group structures and organizes it cognitively, since it gives an explanation, a meaning to reality.

For Jodelet (2001, p. 22), Moscovici's disciple, social representation “[...] is a form of knowledge, socially elaborated and shared, with a practical objective, and that contributes to the construction of a reality common to all. a social set”. Thereby, its purpose is to transform what is strange, what is not understood, into something familiar. Thus, we understand that social representations are sets of explanations, beliefs, or ideas that allow us to remember or evoke an event, person or object (VIEIRA, 2009).

For Moscovici (2003), the processes of anchoring and objectification do not occur at different times, they develop at the same time, interrelate and give meaning to representation. For this author, anchoring is the process that “keeps memory moving and memory is directed inwards; it's always putting and taking objects, people and events that it classifies according to type and labels them with a name” (MOSCOVICI, 2003, p. 78). It is therefore correct to state that this process, together with objectification, can be considered as ways of dealing with memory. As for objectification, Moscovici (2003) clarifies that it, being more or less directed outwards, or towards others, can be understood as an image, which, when exposed in the outside world, makes it possible to know unknown things from the point of view which is already known.

Abric Central Nucleus Theory

Abric (2003) and his collaborators developed what they called the “Central Nucleus Theory” to understand the structure of a social representation. They said, “that all representation is organized around a central core that is its fundamental element and that determines its meaning and its organization” (BERTONI; GALINKIN, 2017, p. 111).

The Central Nucleus, according to Abric (2003), has special importance for being responsible for the elaboration, maintenance and updating of the representations. For Sá (2002, p. 62):

[...] the organization of a representation has a particular feature: not only are the elements of the representation hierarchical, but, moreover, all representation is organized around a Central Nucleus, consisting of one or a few elements that give the representation its meaning.

According to Sá (1996, p. 22), the peripheral system, constituted by the other elements of a representation, promotes the “interface between concrete reality and the central system [...]”. That is, for the author, the system Peripheral “updates and contextualizes the normative and consensual determinations of the central system [...], resulting in mobility, flexibility and the individualized expression of social representations” (SÁ, 1996, p. 22).

Thus, by understanding how these meanings are organized in a certain group, in our case high school students, it will be possible to verify to what extent these representations about the practices of history teachers guide the actions of individuals; which constitutes, in

our understanding, a possibility of reading questions that involve the educational reality. The choice of this theory is to understand the object of study of this research, the pedagogical practices of high school history teachers, will allow not only, through its approach, to know the social constructions of the researched reality, which influence and guide the behavior of teachers and students, as well as build knowledge, which can enable discussions and reflections on the questions raised in this study - pedagogical practices and student learning.

Methodological Procedures

This study uses a quantitative and qualitative approach, conceptualized by Creswell and Creswell (2010, p. 4) as “a procedure for collecting, analyzing and combining quantitative and qualitative techniques in the same research design”. For this authors, what justifies the use of this approach is the interaction between them; which enables better analysis conditions.

The study was conducted in three state schools of Basic Education of Frutal / MG, located in different regions and with the largest number of students. The participants were senior students from three high school classes, totaling 76 participants from the respective schools. For data collection, we used a questionnaireⁱⁱⁱ containing open and closed questions and the TALP, Free Word Association Technique. This technique was treated by the EVOC software, based on the Vergès (2002) method, which aims to match the frequency with the word order. EVOC seeks to identify in the Social Representations the central and peripheral elements.

As for data analysis, the study not only relied on the theoretical-methodological framework of the Theory of Social Representations, but also with the help of EVOC software, which aims to organize the evocations performed at TALP, according to the order of appearance. And to guide the categorization process of the answers to open questions, we also use the fundamentals of content analysis described by Bardin (2011). This author recommends going through three moments: Pre-analysis, Material Exploration and Treatment of Results. The first moment was dedicated to the organization of the material - we chose the documents that were analyzed, formulated hypotheses and elaborated the indicators. The second, the longest and most tiring stage, consisted of making the decisions initiated in the pre-analysis. It was the coding moment when we elected the categories. And the last one, the treatment of the results, we perform the inference and the interpretation of the data.

