

Writing-Living¹ in connection with Basic Education: sociological memories, knowledges and doings



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Abstract

The contribution of this article is the analysis of thematic connections of the participants' profile and their writings [writing-living] in extension activities, one of the actions developed during the postdoctoral internship of the Postgraduate Program in Sociology at the State University of Londrina. The theme of the extension course and experiment linked three formative moments: a) study of the collections books on Teaching Social Sciences/Sociology in Basic Education; b) creative writing production workshops in writing experiences of life format; c) use of the extension workers' experiences as a reflective and sociological analysis tool in the visibility of this writing and training/teaching practices in plural realities. Data were collected using an online form produced from Google Forms and applied during the synchronous and asynchronous meetings of the course, whose quantitative and qualitative analysis of the data were elaborated from the thematic categories/connections with basic education, Sociology School and scientific dissemination.

Keywords: *writings*; memories; sociological knowledge; scientific dissemination.

Escrevivências en torno a la Educación Básica: sociological memories, knowledge and practices

Resumen

La contribución de este artículo es el análisis de las conexiones temáticas del perfil de los participantes y sus *escrevivências* en las actividades de extensión, una de las acciones desarrolladas durante la pasantía posdoctoral del Programa de Posgrado en Sociología en la Universidad Estadual de Londrina. La temática del curso de extensión y experimentación vinculó tres momentos formativos: a) estudio de los libros de las colecciones sobre Enseñanza de las Ciencias Sociales/Sociología en la Educación Básica; b) talleres de producción de escritura creativa en formato escrito; c) utilización de las experiencias de los extensionistas como herramienta de análisis reflexivo y sociológico en la visibilización de esta escritura y prácticas formativas/docentes en realidades plurales. Los datos fueron recolectados a través de un formulario en línea producido a partir de Google Forms y aplicado durante los encuentros sincrónicos y asincrónicos del curso, cuyo análisis cuantitativo y cualitativo de los datos fueron

¹ The expression writing-living is used in the article in the sense of portraying life experiences in a written format, heavily inspired by Conceição Evaristo's literary work. However, the article contains itself on problematizing the practice of writing-living in other sciences, being part in sociologic analysis debates about Social Sciences.



elaborados de las categorías temáticas/conexiones con la Educación Básica, Sociología escolar y divulgación científica.

Palabras clave

escrevivências; memórias; conhecimento sociológico; divulgação científica.

1 Introduction and contextualization

The problem of this article lies in the importance of the senses manifested through writing as a reflective tool on the experiences/writings of teaching practice and the training of undergraduates in Sociology Teaching. The activity that allowed the development of this research was the experiment carried out from the *online* extension course "Producing collections on Teaching Sociology: *writing experiences* with education professionals", as one of the actions elaborated during the postdoctoral internship in the Graduate Program in Sociology of the State University of Londrina (UEL), from May 2021 to April 2022.

The experiment was involved in numerous new and differentiated circumstances: a) non-presential activities, due to the pandemic moment and the use of mediation of digital and informational communication technologies – Google Meet, Classroom and WhatsApp; b) a pluralized profile of participants from different institutions, titles, formations from all regions of the country; c) the construction of a collaborative group writing of articles and/or experience reports; d) *writing* as a methodology for approaching experiences in a decolonial and intersectional sociological perspective.

The course consisted of different moments of synchronous and asynchronous meetings, following a "four in one" format of work: I) the creation of collective books on the Teaching of Sociology (Eras, 2014); II) a writing laboratory in the format of "write-living"; III) guidance and support in the production of texts in groups; IV) the final production of chapters for an e-book anthology by extension participants. In other words, the course began and ended with the idea of understanding, engaging in dialogue, and creating a collective book anthology. The work with collection works was justified by the diversity of potentials in their use, both for the creation of teaching practices and for the development of new research perspectives related to the subfield of Sociology Teaching, especially in Basic Education and in teacher training in Sociology. In the extension practice highlighted, the study and dissemination of these materials allowed a closer contact with this production dynamic, which, from 2004 to the current context, has about 75 works produced, as a

prolongation of debates of academic events and teaching and research laboratories, within this specific area of knowledge.

Collection books are the combination of the artifact 'book', as a vehicle for dissemination, space for dissemination, circulation and reception of ideas of a material, physical (printed) or virtual (online) cultural and historical nature. Added to this, the expression 'collection' as a set of chapters and diversity of authorships that expressively configure the meaning of the collectivity in its composition in the format of a work/book as a public debate agency (Eras, 2020, p. 205).

We can also highlight that the contact with the collection books also opened a range of possibilities regarding the exercise of appropriation of writing as a collective and reflective recording tool of socio-personal, professional and training experiences, providing active learning, which evidenced the reflexive actions and performances of common places and peripheral logics that involved the daily lives of the participating public.

