



**INTERNATIONAL SOCIETY FOR CULTURAL AND ACTIVITY RESEARCH
MOSCOW STATE UNIVERSITY OF PSYCHOLOGY & EDUCATION
ISCAR SUMMER UNIVERSITY**





**Critical Research of Collaboration applied in an
inclusive classroom: observation of the interaction
among disabled and non-disabled students based
on the Socio-Historical Cultural Theory**

Doctoral student: Márcia Honora

Adviser Professor: Dra. Sueli Salles Fidalgo

Basis Background

- ▶ The data obtained in the Primary Education Census in **2013**, show that **almost 76% of disabled students** were attending regular schools. Therefore, it could be noticed that the inclusion process is becoming a reality in Brazil. In addition, disabled students are leaving the few existing special schools and being enrolled in regular schools. However, enrollment alone is not enough and the **numbers do not show the difficulties faced by disabled students, teachers, relatives and all of the school staff concerning inclusive education.**

Evolução do número de matrículas na educação especial por rede
Brasil - 2008/2014

Rede	Ano	Matrículas na educação especial		
		Total	Classes especiais e escolas exclusivas	Classes comuns (alunos incluídos)
Privada	2008	228.612	205.475	23.137
	2010	169.983	142.887	27.096
	2012	178.589	141.431	37.158
	2014	179.695	136.302	43.393
	Δ% 2008/2014	-21,4	-33,7	87,5
Pública	2008	467.087	114.449	352.638
	2010	532.620	75.384	457.236
	2012	641.844	58.225	583.619
	2014	707.120	51.745	655.375
	Δ% 2008/2014	51,4	-54,8	85,8

Fonte: MEC/Inep/DEED

Nota: 1) Não inclui matrículas em turmas de atendimento complementar e atendimento educacional especializado (AEE).

Purpose

- ▶ In this research I investigate how the relations between students and teachers are organized in the educational context, as well as the emotional and cognitive reactions the disabled student causes to the other students involved, besides observing how the classroom teacher conveys the educational inclusion process through values, moral and respect for differences.

Methodology

- ▶ The chosen methodology is the **Critical Research of Collaboration** which aims at “*organizing investigations based on critical practice as a transforming and creative activity, in which the relations between theory and practice are dialectically understood, in their autonomy and mutual dependency, thus, as praxis (Magalhães, 2010)*”, and states that the researcher must be an active participant in the research process.

Critical Research of Collaboration

- ▶ The Critical Research of Collaboration aims at creating a **culture of analysis and thinking on the practices**, in order to enable the explanation of the changes that take place in this environment, through the exercise of thinking and problematization that arise from the experiences faced in the educational context (PIMENTA, GARRIDO and MOURA, 2000). The authors also state that teachers involved with collaborative reflection tend to “be able to problematize, analyze and understand their own practices, produce meaning and knowledge that enables them to guide the process to transform school practices, resulting in changes in the educational culture (...)”
- ▶ The premise of Critical Research of Collaboration, according to Magalhães (2007), indicates that the relations among participants are collaborative, leading to the sharing of new meanings and the production of new ways to be and act in the world.