Pedagogical practices of High School teachers: a theoretical dialogue

To understand the term “pedagogical practices”, we use what Franco (2016, p. 541) states: “pedagogical practices are intentionally organized to meet certain educational expectations requested / required by a given social community”. For this author, it is common for the terms “educational practices” and “pedagogical practices” to be treated as synonyms, however, there are differences. Educational practices refer to “the practices that occur for the

realization of educational processes”. Already, when it comes to pedagogical practices, object of research of this study, it is referring to the “social practices exercised with the purpose of concretizing pedagogical processes” (FRANCO, 2016, p. 536).

In this study, we consider as pedagogical practices the planning of the teacher; the didactic procedures, that is, the teaching strategies^{iv}; the evaluation of the teaching-learning process; and teacher-student interaction.

Teaching Planning

The importance of teaching planning is undeniable. Many authors, including Gandin (2002), reinforce the meaning of this action and its importance in guiding the work of the teacher and the educational institution in which he works. The author states that it is fundamental for both the teacher and the institution to take responsibility for the planning of school activities. It also points out that, in a planning process, there are three basic questions to be asked and continuously taken up, logically: “What do we want to achieve? How far are we from what we want to reach? What will we do concretely, within a certain period of time, to close this gap?” (GANDIN, 2002, p. 21). Thus, by asking these questions, proposed by the author, one can realize the importance of class planning.

Considering that class presupposes an intentional political-pedagogical-practice in the teaching-learning process, the lack of planning can result in monotonous, disorganized and discouraging classes, which, consequently, may provoke the student's lack of interest in particularly learning, participating and getting involved. Now, if there is no planning in which this intentionality is expressed, the learning process can be compromised. In this sense, planning not only makes it possible to make predictions of what one wants to achieve through the objectives, but also enables one to define the results of those objectives one wishes to achieve.

Didactic Procedures

In this study, we call didactic procedures the resources, ie the strategies, teaching methods or methodology that the teacher uses to teach his class.

For Roldão (2009, p. 3), teaching strategies can be understood as an “organized set of actions to better achieve a certain learning”. In general, the strategies refer to the means used by teachers to teach their classes and articulate the teaching-learning process. To this end, Anastasiou and Alves (2004, p. 71) recommend that strategies should aim at achieving goals; so, “we need to be clear about where we want to go at that time with the teaching process. Therefore, the guiding objectives must be clear to the subjects involved - teachers and students”.

Referring to the didactic procedures of the History teacher, Fonseca (2003) recommends that, during the development of the class, the discussion and the problematic of

the subject should be treated in such a way that the students find meaning in the content they learn. This makes students take a positive and motivating attitude in the construction of knowledge.

The evaluation

To conceptualize evaluation, one must first understand the conception one has to evaluate. In a more “traditional” conception, which, according to Luckesi (2002), is still common in our schools, the evaluation is characterized by the objectivity of the results and the instruments used; prioritizes the assessment of knowledge; There is a greater concern about passing or failing. In this regard, there is little participation of the subjects involved, what matters is the demonstrated result.

For Libâneo (1994, p. 195): “Evaluation is a necessary and permanent didactic task of teaching, which must accompany step by step the process of teaching and learning”. In other words, it is the results of the evaluation, obtained during the teacher's work, indicating progress or difficulties that will guide the teaching-learning process.

The school evaluation, according to Sousa (1994, p. 89), “also called evaluation of the teaching-learning process or evaluation of school performance, has as its analysis dimension the performance of the student, the teacher and the whole teaching situation. that takes place in the school context”. It can be said that, for Sousa (1994), the evaluation aims to assist the teacher and the whole school. In regards to this, Vieira (2009) explains that the assessment of learning, in this conception, is no longer synonymous with measurement, because there is no technical concern to measure student performance. The author also adds that the evaluation in this context “[...] has the function of providing data that allow the teacher to know what the student has already learned and what he has not yet learned, to provide the means for him to learn the necessary and continue the studies” (VIEIRA, 2009, p. 9).