[...] in the current debate they ignore the role that teachers play in preparing learners to be active and critical citizens, or else they suggest reforms that ignore the intelligence, judgment and experience that teachers could offer in such a debate [...]. There is a need to defend schools as essential institutions for the maintenance and development of a critical democracy, and also for the defense of teachers as transformative intellectuals who combine reflection and practice [...] in the service of student education so that they are reflective and active citizens (Giroux, 1997, p. 157-158).

The property of working with this typology of writing is located in experiences that have become a collection of *writings*. The inspiration for the development of this work originates in the literary field of Conceição Evaristo (Santana; Zaparoli, 2020), in the way of writing about the processes of invisibility of black women and people in situations of social vulnerability, demonstrating new facets and problems of the country. We thought that this exercise would enrich the illustration of subalternized and invisible writings, associated with a sociological analysis of the common problems presented by course participants, showing how they could be transposed to the classroom space and to the Teaching of Sociology.

[...] a writing in which the subject places himself in his belonging space, in his birth space, in the living space – because displacement creates affective links, with the place he starts to inhabit, in addition to the memory of the space and where he came from. Usually, the text ends up very deep in these spaces, which I also call affective geography. The subject will narrate facts very close to his life or his collectivity, and this is a form, a production, without a doubt, of a writing experience (Evaristo *apud* Santana; Zaparoli, 2020, p. 2).

To enable these different authors to express themselves freely through writing, some principles were established in the construction of the course and *writing* workshops:

a) no hierarchy of contributions between articles and reports of experiences; b) defense of pluralities, diversities, belonging and human rights; c) appreciation of studies and research completed and in progress; relationships focused on Basic Education and undergraduate degrees; d) appreciation of experiences in the area of teaching (internship; teaching performance at school; teacher/researcher training); e) thematic relationships between Education and Teaching/Research in Social Science/Sociology, as this was the central focus of the course and collective work in *e-book*.

The writing workshops were outlined by dialogues oriented to the creative production of texts and the identification of themes in everyday narratives, in a proposal to transpose the writings into a reflective and sociological analysis, with moments of individual and collective guidance, scheduled and mediated by Google Meet.

At the end of the course, the participants delivered as a final activity an article or experience report built individually or in groups of up to three people, highlighting their *sociological experiences*. The e-book that materialized the conclusion of the course consisted of 50 contributions from authors, with texts distributed across 30 chapters.

2 Methodology

The data were collected using an online form created with Google Forms and administered during both synchronous and asynchronous sessions of the course. The quantitative and qualitative analysis, as well as the problematization of the contexts of their training and professional activities, are thematically connected with Basic Education, sociological knowledge in schools, and scientific education.

3. RESULTS AND DISCUSSION

3.1 Connections between writing and basic education

In the analysis and results section of this article, we sought to illustrate the main connections that permeated the production processes *and* writings of participants in the *online* extension course. The invitation to participate and the exposition of the objectives about the elaboration of this research were carried out in one of the synchronous meetings. Data collection was mediated by the use of the Google Forms form, which was available

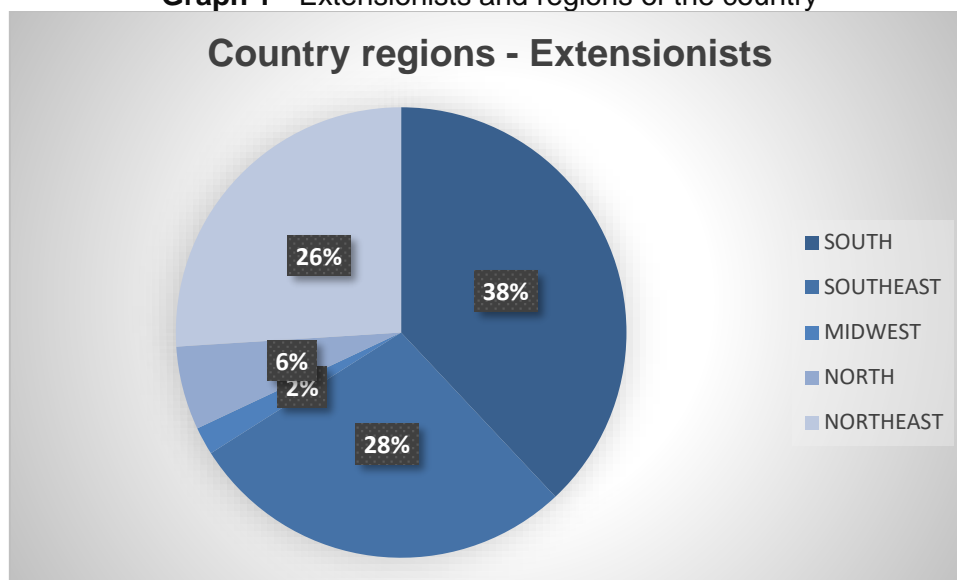
on the Classroom Platform, which allowed it to be accessed also during asynchronous activities. The 18 thematic axes aggregated to this article were: a) region; b) education; c) research lines; d) access to collections of books on Social Sciences/Sociology teaching; e) socio-professional uses of book collections; f) role of the teacher in the process of scientific dissemination through Sociology Teaching; g) scientific skills developed through Social Sciences/Sociology classes; h) participation in scientific events related to Social Sciences/Sociology Teaching; i) use of digital media and/or social networks for sharing teaching materials; j) scientific production in journals or scientific events; k) use of didactic resources and Sociology Teaching; l) monitoring of innovations produced in the area of Social Sciences/Sociology Teaching; m) initiatives of scientific and didactic dissemination by course participants; n) self-perception of teachers as intellectuals in the knowledge production process; o) perceptions of innovative practices and Social Sciences/Sociology Teaching; p) teaching and student memories that marked their activities and formations; q) contributions of the online extension course; and r) writing of life experiences.