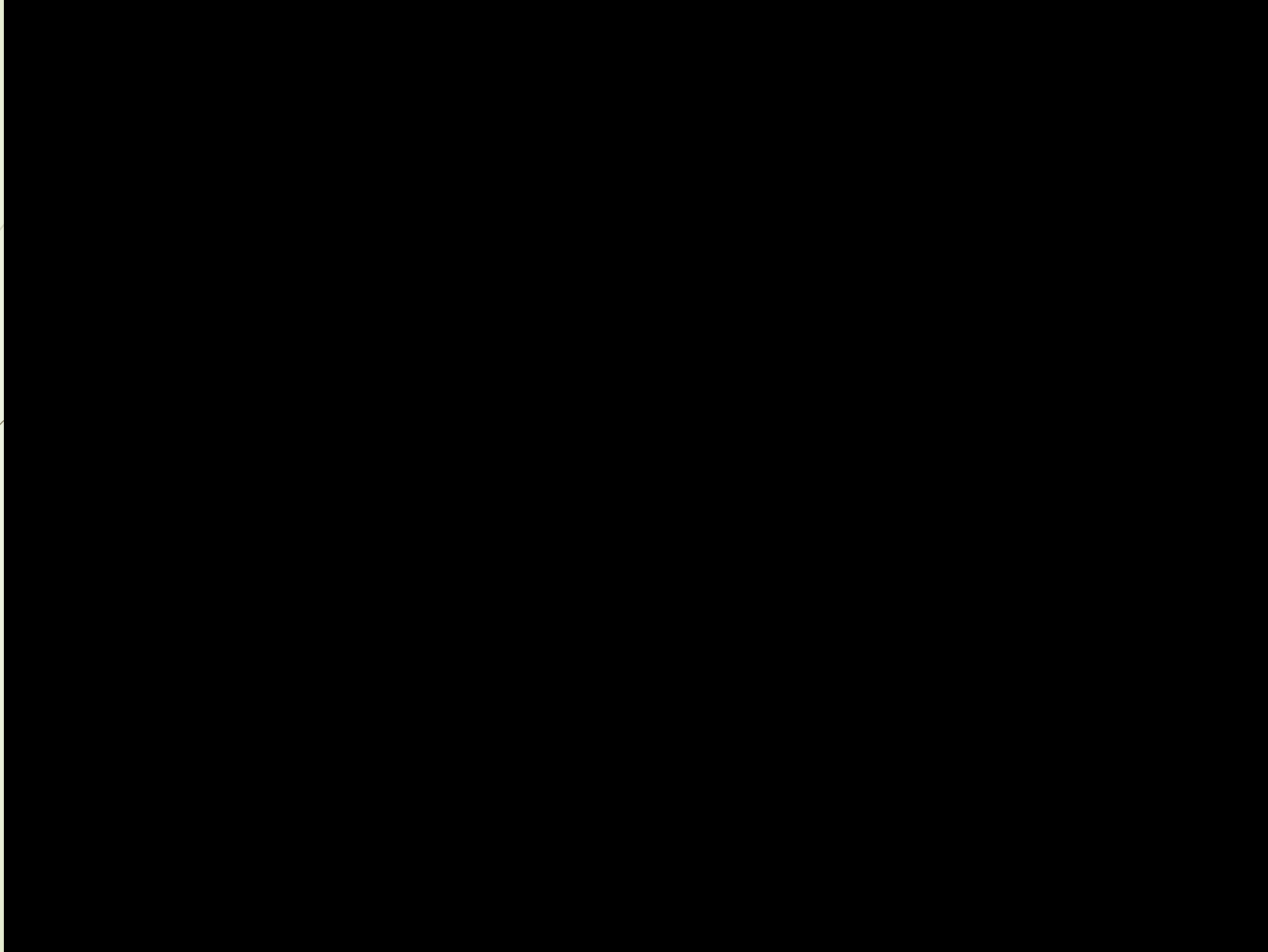
Critical Research of Collaboration and Socio-Historical Cultural Theory

- ▶ Vygotsky's focus was on the **school** and on the discussion about the **constitution of Zones of Proximal Development (ZPD)** which enables dialectic movements in which the participants act in a way to **understand the other and create contexts to deal with divergent ideas.**
- ▶ “When interacting with others through shared meanings, human beings are selecting, adapting, reducing, expanding their senses so that they can find ways to act in a collaborative manner. That is the essence of collaboration: taking risks when understanding the sharing of meanings as an **exercise of conflict**, sharing, appropriation, refusal, acceptance, confrontation and combination of the several meanings presented by the group.” (Liberali and Magalhães, 2009)
- ▶ Therefore, “history, culture and society act as a restriction and an expansion of each individual” (Moran & John-Steiner (2003)

Context

- ▶ The present doctoral research currently under development is taking place in a Primary Education class, with students from 10 to 11 years of age (5th grade), in a public school in the Greater São Paulo, i.e., the outskirts of the city (Brazil).
- ▶ The school is located in the city of Santo André, where Preschool and Primary School classes are held, in the Vila Bela Vista neighborhood, which is mainly known for being a middle class residential area.
- ▶ There are 10 classrooms and 69 employees in the school, as well as several facilities such as a reading room, a computer lab, indoor courts, etc. The school has enrolled disabled students for over 20 years.

Watch the context video

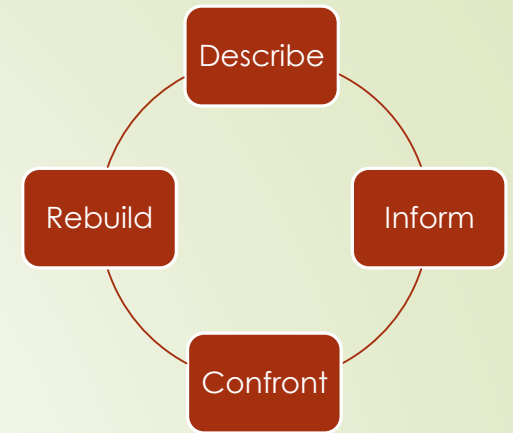


Data production

- ▶ Semi-structured interview with the teacher
- ▶ Semi-structured interview with all students
- ▶ Semi-structured interview with the parents
- ▶ Recording of five 45-minute classes
- ▶ Reflective Session (concept and data production instrument created by Magalhães) based on the Framework of Critical Research of Collaboration based on Reflective Action, which aims at creating a space where the participants feel safe to rethink and reframe (or transform) their practices, where all participants acknowledge and discuss values, understandings, beliefs and intentions of their practices or attitudes. (Magalhães, 1992)
- ▶ Credibility matters (peer debriefing)

In this type of research, credibility is the process of publicly presenting one's paper (or thesis dissertation) in order to listen to criticism or questions asked by the audience, and thinking about how these may modify the research presented.