For Villas Boas (2004, p. 35), “formative assessment is that which uses all available student information to ensure their learning”. In this regard, it is worth mentioning the importance of the teacher using different and diverse instruments to evaluate, because, having only written tests, the results may be compromised by lack of data necessary for the evaluation process.

Student-teacher relationship

We agree with Veras and Ferreira (2010, p. 220), when they state that the “traditional recognition of the cognitive dimension over the affective dimension, in the trajectory of human thought and knowledge [...] has made it difficult to understand the relations between teaching and learning”. For these authors, this has limited the learning process of students at all levels of education.

As Freire (1996) shows, the teacher-student relationship in one way or another influences the educational process. Because of this, Tiba (1998) reinforces the need for the educator to know the differences of his students and the different types of languages that can be used not only to teach school content, but also to provide the learner with knowledge. The pursuit of self-confidence, engagement and motivation necessary for meaningful learning.

Libâneo (1994) it also values teacher-student interaction. For him, the pedagogical action has individual and social consequences in the teaching-learning conduction process. Thus, the way this processed is carried out, based on the choices of school activities and the way in which the teacher-student relationships are established in the performance of school activities, may or may not facilitate teaching-learning.

Dialogue with data

Initially we profile the students, then we analyze the open and closed questions of the questionnaire, to identify the students' social representations about the pedagogical practices developed by their teachers and, finally, from the Free Word Association Technique, we identify, with the help of EVOC software, the Central Nucleus and Peripheral System of Representations.

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Participant Profiles

76 students participated in the research; all attending the last year of high school. Most are female (64%) and live with their parents or one parent (93.8%) in their own residence (81.5%). Most parents have only a high school diploma, and a worrying percentage (21% of parents and 18.4% of mothers) have never attended school. Drivers (21%) and Masons (9.2%) are the parenting professions that lead the research. Similarly, housewives (19.7%) and housecleaners (11.8%) lead the professions of mothers. These data are related to parents' education, in which most have only elementary or high school. To keep abreast of current events, they mainly use social networks - Google, Facebook and Instagram. There are a variety of options regarding activities of interest to students; Among them, the following stand out: use of communication and information technologies, surfing the internet (85.5%) and online games (56.5%) as well as there is interest related to social life: going to parties (78.9%), talking with friends (71%), going to the movies (43.4%), playing sports (40.7%) and going to the mall (39.4%). They show a positive feeling about school, as they claim to like school (65.7%) and to be treated well by teachers (43.4%).

Teachers 'pedagogical practices in the students' views

Teaching Planning

Regarding teacher planning, there is no consensus among the participants. Although 34.2% say that planning foresees objectives, content and methods from reality, 25% seem to understand that their teachers are not in the habit of planning, deciding at the beginning of the lesson what will be given. There is also a worrying fact when 27.6% of students indicated the option “I am not aware of the planning carried out by my teachers”; What may seem to students is that planning and all the issues surrounding it are not socialized by their teachers.

Related to the data of this question, we find, in the research by Scarinci and Pacca (2015, p. 260), the statement that, although the teaching planning process of the teacher should be understood as a process “of thinking the teaching and the learning, its objectives and its conditions of realization”, what we currently see are processes being performed only “as bureaucratic action and not as a valuable reflection tool for the teacher” (SCARINCI; PACCA, 2015, p. 260).

We also inquired about the contents studied in the History discipline. Most (42.1% and 34.2%), respectively, state that the content is “uninteresting” and “little applied to practice”. The remaining (9.2%) pointed out that “their learning allows us to apply it in our daily lives”; With the same percentage, 9.2% say they “integrate theory and practice” and only 2.6% consider it “motivating and interesting”.

