




## Study Group: collaborative perspectives to the development of educational practice

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### Abstract

The present study was based around the perspective of collaborative work, and how it affects teaching practice. For this, it was outlined as a general objective to understand what possibilities the collaborative experiences lived in the Research Study Group on Education Knowledge and Teaching Learning (GEPESAD) promote educational practice, with a view to a formative character. To support the study, aspects of the theory of the following authors were brought up: Fiorentini (2013), Gama; Fiorentini (2009), Perelli; Garcia (2013), Farias et al (2009), Oliveira; Steps (2017). The questionnaire was used as a data collection instrument, applied with teachers in teaching, and they are members of the aforementioned study group, concomitantly. The evidenced elements constitute the research a qualitative approach. The collaborative perspective evidenced in the GEPESAD study group contributes to the improvement of knowledge and mobilizes the construction of new learning for teachers in teaching.

**Keywords:** Study group. Collaborative Experiences. Educational Practice.

### Grupo de estudos: perspectivas colaborativas ao desenvolvimento da prática educativa

### Resumo

Este estudo, realizado em 2022, pautou-se em torno da perspectiva de trabalho colaborativo, e como ela repercute na prática docente. Para isso, delineou-se como objetivo geral compreender que possibilidades as experiências colaborativas vivenciadas no Grupo de Estudos de Pesquisa em Educação Saberes e Aprendizagem da Docência (GEPESAD) promovem à prática educativa, tendo em vista, um caráter formador. Para fundamentação do estudo, foram trazidos aspectos da teoria dos seguintes autores: Fiorentini (2013), Gama; Fiorentini (2009), Perelli; Garcia (2013), Farias et al (2009), Oliveira; Passos (2017). Foi utilizado o questionário como instrumento de produção coleta de dados, aplicado com professores em exercício da docência, e são integrantes do grupo de estudos supracitado, concomitantemente. Os elementos evidenciados constituem a pesquisa uma abordagem qualitativa. A perspectiva



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colaborativa evidenciada no grupo de estudos GEPESAD, contribui para o aprimoramento de conhecimentos e mobiliza outras aprendizagens aos professores em exercício da docência.

**Palavras-chave:** Grupo de Estudos. Experiências Colaborativas. Prática Educativa.

## 1 Introduction

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It is understood that the University holds the need to bring together and integrate theory and practice, in view of the predominance in enabling the interrelation of the University sphere to the campus of professional performance. An example of this are the propelling pillars of the academy: research, teaching, and extension, which underpin and drive this need. By means of study groups, the Faculty of Education of Itapipoca (FACEDI) seeks to promote the relationship between undergraduate students and teachers of Basic Education, proposing the development of the aforementioned pillars of the university, supported by the teachers' experiences, in dialogue with the undergraduates, by sharing similar goals, evidencing a collaborative work perspective.

In this sense, the focus of the study was to understand what possibilities the collaborative experiences lived in the Group for Research Studies in Education Knowing and Learning to Teach (GEPESAD) promote to the educational practice, considering a formative character. In other words, we sought to visualize how this study format provided by GEPESAD has implied in the practice of practicing teachers, who participate in the aforementioned study group simultaneously.

When analyzing a study conducted by Fiorentini (2013, p. 60), he highlights that "The option for a certain group (or wanting to form one), however, is influenced by their identification with the group members and by the possibility of sharing problems, experiences, and common goals. [...]". In view of these aspects, GEPESAD and the coordinator imprint the idea that its members are the ones who make and transform it, endowed with autonomy and reflexivity. The quest for integration into the group consists exclusively in the predominance of common interests, and mainly in the promotion of this



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dialogue between the undergraduates who are in the initial training phase, in the undergraduate course, and the practicing teachers in the school context.

As one teacher reports a fact that has occurred, others end up being instigated to portray similar or different situations, sharing experiences and knowledge. Reflecting on this, in a study conducted by Fiorentini (2013, p. 73), it was pointed out that "[...] learning is a social phenomenon that occurs through active and direct participation in social community practices, regardless of whether these are intentionally pedagogical. [...]". In other words, joint work and/or joint mediation starts from mutual support. The exposure of teaching experiences is encouraged by the authors' theories or by the teachers themselves when addressing their conceptions, with the intention of helping and being helped.

The research in question was based on the figure of practicing teachers who participate in GEPESAD as subjects of the research and of knowledge production. Thus, it is possible to empirically analyze how the collaborative perspective as a factor that drives the group's activities has repercussions on their pedagogical practice as teachers. For this, the questionnaire was used as an instrument of data production, and the contribution of the collaborative perspective of Fiorentini (2013) present in the literature. The structure of this writing is listed in subsequent sections: the introduction, which emphasized the elements that formed the basis of the research synthetically; then the methodology, which makes a detailed sampling of the methodological path to achieve the research; subsequently the results and discussions observed and built during the investigative process; the final considerations; and the references used.