Data Analysis



- Analysis of interviews and Reflective Sessions based on:

Smyth (1992), using the Reflective Action Framework:

- Describe (what do I do?)
- Inform (What does it mean? Which theoretical basis supports this action?)
- Confront (How did I come to act like this? How does this action enable me to be the teacher/student/professional I want to be? (Fidalgo, 2017))
- Rebuild (How can I act differently?)

Theoretical Basis

- ▶ The theoretical basis that guides me through this path is the Socio-Historical Cultural theory, formulated by Vygotsky, who understands that the social-historical development and the cultural experience of individuals constitute them in the social spaces where they are placed, including the school. For Vygotsky, the child internalizes (appropriate) cultural tools through language. The way which children in an inclusive classroom take hold of these tools and how they show affect in this space are the object of the present study.

Concepts based on the Socio-Historical-Cultural Theory

- ▶ The construction of meaning in social activities;
- ▶ Through language, the individual is part of a social-cultural basis that enables him to act socially, since it is in contact with another that already understands some concepts (more experienced peer);
- ▶ Development takes place from the outside to the inside (from the social to the individual);
- ▶ The role of mediation is essential for the developmental process;
- ▶ The more experienced peer has a key role in the developmental process;
- ▶ ZPD is based on the Microgenesis, which separates what I don't know from what I already know and is established in an ordinary manner in the contact of students regardless of their (dis)ability.

Social Compensation

In the beginning of the 20th Century, Vygotsky criticizes the two major lines of thinking about compensation:

- Mystic view: attributes force of divine origin to the disabled person (special sensibility);
- Biological view: natural compensation of another organ to compensate for the deficient one.
- For Vygotsky, the compensation is social; and the principle of Social Compensation is that the laws that rule the development of a disabled person are the same that rule the development of a non-disabled person, focusing on the Higher Psychological Functions (voluntary attention, memory, verbalized perception, imagination, general thinking, nomination and conception of the world) through the contact with more experienced peers. (DAINEZ D.; SMOLKA, A. L. B., 2014)

Bibliographical References

- ▶ **Censo Escolar da Educação Básica 2013: resumo técnico** / Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. – Brasília: O Instituto, 2014. Disponível em:
http://download.inep.gov.br/educacao_basica/censo_escolar/resumos_tecnicos/resumo_tecnico_censo_educacao_basica_2013.pdf Acesso em setembro de 2016
- ▶ DAINEZ D.; SMOLKA, A. L. B. O conceito de compensação no diálogo de Vigotski com Adler: desenvolvimento humano, educação e deficiência. In: **Educação e Pesquisa – Revista da Faculdade de Educação da USP**, São Paulo, v. 40. n.4, p. 1093 – 1108, out/dez.2014.
- ▶ ORGANIZAÇÃO DAS NAÇÕES UNIDAS. **Programa da Organização das Nações Unidas em Deficiências Severas**, 1994.
- ▶ MAGALHÃES, M. C. C. A Pesquisa Colaborativa em Linguística Aplicada. In: FIDALGO, S. S.; SHIMOURA, A. S. (Org.). **Pesquisa Crítica de Colaboração: um percurso na formação docente**. São Paulo: Ductor, 2007.
- ▶ MAGALHÃES, M. C. C.; FIDALGO, S. S. O método para Vygotsky: a zona proximal de desenvolvimento como zona de colaboração e criticidade criativas. In: SCHETTINI, R. et al. (Org.). **Vygotsky: uma revisita no início do século XXI**. São Paulo: Andross, 2009.
- ▶ MAGALHÃES, M. C. C. Pesquisa crítica de colaboração: uma pesquisa de intervenção no contexto escolar. In: SILVA, L. S. P e LOPES, J. J. M. (Org.) **Diálogos de Pesquisas sobre crianças e infâncias**. Niterói, RJ: Editora da UFF, 2010.
- ▶ PIMENTA S. G. et al. Pesquisa colaborativa na escola como abordagem facilitadora para o desenvolvimento da profissão de professor. In: MARIN, A. J. (Org.). **Educação continuada**. Campinas: Papyrus, 2000.
- ▶ SILVA, T. T. (org.) **Identidade e diferença: a perspectiva dos estudos culturais**. Petrópolis, RJ: Vozes, 2014.

Acknowledgements

- E-mail: contato@marciahonora.com.br
- Funding: (A Brazilian Research Funding Body)