These data seem to be worrying and resemble the previous question, which may indicate that planning is not discussed or socialized with students and, as stated by Scarinci and Pacca (2015), constitutes a merely bureaucratic action.

Didactic procedures or teaching strategies

In order to investigate the didactic procedures used by the teachers, we request to fill in a table from the following information:

Table 01, with five columns, presents, in the 1st, some strategies and / or didactic procedures. Read them carefully and tick:

- In the 2nd column, the teaching strategies and / or procedures that your History teachers use most in class.
- In the third column, the teaching strategies and / or procedures already used by your history teachers that facilitate their learning.
- In the 4th column, highlight the teaching strategies and / or procedures already used by your History teachers that do not facilitate their learning.
- In the 5th column, mark the strategies and / or teaching procedures that your history teachers do not use and would like them to use.

Table 1. Regarding the didactic strategies and / or procedures used by the teachers^v

1st column	2nd column	3rd column	4th column	5th column
Teaching strategies and/or procedures.	Most used by my history teachers.	Used by my teachers to facilitate my learning.	Used by my teachers that do not facilitate my learning ..	My teachers don't use it, but I would like them to use it.
a) Dialog lecture	42	27	16	15
b) Text study	30	32	13	13
c) Textbook	41	32	8	13
d) Handout	5	8	5	47
e) Data show	15	28	11	25
f) Portfolio	2	4	6	37
g) Concept map	1	7	7	48
h) Directed study	12	9	14	32
i) Virtual activity	2	6	4	46
j) Resolution of exercises	36	28	10	16
k) Group activities	29	30	19	17
l) Role play	12	3	12	26
m) Seminar	13	21	14	25
n) Case Study	7	7	7	39
o) Simulated jury	1	4	3	49
p) Symposium	2	3	2	43
q) Panel	3	4	5	40
r) Lectures	5	12	7	27
s) Forum	2	2	15	45
t) Discussion and debate	21	24	2	21
u) Workshop	2	0	9	44
v) Teaching with research	15	19	6	26
w) Excursions and visits	2	6	3	57
x) Games	2	1	2	54
y) Teaching individualized	11	8	10	28

Source: Prepared by the author from the research data (2018).

From the collected data, we can perform the following analyzes:

a) The strategies most used by history teachers. The lecture (42), the textbook (41) and problem solving (36) were the strategies most cited by students as being the most used by teachers. Some students also recognized that these strategies facilitate learning.

b) The strategies used by teachers that facilitate learning. With regard to this group, students cite text study (32), use of the data show (28) and group activities (30) as those that facilitate learning the most. Although these strategies were not mentioned as being

the most used by teachers, in some, it can be observed that there are a significant number of them that use them. The text study was cited by 30 students as being used by their teachers. As for the data show, only 15 students cited as being used by their teachers, while 13 stated that using it facilitates learning, but did not point it out as being used by teachers. As for group activities, there is a certain balance; 29 stated that they are used by teachers and 30 recognized it as a learning facilitator.

c) Strategies used by teachers that do not facilitate learning. The group activity (19), the lecture (16) and the forum (15) were the most cited as the strategies that are used by teachers and that do not facilitate learning. While 19 students cite group activity as a strategy that does not facilitate learning, 30 think the opposite, say it facilitates learning. The same happens with the lecture, although 27 students say that this strategy facilitates learning, 16 think the opposite. As for the forum, while 15 students state that this strategy does not facilitate learning, 45 others oppose this statement by stating the option: “My teachers do not use, but I would like them to”.

d) Strategies that teachers do not use but would like them to use. School trips and visits (57), games (54) and mock jury / trial (49) were the most marked as strategies that teachers do not use, but students would like them to use. As can be seen, these strategies have in common the fact that they are dynamic activities that demand active participation from all students.