## 2 Methodology

The research in question was conducted in the year 2022, which aimed to understand what possibilities the collaborative experiences lived in the Research Study Group on Education Knowing and Learning to Teach (GEPESAD) promote to the educational practice, in view of a formative character. In this way, the research surrounded the collaborative principles highlighted by Fiorentini (2013), and its



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proficiency in the context of teacher training from the analysis of the participants of the Group for Studies in Education Research Knowledges and Learning to Teach (GEPESAD), emphasizing those who already work as teachers. Thus, it became possible to visualize the panorama of contributions that the study group has for the teaching process, based on the assumption of collaborative work in the group.

The work in question started with a literature review, having in mind the need for a theoretical basis and/or support, in order to dwell on ideas already consolidated in the literature of the subject in question. The authors used to support the study were: Farias et al (2009), Fiorentini (2013), Gama; Fiorentini (2009), Perrelli; Garcia (2013). Moreover, as a proposal to relate theoretical and empirical data, a semi-structured questionnaire containing 06 open questions was conducted with GEPESAD participants who already work as teachers, since they already have experience as participants, consequently, the property to report how the experience in GEPESAD implied in their practice.

The research consisted of a qualitative approach, because "Qualitative research requires the researcher to adapt to the field. His position is not that of an experimenter facing 'objectives', but that of an actor in a social system [...]" (ALAMI; DESJEUX; MOUSSAOUI, 2010, p. 88), being possible to achieve the general objective of the research.

The production of data was possible from the systematization of deadlines according to the day of the return given by the teacher regarding the TCLE, considering the availability of each of the 05 subjects who agreed to participate in the research and completion of the questionnaire. For the application of the data production instrument, the Informed Consent Form (ICF) was prepared to inform the subjects about their role during the research and the objectives surrounding the investigation, in addition, the use of fictitious names was requested to preserve the identity of each participant. Fictitious names: Andressa, with 2 years of participation in GEPESAD, works in secondary school; Cícera, with 3 years and 5 months, works in the final years; Clara, who doesn't remember the time, works in secondary school; Lila, with 3 years and 5 months, works in



kindergarten; Maria, with 1 year and 6 months, works in the early years of elementary school.

### 3 Results and Discussions

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The investigative process was based on the figure of practicing teachers who participate in the GEPESAD study group, by emphasizing the contributions of the collaborative perspective evidenced in the group to the educational practice of these teachers. To this end, the study consisted of an analysis of the theoretical field, taking into account the contributions present in the literature that discuss the theme in question, as well as aspects of the empirical field to dialogue with each other.

By starting from the assumption of collaborative work, through the study of Fiorentini (2013, p. 62), "[...] the collaborative group must be flexible and be permanently open and prepared to review agreements. [...]". In the study group in question, a mediation system was determined, causing all members to participate actively and consolidate a leading role and/or position during the explanation of the texts and concepts discussed. Upon analysis, it was agreed that "The GEPESAD group positively strengthens what we call teamwork, whether in a school or in another work office. Through the group it is perceptible new looks in the development of professional practice." (CÍCERA). The teacher's account pointed out that through her teaching experience and participation in the study group simultaneously, she has encountered some situation in the classroom or in her work environment that the learning experiences collaboratively constituted in GEPESAD helped her to develop.

The Knowledge and Learning in Education Research Study Group (GEPESAD), by putting into practice the principles of collaborative work, encourages the teacher-participants, in a collective way, to take up the theories that contribute to making them reflect on their practice, bearing in mind that they have little time to seek continuing education. GEPESAD is a path of great significance in the valorization of this aspect, since it feeds the teacher's critical and reflective content, besides keeping them updated



on the most current literature on the teaching field. In addition to engendering pedagogical and action strategies in their work environment.

When discussing collaborative work, it is important to emphasize how the teachers who participated in the research conceptualized it. In this sense, it was agreed that it is nothing more than "[...] a set of distribution of actions involving different members of an organization that follow criteria being held in groups [...], with the aim of building [...] their projects, actions, in order to collaborate with the field of participative work. (CÍCERA). In this context, as a way of systematizing the teacher's work, the group acts with the aim of contributing to professional maturation, encouraging the development of a perspective of innovative training, integrating theory and practice, in a context of praxis.

In a study conducted by Oliveira and Passos (2017, p. 195), it was highlighted that "When the teacher participates in a study group, he is led to a more systematic analysis of his practices, which enables him to identify problems and realize the need for change [...]". In this sense, it is intuited the organization of the teacher's formative process from a look in which teaching and learning provide opportunities for the exchange of experiences, dialog and the construction of knowledge, considering that the formation is continuous and inconclusive.

