

Cultural-historical psychology in inclusion and social practices

Sueli Salles Fidalgo

Unifesp

ssfidalgo@terra.com.br

susadalgo@gmail.com

Where do I speak from?

- Associate Professor at the Federal University of São Paulo, in Brazil
- Background includes the fields of Applied Linguistics, Language Teaching and Teacher Education.
- Research based on Vygotskian Cultural-historical perspective since the late 1990's
- Supervision of a significant number of Undergraduate and Graduate Works.

Where do I speak from?

- Methodologically, based on Collaborative Research (Magalhães 1990-2019, Magalhães and Fidalgo, 2010, 2011, 2017, 2019) – which is in tune with Vygotskian work (contradiction, negotiation, joint production of meaning) – works found on <https://academia.edu> (more recent example (2019): https://www.academia.edu/38891578/Reviewing_critical_research_methodologies_for_teacher_education_in_Applied_Linguistics)
- And, in the last 17 years, I have worked more specifically with matters regarding inclusion, specific educational needs and teacher education.

Focus of Presentation

- Vygotsky's work about the learning needs and achievements of children with disabilities (more specifically, the Collected Works volume on Defectology – which is the 2nd Volume in the English translation and the 5th Volume in Spanish and whose texts were written over a period of 10 years (1924a, 1924b, 1928, 1929, 1931a, 1931b, 1934/1935)).
- My work, which focuses on theoretical and methodological discussions about the human development of children with specific educational needs (SEN) in school contexts in order to create a flexible environment that might provide alternative paths and channels of development – which I understand to represent Vygotsky's concept of compensation – discussed later.

Focus of Presentation/ Current Work :
Inclusion and Social Practices

Inclusion and Social Practices: How/Where I work with this theory?

NÚCLEO DE
ACESSIBILIDADE
E INCLUSÃO

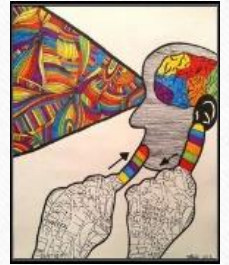


EFLCH -
UNIFESP

- Nucleus for Accessibility and Inclusion in the Humanistic Sciences Campus (UNIFESP)
- Two Research Groups – ILCAE and GEICS



Inclusion and Social Practices: How/Where I work with this theory?

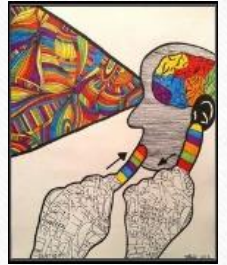


UNIFESP

- Research Groups: ILCAE – Language Inclusion in Scenarios of Educational Activities – and GEICS – Studies on the Identity and Culture of Deaf Individuals. Both are accredited by the National Council for Scientific and Technological Development and by the Universities where they have been registered (the Pontifical Catholic University of São Paulo and the Federal University of São Paulo, respectively). My supervisees all develop their investigations as part of one of these research groups. And those who have applied for National or State support with Brazilian Funding Bodies have received financial support to develop their works.



Inclusion and Social Practices: How/Where I work with this theory?



UNIFESP

- I work in the Undergraduate Language Teaching Program and the Graduate (or Postgraduate) Program in Education and Health in Infancy and Adolescence at the Federal University of São Paulo (UNIFESP) – where I run courses and supervise studies/investigations, some of which will be briefly discussed later.
- I also deliver extramural courses for public school teachers – continuous education.

Inclusion and Social Practices: How/Where I work with this theory?

NÚCLEO DE
ACESSIBILIDADE
E INCLUSÃO



EFLCH -
UNIFESP

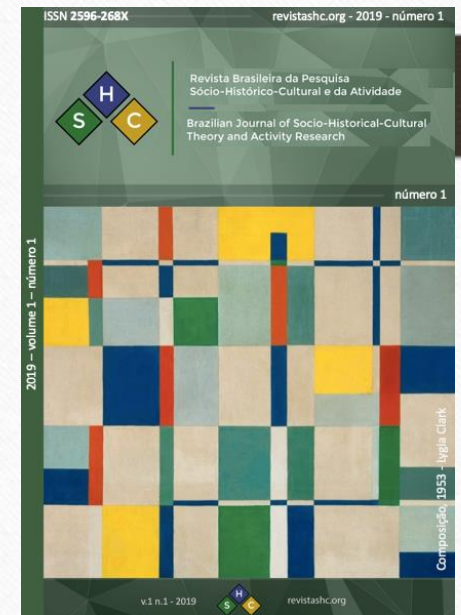
- Two projects of Scientific Initiation, funded by the National Council for Technology and Development (CNPq)
 - Researchers - Adolescents in their Second year of High School. The titles/topics:
 - Reading Academic Texts in English;
 - Critical Reading and Text Production in Different Genres in Portuguese.