To summarize, we can also infer that, for students, there are many didactic procedures or teaching strategies that should be used by their History teachers, because they facilitate learning, but are not yet, such as: handout, portfolio, concept map, directed study, virtual activity, role play, seminar, case study, mock jury, symposium, panel, lectures, forum, workshop, teaching with research, school trips and visits, games and self-paced teaching.

These data may also signal that teachers have not been able to diversify teaching strategies to teach their classes, although text study, data show use, group activities, discussion and debate are recognized by them as constituents of didactic procedures used by their teachers that facilitate learning.

In this sense, it is worth remembering what Masetto (1997, p. 95) points out when referring to teaching strategies: “there are no good or bad techniques. We have strategies that are appropriate (or inappropriate) to the goals we want to achieve”.

The assessment of learning

For most participants, the assessment is carried out by their History teachers with the aim of “pressuring students to study”, which is 40.4%, and “to monitor the learning process and to verify what we have learned or not”, indicated by 30.2% of the students. Following, 18.4% say it is to disapprove or approve students. 11.8% of participants who checked the option “others” did not identify them.

If, on the one hand, some participants understand that the evaluation aims to accompany the learning process to verify what the student has learned or not, which may be a sign of building positive representations regarding this practice, on the other hand, It is worrying that most assert that assessment is to pressure students to study that results to either failing or passing. This conception of evaluation as seen earlier is not part of a formative evaluation.

Also worrying is the fact that only 2.6% of participants cite the inclusion of “self-assessment”, and the option “uses different instruments to evaluate” that it was not reported by any student; which may signal the presence of negative representations. Regarding the importance of using different instruments to evaluate the student, it is worth mentioning Villas Boas (2004, p. 35), who points out that “formative assessment is that which uses all available information about the student to ensure their learning”.

Teacher-student relationship as a pedagogical practice

We sought to understand what the qualities of teachers were perceived by students; how they felt during class; and how has been the construction of social representations about the teacher's authority.

Although 32.8% do not recognize any quality of teachers, as they marked the option “none of the above”, and neither student indicated the option “show interest in our learning”, there is a contrast of 35.5%, stating that “are available to answer our questions” and 14.4% by noting that “gave us an opportunity to express our opinions in class”. Thus, considering that no student states that teachers show interest in student learning, in relation to these data there are indications of the existence of two groups of representations, that is, the teacher-student relationship is represented sometimes positive or negative.

The “my history teachers show interest in our learning” option was not reported by any student, and only 40% said they were comfortable asking questions to teachers. The remaining 36.8% stated that they get lost during the teacher's explanation, and 22.3% feel strange during the classes. Now, they got lost, or felt strange, also have to do with procedures that are not used by teachers, but which they would like them to be.

Regarding the representation of authority, the data show that the majority (38.1%) indicated the option “use an authority that imposes, with authoritarian, inflexible and arrogant posture”. In contrast, 25% of students state that teachers use an authority that is “the fruit of their intellectual, moral and technical qualities, exercised as a stimulus and aid to the independent development of students”. Only 10.5% said their “teachers use an authority capable of conducting students' common interests”. And 17.1% indicated the option “my teachers have no authority in the development of pedagogical actions”.

Thus, the teacher-student relationship, on the one hand, may present elements that identify it as positive, on the other, shows evidence that such representations may be anchored in negative elements. In this regard, Leite (2006, p. 149) corroborates our analysis by stating that: “What you say, how you say it, when and why - just as what you do how you do it, when

moment and why - they profoundly affect teacher and student relationships and consequently influence the teaching-learning process”. In this sense, the teacher-student relationship in the History discipline, as recognized by some students as an authoritarian and arrogant relationship, can influence, as Leite (2006) states, the learning process of students.