The data of this research refer to the multiple contributions of 50 graduates of the *online* extension course, from different regions of the country, from school and higher education institutions. As seen in the data from Graph 1, the highest participation rates were concentrated in the Southern region of the country, accounting for 38%. We had 28% participation of professionals from the Southeast and 26% from the Northeast. Two factors may be responsible for this configuration: the dissemination of the course on the social networks of ProfSociology's networked Professional Master's Degrees (ProfSocio) and the invitation prepared between the academic communities by undergraduates and postgraduate students of Higher Education institutions.

The pandemic context and activities in the remote format, in prevention of Covid-19, were also determining factors that increased the interest in participating in an extension course in this didactic configuration, allowing the public to extend the academic/local boundaries. However, the same remote format of the course, in which an access facilitator resided, also generated a contradiction regarding the intensity and accumulation of work by school and academic hours in the period of its accomplishment (August to November 2021), associated with a context of gradual adaptation of return to face-to-face or hybrid activities in school and academic institutions, materializing in one of the main factors of dropout in the continuity of the course.

3.1.1 Thematic connection: extension agent region

Graph 1 - Extensionists and regions of the country



Source: Summary of data collected via Google Forms (2022).

Regarding education, there was a concentration of participation from three groups: a) 34% were graduates and holders of degrees in Social Sciences/Sociology with specialization; b) 20% were graduates and holders of degrees in Social Sciences/Sociology; and c) 12% were undergraduates pursuing degrees in Social Sciences/Sociology. That is, connections directly interconnected with the reality of Basic Education – teachers in action and undergraduates in training for teaching.

The data in Graph 2 indicate that there was a participation of 10% of master's students, 8% of bachelors in Social Sciences; 6% of doctors in Social Sciences/Sociology or Education; 2% of people with an interdisciplinary bachelor's degree in Human Sciences; and 2% of professionals with a postdoctoral degree in Sociology.