Some projects supervised in the last few years include (Master's and Undergraduate Levels) :

- Hospital Pedagogy: how does the work develop? (Final Course Assignment, 2019)
- Autism: challenges. (Final Course Assignment, 2019)
- Teaching Practices within the cultural-historical perspective (Final Course Assignment, 2016)
- The relationship developed by learners of Brazilian Sign Language with the Pedagogical Material: the teaching-learning process of hand parameters and facial expressions (Scientific Initiation, 2015 – found at the FAPESP website (Funding Body): [https://bv.fapesp.br/pt/pesquisador/673971/janaina-araujo-ogawa/O ato de contar](https://bv.fapesp.br/pt/pesquisador/673971/janaina-araujo-ogawa/O%20ato%20de%20contar))
- Storytelling as a means to continuous teacher education within a context of Bilingual Education for the Deaf (Master's Thesis, 2018)
- Literacy in Portuguese for Deaf Children within a Bilingual Perspective (Master's Thesis, 2017)

Some projects supervised in the last few years include (from Scientific Initiation to Doctorate Degree) :

- The bilingual deaf individual: between two worlds and two languages (Found at the FAPESP website): <https://bv.fapesp.br/pt/pesquisador/667004/valeria-da-silva-bezerra/>
- Curricular adaptation within school “inclusion” of deaf students: collaborative interventions. (Found at the Brazilian Journal of Socio-Historical-Cultural Theory and Activity Research - <http://revistashc.org/index.php/shc/issue/view/1>)
- Contributions and implications of the Cultural-historical Theory in teacher education from the Inclusive Education Perspective – presented at the ISCAR Summer University in 2017
- Curricular adaptations and schooling of deaf students from a social-historical perspective – presented at the ISCAR Summer University in 2017.





Some Personal Projects



- Teacher education within an inclusive, cultural-historical perspective, which also challenges the status quo;
- Literacy for the Deaf: an approach for teaching Portuguese as a second language supported by the knowledge of Brazilian Sign Language.

Published works resulting from these can be found on books whose covers I show above, as well as at:

https://www.academia.edu/39301525/Mem%C3%B3ria_pr%C3%A1tica_e_pesquisa_para_a_doc%C3%Aancia_CADERNOS_DE_LICENCIATURA_EM_LETRAS

And

https://www.academia.edu/34910947/Educa%C3%A7%C3%A3o_bil%C3%ADngue_para_surdos_CADERNOS_DE_RESIDUANCIA_PEDAGOGICA

Some current supervision (Doctorate Works)

- Critical-Collaborative Research applied in an inclusive classroom: socially-historically observing the interaction among students with (and without) special needs by Marcia Honora – presented at the ISCAR Summer School in 2017;
- Instruments, materials and repercussions in the context of teaching Libras in bilingual deaf schools: what language organizes what thought? By Marcio Hollosi – presented at the ISCAR Summer School in 2017;
- Singular ways and times of learning – possible paths for teaching-learning of History promoting the inclusion of students with Intellectual Disabilities By Hanik Righi Torres - to be presented at the ISCAR Summer School in 2019.
- At the moment, I supervise 5 High School Researchers, 3 Undergraduate Researchers, 4 Researchers taking their Master's Degrees and 7 taking their Doctorate Degrees.

Inclusion and Social Practices: Main Concepts

- Magalhães and Fidalgo (2007) consider the primary role of Applied Linguists, as researchers and teacher educators, to work with “language-bound issues as means for organizing thought (...) defined in critical reflective terms...”
- The focus is on the deconstruction-neoconstruction of theoretical-methodological choices that organize educational contexts by looking into the interests they serve, so as to allow for new reasoning and acting, leading to social, political and educational transformations, as pointed out by Vygotsky (1921-23: 463-464)

Inclusion and Social Practices: Main Concepts

- Collaborative Research is intervention research carried out within a Critical Paradigm