Free word association technique – the EVOC

From the inductive term “The pedagogical practices of my history teachers”, the participants wrote five words. Of these five, they pointed out the most important and then justified the choice. We also asked them to write the synonyms of the other four. After the treatment of the evoked words, in which a work was performed to identify and replace those that had the same meaning, the list was transcribed in a table in Excel and processed in EVOC. This processing resulted in the figure of 4 squares.

Figure 1. EVOC Board - Central Nucleus and Peripheral System

Minimum frequency: 4 Intermediate Frequency: 14 Average rank: 3.00						
Frequency	Rang <3.00			Rang >= 3.00		
	Frequency >=14	Cansatives	55	2,800	Book	15
Knowledge		28	2,357			
Didactics		18	2,333			
Evidence		25	1,840			
4 <= Frequency < 13	Insufficient	8	2,875	Learning	5	3,400
	University	5	2,400	Boring	4	4,000
				Education	11	3,727
				Teaching	6	3,667
				School	4	3,750
				Interest	6	3,167
				Reading	7	3,286
				Nervous	5	4,200
				Lecture	4	3,250
				Search	10	3,400
			Laziness	4	3,250	

Source: EVOC.

Regarding the use of EVOC software, TALP provided a total of 380 words. Of this total, the infrequent words are neither considered nor relevant for the analysis of evocations. Thus, we established a minimum frequency for the inclusion of words, which was 4, and the calculation of an intermediate frequency, which were 14. The average frequency was determined from the inverse cumulative frequency, considering that it corresponds to the cumulative frequency of 50%. (or near it). Thus, the Software considered 50% of the most frequent words. The intermediate frequency was obtained by dividing the sum of the frequencies considered by the number of words that corresponded to these frequencies. The stage that operationalizes this phase of the Software is called Rang, which was set at 3.0.

Regarding the EVOC condition (Figure 1), the first upper left quadrant constitutes the probable Central Nucleus of the representations. In the second, upper right are the intermediate elements, or first periphery. In the third, lower left, are the contrast elements. And in the lower right fourth are the elements of the second periphery.

First Quadrant - The Central Core

This quadrant is composed by the words **Cansative**, **Knowledge**, **Proofs** and **Didactics**. These words were evoked more frequently (greater than 14) and probably constitute the central nucleus of the representations.

The tiring word, the most evoked (55), brings, in the participants' justifications and synonyms, the understanding that, for them, the pedagogical practices of their History teachers do not help school learning. That is, they are tiring, uninteresting, exhausting and cause sleep, since teachers use only dull methods, there is no innovation, as can be observed in the following example: "It is very tiring and causes disinterest" (L7); "Because it uses very dull methods" (L17).

Regarding the tiring class, the study by Ribeiro and Ribeiro (2011), about the classroom as a space / time of knowledge production, shows the need for the teacher not to resist innovative educational technologies. For these authors, "Innovation in teaching and learning is imperative" (RIBEIRO; RIBEIRO, 2011, p. 76).

From the context of the word knowledge (28), it can be seen that, for students, the pedagogical practice of their teachers, contrary to the meaning of the previous word, tiring, anchors on positive elements that may favor learning. For this group, knowledge is related to learning (M8), content (M10), learning (M13), knowledge (M15), research (M21), explanation (V24), necessary (V21). For Leal, Novais and Fernandez (2015, p. 725): "It is recognized that knowledge of specific content plays an important role among the knowledge base for teaching".

The word proof (25), for students, is related to the synonyms: assessment (V3), learning (V4), study (V5), knowledge (V7), essential (V21), and anxiety (V8). In the justifications, we found the understanding that the tests, besides being a way of knowing what was really learned, are also e means of knowing about the teaching that is passed down by the teacher. "Because it assess students knowledge" (V2).

The way participants describe their feelings regarding the test also demonstrates a relationship with the principles of formative assessment, since this type of assessment aims to enable students to learn with an understanding of the processes they experience and at the same time. It allows the teacher to analyze and reflect on the learning processes offered to students (VILLAS BOAS, 2013).