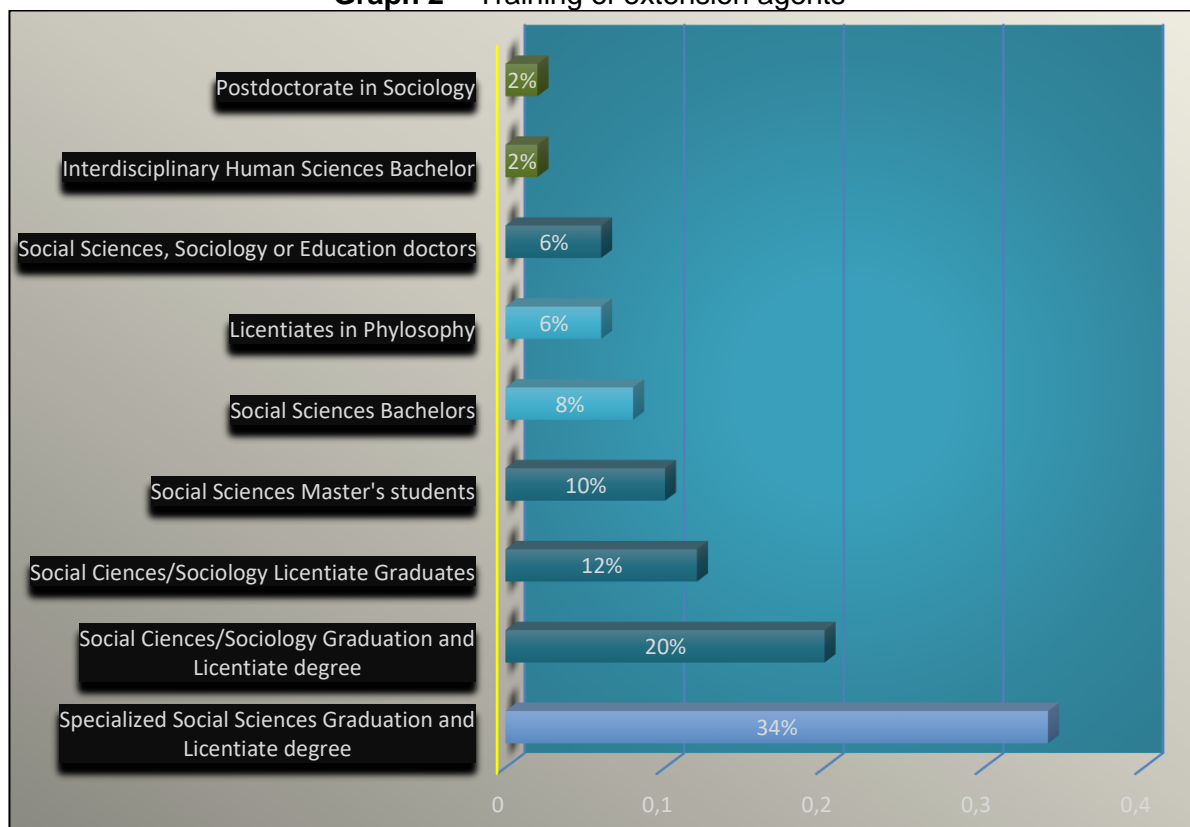
Despite the formative concentration orbited in the Social Sciences, it was noted that there was a dialogue that passed through participants from different institutions of Higher Education and from different generations of social scientists and teachers in the country, whose age range ranged from 20 to 45 years, which further expanded the richness

and thematic diversification of writings – writing-experiences – in relation to their perceptions of training and professional and academic performance.

The national character of this extension course stands out, a characteristic that was later reproduced in the collection book built from the contributions of this formative activity. The breadth of this scope also included the fact that many participants were from the specialization course in Sociology Teaching at UEL, which for the first time was fully constituted in the remote-synchronous format, given the adversities of the pandemic context. This class of the *lato sensu* course, opened in 2021, contained professionals from almost all regions of Brazil.

3.1.2 Thematic connection: extension officer training

Graph 2 – Training of extension agents



Source: Summary of data collected via Google Forms (2022).

In addition, during the research, we sought to measure to which *lines of research* the participants were linked and involved. Below, in Chart 1, are all the lines of research that were mentioned in the data collection. It is noteworthy that three lines were the most

cited: a) 20% in Sociology Teaching; b) 12% in Communication Sociology; and c) 8% in Health Sociology.

Regarding the first line - the Teaching of Social Sciences/Sociology - there were various interfaces concerning the locus of these researches (Basic Education and teacher training), teaching methodologies and practices, as well as a close dialogue with Sociology of Education, Youth Studies, and Sociology of Knowledge. This justifies the profile and interest of the audience with the central focus of the online extension course. Regarding the second line – the Sociology of Communication –, there was the interface with communication channels, digital media, problematizations related to the consumer society and the cultural industry; the research line of Sociology of Health was related to women's health and the management of the pandemic as public policy. In total, seven lines of research made up the profile of interest and research of extension practitioners.

Chart 1 - Lines of research

Environmental sociology
Social movements
Sociology of health
Gender Sexuality
Teaching of Sociology.
Sociology of communication
Ethnic-racial relations.
Sociology of religion

Source: Summary of data collected via Google Forms (2022).

3.1.3 Thematic connection and socio-professional uses of collection books on Social Science Teaching in Basic Education

One of the key discussions of the course, intertwined with the Teaching of Social Sciences/Sociology, encompassed the production relations of anthology books from three perspectives: a) the anthology book as a tool for suggestions and didactic productions; b) the anthology book as an indicator of the state of the art and the unfolding of new research productions; and c) the anthology book as the production of life experiences of the extensionists. Throughout the course, there was a discussion about the conditions of circulation of ideas and sociological knowledge in different periods and conditions of production of anthology books, in dialogue with the Sociology and History of the Book (Chartier, 2017; Horellou-Lafarge; Segré, 2010; McKenzie, 2018) and the state of the art

of the subfield² of Sociology Teaching (Bodart; Souza, 2017; Carvalho; Handfas, 2019; Oliveira; Melchiorretto, 2020), which had a promising period between the years 2008 and 2013. Despite the current context of retraction of the school curriculum, based on the debates and clashes about the new High School, today there are about 75 collection books produced in Brazil, evidence of resistance in the constancy of collection productions of the subfield in question.