Inclusion and Social Practices: Main Concepts

- It is important to highlight that Vygotsky ([1930]1997:27) considered “*the search for the method one of the most important tasks of the researcher. The method, in such cases, is simultaneously a prerequisite and product, a tool and a result of the research.*”

Inclusion and Social Practices: Main
Concepts From *Defectology*

Inclusion and Social Practices: Main Concepts From *Defectology*

- *A child in each state of his development, in each of his phases, represents a qualitative uniqueness (...)* (VYGOTSKY, 1929,p.30)
- *Aim at the full realization of social potential. No one is doomed for failure.* (1924a, p. 63)
- *However, a physical handicap has been analyzed and compensated for as just that, a handicap.* (1924)

Inclusion and Social Practices: Main Concepts From *Defectology*

- *Higher Psychological Functions – interpsychological and intrapsychological planes (1931b, p.192)*
 - *Collective collaboration precede the development of a whole series of inner functions. (1931a, p. 130)*

Inclusion and Social Practices: Main Concepts From *Defectology*

- *Should educational efforts be directed at higher or elementary processes?* (VYGOTSKY, 1931b, p. 199).
- Vygotsky states that “the heavy emphasis on the training of elementary functions must be replaced with the mental development of higher functions” (VYGOTSKY, 1931a, p. 136) so as to enable the child’s maximum educability.

Inclusion and Social Practices: Main Concepts From *Defectology*

- *Social compensation* (VYGOTSKY, 1924a, p. 60).
- “(...) *the collective [is] a factor in the development of a normal and an abnormal child*” (1931a/1993, p.129).
- *It is self-explanatory that blindness and deafness are biological factors, and in no way social. The fact of the matter is that education must cope not so much with these biological factors as with their social consequences.* (author’s emphasis) (VYGOTSKY, 1924b, p. 66).

Inclusion and Social Practices: Main Concepts From *Defectology*

- *We dwell on the “nuggets” of illness and not on the “mountains” of health. We notice only defects which are minuscule in comparison with the colossal areas of wealth which handicapped children possess (1924, p. 68).*

Inclusion and Social Practices: Main Concepts

From *Defectology* – or why focus on HMF?

- *It has been assumed that in the presence of biological defects, children develop “along biological tracks,” and that in their case we may dismiss the laws determining the social development and formation of a normal child. This mechanistic notion is unfounded methodologically speaking. From the very outset we must settle on a position without the conception of which everything else would remain theoretically groundless. (...) The difficulty in understanding the development of a mentally retarded child [for example] arises from the fact that retardation is taken as a thing and not as a process. (...) Nevertheless, from the viewpoint of dialectics, there couldn't be a more erroneous and inaccurate conception than this. Precisely in the process of development, the primary loss, which appears in the early stage of development, is repeatedly “diminished in importance” by newly occurring formation. (1931)*

Closing with Inclusion and Social Practices

- Teacher education course aiming at school inclusion (which, by the way, is obligatory in public schools in Brazil, but for which teachers receive little if any education (or even training))

Closing with Inclusion and Social Practices: discussion of adapted material

- Curricular adaptation within school “inclusion” of deaf students: collaborative interventions. (Found at the Brazilian Journal of Socio-Historical-Cultural Theory and Activity Research - <http://revistashc.org/index.php/shc/issue/view/1>)
- Contributions and implications of the Cultural-historical Theory in teacher education from the Inclusive Education Perspective – presented at the ISCAR Summer University in 2017
- Curricular adaptations and schooling of deaf students from a social-historical perspective – presented at the ISCAR Summer University in 2017.
- https://www.academia.edu/34910947/Educa%C3%A7%C3%A3o_bil%C3%ADngue_para_surdos_CADERNOS_DE_RESID%C3%8ANCIA_PEDAG%C3%93GICA)
- Trabalho apresentado no III SEDIAR, em Aracaju, em 2016 a ser publicado nos anais do evento FORMAÇÃO DOCENTE PARA A (EX-)INCLUSÃO SOCIAL- ESCOLAR: UM PROCESSO-E-ALGUNS-RESULTADOS at https://www.academia.edu/25832253/Trabalho_apresentado_no_III_SEDIAR_em_Aracaju_em_2016_a_ser_publicado_nos_anais_do_evento_FORMA%C3%87%C3%83O_DOCENTE_PARA_A_EX-_INCLUS%C3%83O_SOCIAL-_ESCOLAR_UM_PROCESSO-E-ALGUNS-RESULTADOS

Thank you!