The word Didactics (18), in the context of justifications, is related to the way teachers teach their classes. They state that: "The way teaching is passed on to students is often uninteresting and monotonous" (V23). Regarding didactics, or teaching strategies, Moreira

(2014, p. 16) shows that teachers should use “strategies that challenge students' abilities, organizing teaching activities that meet the characteristics of content, courses, discipline and students involved in the process”.

Peripheral System

The other quadrants of EVOC constitute the peripheral system of social representations. This system contains the most flexible and adaptable elements. They are not yet considered social representations, they are only indications, but may become, that is, they may migrate to the Central Nucleus.

Remember, in this periphery, the word Books, with high frequency, present in the second quadrant or first periphery. This word shows, from the synonyms and justifications, that for the participating students, the pedagogical practices of their teachers resemble the textbook and bring a positive connotation, that is, it helps in the development of the class.

Final considerations

We start from the hypothesis that the way the teacher performs his pedagogical practices, from the teacher planning, choice of class strategies, assessment, and the way in which it relates to students, may or may not contribute to school learning. Thus, we seek to unravel, from the students' perspective, the implications of teachers' pedagogical practices on school learning. The main idea was to think the pedagogical practices of the teachers associated with the learning subjects. And that's what we did. We seek to give students voices in order to understand issues related to the teaching-learning process carried out through the pedagogical practices developed by teachers.

Concerning the participants' social representations, about the pedagogical practices developed by their History teachers, we can synthetically say that, although some are seen as facilitators of the learning process, others are no longer.

Given these results and the possibilities of analysis performed in this study, we propose some suggestions for facing the problem stated at the beginning of this research. These suggestions, as Marcelo García (1999) points out, should not be understood as punctual and sporadic training actions, but rather, considered within a process that can be recognized, in fact, as professional teaching development. Therefore, it is important to remember that, for this author, teacher professional development can be conceptualized as “the set of processes and strategies that facilitate teachers' reflection on their practice, which helps teachers to generate practical, strategic and are able to learn from your experience” (MARCELO GARCÍA, 1999, p. 144). It is in this perspective that we suggest that they can be made from formative moments institutionalized by the school itself. Do they:

a) Socialize school planning with students, as well as the choice and relevance of curriculum content;

- b) Study and know different didactic procedures that can facilitate students' learning;
- c) Exchange, with peers, experiences of successful didactic procedures that contributed to students' learning;
- d) Understand learning assessment as a formative assessment process;
- e) Reflect on the teacher / student relationship and its implication in the teaching-learning process.

Moreover, by giving students voices, we could observe some issues that still need to be problematized and better understood. These questions permeate the pedagogical practices of teachers, as well as the process of teacher education and professional development. In this sense, the analyzes suggest continuity of this study.

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Notes

ⁱ Translated by Centro de Cultura Anglo Americana – CCAA Frutal, MG.

ⁱⁱ “Émile Durkheim (1858-1917) was a French sociologist. He is considered the father of Modern Sociology and head of the so-called French Sociological School. He is the creator of the theory of social cohesion. Together with Karl Marx and Max Weber, they form one of the pillars of sociological studies”. Source: https://www.ebiografia.com/emile_durkheim/.

ⁱⁱⁱ The questionnaires were applied in the schools themselves, at times given by the teachers. For this, we ask the students' parents to sign the Terms of Free and Informed Consent, approved by the Ethics Committee for Research Involving Human Beings at UNIUBE, CAAE: 01603318.1.0000.5145 and also to sign the Terms of Assent by the students.

^{iv} The option for the expressions “teaching strategies” and “teaching methods” as synonyms, initially, occurred during the test with the data collection instrument (questionnaire). On that occasion, it was observed that these

expressions were better understood by the students. Then, we also observe that these expressions are the most used by authors who deal with this theme.

^v In this question, the student was guided in the sense that he could mark more than one column; therefore, the total number of responses does not match the number of participants.

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