The contradiction highlighted in the data concerns the persistence of limited access to works, which mostly have a printed format and a limit of 300 copies per edition, gradually being replaced by digital/online formats. It was asked *which collection books the course participants have already had access to*. In this case, the most cited books were: a) the books from *Café com Sociologia* Publisher (without specifying titles); b) the Dictionary of Sociology Teaching (Bruneta; Bodart; Cigales, 2020); c) Exploring Sociology Teaching Collection (Moraes, 2010); d) Didactic Suggestions for Sociology Teaching (Lima et al., 2014); e) anthology books from UEL available on the Sociology Teaching Laboratory (Lenpes) page - without specifying titles; and f) Sociology and Teaching in Debate (Carvalho, 2004).

What we can interpret from the data highlighted above is that there are two referential cores of collection book production in the current context and a socio-historical dialogue between them. One of the observed cores is the books produced by *Café com Sociologia* Publisher, located in Maceió, Alagoas, which represent 20 anthology works that are in articulation and dialogue with other projects of scientific dissemination of sociological knowledge in schools, such as the *Café com Sociologia* Blog, organized by Cristiano Bodart (Federal University of Alagoas - UFAL) and Roniel Sampaio (Federal Institute of Piauí - IFPI).

Another nucleus mentioned concerns the books produced from the teaching, research and extension projects in Higher Education (undergraduate and graduate) associated with the teaching projects of the school community of Londrina and the region, made possible from the UEL, which, over time, has been recognized as a pioneering space for these studies related to the Teaching of Sociology in Basic Education.

² The reflection on the idea of subfield is referenced from Pierre Bourdieu's theory of fields.

Today this group of Sociology Teaching professionals, gathered mainly in the Sociology Teaching, Research and Extension Laboratory (Lenpes) and in the Institutional Program of Initiation to Teaching Scholarships (PIBID) of Social Sciences at UEL, have 20 collection works, two of them produced by UEL's Publisher. Some works were made available in printed format, others already in the format of *e-books*, but all available in "pdf" format on the Lenpes page, being significantly used in research and teacher training, especially in the pedagogical actions of the Sociology curricular internships organized by the undergraduate courses in this area. All these works can be accessed through the following website: <http://www.uel.br/revistas/lenpes-pibid/>.

The *Sociology Teaching Dictionary* is a more recent production, which brought together about 82 researchers and 85 entries in its composition, which already provides for a new edition and updating of this enterprise. The book is available in print and digital format, accessible through Blog *Café com Sociologia* and the *online* platform of the Brazilian Association of Social Sciences Teaching (Abecs).

Didactic Suggestions in Sociology Teaching is a printed anthology comprising 42 chapters, recognized for being one of the first works in partnership with the collective of teachers from Londrina and the surrounding region. Its novelty lies in the accessibility and visibility of these didactic experiences and their lesson plans on Sociology Teaching. This work was organized by two Sociology teachers, who, at the time of its publication (2012), worked as high school teachers in public schools in the state of Paraná and as field supervisors of a mandatory curricular internship in Sociology, together with two teachers from the Sociology Teaching Methodology and Practice Area of the Social Sciences degree, from the Department of Social Sciences, from the Center for Letters and Human Sciences of UEL. The material consists of 43 different texts that excel in the dissemination of the pedagogical practices of Sociology teaching most used by each of the Sociology teachers who worked in High School, all of whom graduated from the undergraduate course in Social Sciences (bachelor's degree and bachelor's degree) at UEL.

The Exploring Sociology Teaching Collection (2010) is one of the first anthologies in online format, comprising more than 300 pages, produced in partnership with the Basic Education Secretariat and the Ministry of Education (MEC), as a support subsidy and theoretical-methodological suggestions, shortly after the mandatory teaching of Sociology in Basic Education according to Law No. 11,684, dated June 2, 2008.

Sociology and teaching under debate: experience and discussion of Sociology in High School (2004) was one of the first collections produced, considered a time frame for the construction of the subfield of Teaching Sociology in Basic Education, whose highlight is the materiality of the work and the campaign to return the mandatory teaching of Sociology to school curricula. It is a militant enterprise of this project taken over by different social movements of the period.

However, we note that there is still a severe noise of communication and dissemination of numerous of these works that have been recently produced and/or that were broadcast during many scientific events of the Teaching of Sociology in Basic Education regarding their effective access and familiarity with the public researched here.

Another set of connections between teaching, research, and life experiences that are intertwined with anthology books involves the socio-professional uses of anthology books in Sociology Teaching, utilized by the extensionist audience.

Table 2 – Uses of the collection books

In the development of syllabi ³ for the Sociology Curriculum in High School
Basis for dialogue and debates with high school and higher education students.
<i>As a recommendation for supplementary reading.</i>
Utilization in Social Sciences teaching degree programs as preparation for internships.
In the production of <i>articles</i>
No auxílio nas <i>regências em atividades de estágio/Pibid</i>
In <i>scientific initiation research</i>
In <i>bibliographic reviews</i>
In <i>popular courses</i>
In <i>study groups</i>
In <i>Mandatory Internship Lesson Plans</i>
Use of <i>didactic suggestions</i> from the collections (books, films, documentaries, activities)
In <i>seminars</i>
In <i>research activities</i>

Source: Summary of data collected via Google Forms (2022).

Chart 2 shows a set of 14 connections (menus, debates, complementary reading, internships, Pibid regencies/Coordination for the Improvement of Higher Education Personnel – Capes, scientific initiation, bibliographic reviews, study group, internship lesson plans, didactic suggestions for high school classes, seminars, research) interconnected to a process of circulation of ideas located in the instance of teaching practices experienced in Basic Education and/or Higher Education in different dynamics of

³ The highlights of table 2 are ours.

teachers in the classroom and in the teacher training processes in which the debate on the Teaching of Sociology is constantly fed back.

Despite a wide variation in the sociodidactic uses of collection books, the motto of the contradiction between production and use, as well as between access and estrangement, still lies in a high incidence of perceptions in the inequality of access to collection books. In our doctoral studies (2010-2014) and now in a new research dive on the subject in postdoctoral studies (2021-2022), old problems move in new contexts, accusing that, despite the advancement of research, an increase in the bibliography of the subfield and, especially, the production of collection books, although due to the novelty of their digital formats, the process of democratization of the set of these reflections has not yet been completed.

According to the perceptions expressed by participants highlighted in the *online* form, there are a number of variants that affect the maintenance of this process of inequalities (in the plural) regarding access to collection books on Sociology Teaching: a) overload of the teaching workday; b) excess of teaching activities assigned in bureaucratic tasks; c) absence of continuing education policies for teachers in state education networks; d) incompatible teaching salaries for acquisition or co-participation in productions/publications; e) teaching and lack of time to dedicate to scientific productions; f) disparities in the process of teacher and student training for scientific production; g) lack of editorial monitoring and advisory projects in the production of texts and scientific productions; and h) disconnection between university and graduates after their training process.

It seems to me that it is a type of production that remains in the relationships of professors close to the university and the impression I have is that many break contact with the institution after graduation, which should limit the opportunities for participation in projects/events, etc. (Extensionist A)⁴.

3.1.4 Thematic connection: teaching and scientific dissemination process of School Sociology

⁴ Our methodological choice was to maintain the anonymity of the identities of participants and their contributions in the open questions of the *online* form applied to participants of the extension course, mentioning them by Extensionist A, Extensionist B, etc.

If collection books are one of the possibilities to produce and circulate knowledge about Sociology Teaching, what is the *role of the teacher in the process of dissemination and popularization of Sociology as a Science*? It can be noted that two interpretations are present in the configuration of the (self)perceptions of the researched public on this topic:

I) Teaching in/as an active process of scientific dissemination:

When he expands his knowledge beyond the university, extending especially to the lower classes, yes, he expands access. Sociology studies society, but society does not yet study Sociology. Therefore, Sociology is not as popularized as it should be (Extensionist B).

The experience in the Social Sciences is beyond the classroom. From the moment the Sociology professor occupies and acts in any space, he/she carries the basis of sociological thought and, even implicitly, works with Sociology as a Science. Despite being an area that is not valued (often not even by students), when we show sociological practice [Mezzaroba; Carriquiriborde, 2020], from a scientific perspective, in everyday life the gazes change (Extensionist C).

II) Teaching as a process of mediation/transmission of scientific dissemination

The demarcation of the subject in the High School curriculum is already part of this dissemination, as it is still necessary to denaturalize hierarchies between the 'useful' subjects for the training of young people, where 'weights' of content in the skills required by entrance exams/Enem [National High School Examination] are confused with the weight of 'knowing how to read, write and add' for the labor market (Extensionist A).

It is noted that there is an aspect of inaccuracy regarding the sense of active or non-active participation attributed to the scientific dissemination process (Vogt, 2006). However, there were notes regarding the problems that can be generated in this interaction and not the precision of the sense of scientific dissemination and school sociology and, more than that, the effect of decontextualized formations and actions of their reference fields of knowledge.

There is scientific dissemination in terms. As many sociology teachers are not trained in the area, they end up propagating a stereotypical and problematic view of sociology teaching, often unscientific and very dogmatic (Extensionist E).

In the set of variations and connections of teaching with the scientific dissemination process, highlighted by extensionists, the following were pointed out: a) formative contact with young people and/or new generations through scientific knowledge; b) Teaching of Sociology as reception of ideas and scientific-sociological knowledge; c) teaching linked to participation in scientific events and productions; d) teaching as mediation of specific knowledge, despite little deepening in the classroom; e) teaching and problematizations between Sociology, science and everyday life; f) teaching as a focus of resistance of critical

thinking in school; g) school in the process of popularization of systematized scientific knowledge; h) broad scope of Sociology as Science through School Sociology; i) School Sociology in the diversification of dissemination and scientific language in new forms of circulation of content; j) presentation of the methods of studies that point to the students how the Social Sciences are given in practice; and k) approximation of thinking, sociological imagination and the exercises of sociological doing in the classroom (reading, interpretation and research projects).

3.1.5 Thematic connection: relationship between scientific skills and Social Sciences/Sociology classes

Another thematic axis highlighted in the speeches by extension workers, based on the *online* data collection form, draws connections with the *scientific skills developed from the Social Sciences/Sociology classes*.

Table 3 – Scientific skills and Social Sciences/Sociology classes

My exercise of citizenship
Attitude of alterity
Cultural Relativism Exercise
Literacy and political questioning
Search capability
Ability to relate and interpret data and facts
Planning, comparison, analysis
Sociological imagination
Denaturalization, estrangement, unveiling, dereification, decolonization of reality
Observation, questioning and search for solutions to problems
Reflexivity of experiences by the sociological perspective and by the processes of socialization and their interpretations in our conceptions of the world
Reading, Writing, Reflection
Historical Genesis of Social Phenomena
Search for scientific information and data
Development of the critical eye

Source: Summary of data collected via Google Forms (2022).

We know that reading and comprehension of text (and of the world!) are not exclusive to the Social Sciences, but, in times of exacerbated denialism, fake news, teaching them to articulate concepts, carry out meticulous reading, break with common sense, it can already be considered to develop scientific skills, if, from this, we manage to carry out field work, develop an opinion article, together, prepare documentaries (once, I already enrolled them in state competitions; some have already been able to travel to São Paulo and Curitiba through their productions), together we also win awards; the public school has a lot of potential, but now, with a single class hour, countless classes/schools to attend, all this will be in the field of the legendary (Extensionist E).

Among the scientific skills developed in Social Sciences/ Sociology classes, according to the participants of the extension course, we highlight the research exercise described with different terminologies; the sociological imagination as already signaled by Wright Mills (1959); criticality; and the pillars described in the Sociology Curricular Guidelines (OCNs), more specifically the exercises of denaturalization and estrangement of social phenomena. Such exercises of sociological problematization, evidenced in the methodological assumptions of Sociology knowledge, within the area of Human Sciences and its Technologies, in the document “Curricular Guidelines for High School” (Brasil, 2006), remain quite current to think about the contributions of Sociology/Social Sciences in the formation of youths in Basic Education.

3.1.6 Thematic connection: participation in scientific events and Social Sciences/Sociology Teaching

Another fact that concretizes the connections between *writing and* Basic Education is related to the *participation in scientific events related to the Teaching of Sociology and Social Sciences/Sociology*. The scientific events mentioned during the research are listed in Table 4. Once again, a contradiction in this connection is found here, since they mention the participation in some events in the area, moments that are relevant in the reception and circulation of new ideas, including where many of the collection books in the area are disseminated, released and/or distributed. The most cited event by 60% of the participants was the National Meeting of Teaching Sociology in Basic Education (Eneseb) – the most popular among extensionists. As there was the possibility of mentioning more than one event, there is a variation of highlights in this thematic axis.

A large portion of the participants mentioned that they seek to participate in events in the area, however there is a lot of difficulty in reconciling them with the workload. However, the pandemic context enabled greater ease and opportunity to participate in scientific events via remote. The non-face-to-face model supports lower expenses (despite some still unfeasible enrollment rates), not distancing from their workplace and/or personal/family commitments. This is an interesting fact, since participation allows an extension of continuing education. However, it is necessary to consider a margin of inaccuracy as to the degree of measure of this participation and the effectiveness of the ties established in the

communication between peers in these moments of dialogue, during and/or after the event. Still, it is a unique moment, whose ideas are received as novelty, reconciling local and national connections.

Table 4 – Participation in scientific events on Sociology Teaching and events mentioned

Emancipates Course on Paulo Freire
Alagoas Meeting of Sociology/Social Sciences Teaching (Enales)
Annual Meeting of Scientific Initiation (Eaic)
Education Research Meeting in Pernambuco (EpePE)
State Meeting of Sociology Teaching (Ensoc)
National Meeting of Teaching Sociology in Basic Education (Eneseb)
National Meeting of Social Science Students (Enecs)
Events Chairs of Basic Education – University of São Paulo (USP)
Events of the Brazilian Association of Social Sciences Teaching (Abecs)
Events of the National Association of Graduate Studies in Social Sciences (Anpocs)
Events of the Brazilian Society of Sociology (SBS)
Events related to the degree, Pibid, Pedagogical Residency
Events linked to UEL
Events in Universities in Northern Brazil
Sociological Quarters of the Federal University of Santa Catarina (UFSC)
University Social Science Academic Weeks

Source: Summary of data collected via Google Forms (2022).

Regarding the *use of digital media and/or social networks to share teaching materials*, there was a greater consensus/convergence in the data, with 90% of the negative responses, revealing a non-routineization of this habit, with emphasis on the unfamiliarity with digital tools, insecurity, lack of time in the management of these digital works. Despite being users of social networks, the participants pointed out that they do not use them as a vehicle for the production or sharing of teaching materials. Only 10% of extension workers expressed the use of Facebook, Instagram and institutional work *sites* as channels for sharing didactic and informative materials, or the use of WhatsApp to receive and exchange reports mediated by a digital channel.

Regarding the *follow-up of the news produced in the area of Social Sciences/Sociology Teaching*, the extension agents answered: a) social networks (Facebook, Instagram, Twitter); b) university *websites*; c) *blogs* and pages of Sociology professors on Instagram or YouTube; d) exchange of *emails* between professors; e) classroom; f) university study groups; g) Social Sciences *websites*; h) *Blog Café com Sociologia*; i) books; j) contact with professors; and k) Abecs publications.

FINAL CONSIDERATIONS

The *online* extension course was an activity with numerous integrative possibilities linked to teaching relations, with the purpose of thinking about the production of collection books and *sociological* writings. Among many of these aggregating possibilities, we highlight the creation of the "Laboratory of Socio-anthropological and Educational Writing (Lab-Escrivências) – 1st Stage: Pro-docence *Magazine*, Collectibles and Teaching/Research Methodologies", which aims to produce and analyze research from the perspective of socio-anthropological and educational *writing*, focusing on the organization of the state of the art on the subject, the updating of the Pro-docence *Magazine* of UEL, the production of Collectibles, the decolonial orientation of Course Completion Works (undergraduate and graduate) and the analysis/writing of texts focused on more creative and more connected with the memories, trajectories and experiences of students and teachers working in High School, focusing on the inseparability between teaching methodologies and research methodologies, based, above all, on the dialogues between Sociology of Education, Anthropology of Education, Sociology of Youth, Anthropology of Youth, Social Sciences and Education.

With an emphasis on the individual and collective improvement of the act of writing, establishing collaborative partnerships between undergraduate and basic education, it is planned to value and disseminate knowledge/practices of these sociocultural subjects, especially contributing to the realization of new theoretical-methodological and didactic dialogues that culminate in the organization and publication of Writing Collections, focusing on the training and performance of education professionals in the field of Social Sciences/Sociology.

In this teaching perspective, the encounters with the pluralities of contributions that the format of remote extension provided, in the broad sense of the term, allowed a wide regional scope of training and actions. In addition, the meeting made it possible to observe the thematic connections that made up the profiles of extension participants and their thematic relationships with Basic Education. Instigating himself to write about his representativeness, when talking about the other, he thought about his own teaching and research practices.

We can say that the profile of extension workers was concentrated in two groups, directly linked to the dialogue with public education: undergraduates in Social Sciences and

teachers of Sociology in Public Education. Also noteworthy was the active way in which the extension workers participated and met some spaces for scientific debates in School Sociology. Although with some impasses in the interpretation of teachers and/or students or even the school, in this reflective enterprise, they placed themselves as producers or mediators of knowledge. However, it was still noticed the permanence of a certain imprecision regarding the knowledge and uses of the collection books in their daily teaching practices, as well as some doubts in the way they visualize the meaning of an innovation or an unusual didactic practice.

According to the extensionists' perception, the writing of sociological experiences or writing allowed for the observation and authorial appropriation of their realities - peripheral or not - problematizing and valuing their experiences and memories. First, because of the relationship of estrangement with their own experiences. Initially, they did not see them as a potential for reflection, research, and knowledge production, in the sense of contributing to the decentralization of knowledge in a logic of valuing the local/regional context.

Such reflections allow us to show the understanding of writing as a reflective tool, associated with sociological analysis, allowing us to rethink the place of the registration of experiences in the appropriation of everyday knowledge. After all, there is still a need, still quite pertinent, to rebuild this place as an object of reflection, teaching how the Social Sciences themselves enable or limit its use, whose raw material of excellence comes from this voice, which is enabled by the plan of experience(s), which still has much to tell us.

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