The collaborative work developed in GEPESAD since its creation in 2017 has made a remarkable formative contribution beyond the classroom environment, considering the relationship between the teaching staff and school planning. According to the report of one of the teachers, she highlighted that:

GEPESAD's collaborative work enhances knowledge, builds forms of learning that contribute to the field of work, whether in a classroom, in pedagogical coordination, in school management, or in another professional field; through readings, group work, planning, and new learning in daily practice. (CÍCERA).

To dialogue with the teacher, in one of Gama and Fiorentini's (2009, p. 444) journals they highlight that it is "[...] in knowledge in action, in the teacher's reflections and analyses of practice, and in the narratives they write about practice. These initiatives are centered on helping teachers explore problems in practice that cannot be solved by



applying established theories and by reconsidering their own assumptions and reasoning. [...]". The way the study group activities occur in this study has elements that are close to the conception presented, the explanation of the contents by the participants-mediators, which results from a deeper socialization, encouraged by the theories and by the teachers' experience reports about some situation occurring in their classroom and/or work environment, which is related to the content presented.

GEPESAD encourages its participants to dialogue, to respect each other's participation and conception, and seeks exactly the exchange of diverse knowledge of teachers with diverse formative experiences in the classroom. Gama and Fiorentini (2009, p. 443) emphasize that "[...] it is in the exercise of the profession that the process of becoming a teacher is consolidated, characterized by a wide range of learning in which different types of knowledge are mixed. [...]". GEPESAD exclusively holds a scope for the articulation of different knowledge that are combined, that is, through an exchange between theory and practice in a collaborative manner, different perspectives are brought to light that end up helping each other during their pedagogical practice, and/or making them reflect on this.

*As the activities are divided, the studies, research, readings and socializations are done in groups, and have everyone's collaboration. In this way, experiences and learning are shared and I can insert them in my teaching practice, because the themes are thought about the teacher's performance. (MARIA).*

The systematic used in the study group based on collaborative experiences has elements of relevance for the participating teachers, i.e., it helps in the action and reflection of the practice itself in the classroom, and especially the teaching beyond this space, but also extending to the planning, meetings, among other spaces in which it gives voice and turn to this. According to a study conducted by Farias and his collaborators (2009, p. 50) "[...] Teaching, in turn, means bringing closer what one is and what one knows to what one can become and know. [...]". Respectively, the teacher's practice in the classroom is prone to change through what has worked and what has not. GEPESAD opens a space for sharing these aspects, mobilizing diverse knowledge and different paths of reflection based on each position.



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In the answers of one of the teachers, it was presented that "The format of the activities in a collaborative way helps participants to exchange experiences and seek help in the group, which has great importance in teaching practice, since these professionals are in constant training." (LILA). In dialogue with the teacher's point of view, Oliveira and Passos (2017, p. 195) point out that "[...] in the process of group discussions, teachers can re-signify the knowledge they have acquired throughout their training." (OLIVEIRA; PASSOS, 2017, p. 195). Based on the assumption of a collaborative perspective, GEPESAD proposes to carry out formative activities through shared readings and discussions together. In this context, the knowledge and wisdom of the practice brought by teachers are expanded, and/or they are given the opportunity to see this knowledge from other angles, mobilizing the redefinition of knowledge.

In view of the idea of working collaboratively in the aforementioned study group, one of the teachers pointed out that "We are educators, continuously in the exercise of practice. And the moments experienced in the group provide us with such learning, a grounded practice. (CLARA). Ah yes, emphasizing the contribution of the readings and the theories brought in these texts, which agrees that training is continuous and inconclusive. A relevant aspect was that among the members of GEPESAD, "[...] there is a relationship of great respect, dialogue and above all autonomy, we are coordinated by a teacher who helps us and guides us, but who does not limit our action, on the contrary, he is always instigating us to be autonomous, to search for knowledge. [...]" (ANDRESSA). It is a fact that behind a project, or a study group, there is a coordinator, but in this group, the coordinator does not so much lead someone or everyone that integrates it, but acts as to share the leadership with everyone by emphasizing the importance of being autonomous in the decisions and suggestions of and for the group.

Thus, in a study by Gama and Fiorentini (2009, p. 444) point out that it is important [...] to foster professional development, opportunities for teachers to explore and question their (and others') ideologies, interpretations, and practices. [...]" In this sense, teachers succeed and learn to challenge themselves and their own convictions, moreover, they notice issues that are indispensable to their teaching practice. Assuming





the collaborative work performed in GEPESAD proposes to evidence a posture of protagonism on the constitution of knowledge, which will have repercussions on their teaching practice. The group offers a space for self-evaluation and reflection.

## 4 Concluding remarks

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The study carried out around the collaborative perspective evidenced in the Research Study Group on Education, Knowledge and Learning of Teaching (GEPESAD), was based on analyzing the contributions it has to the practice of teachers who are teaching and who participate in the aforementioned study group, respectively. The teachers who were subjects of the research highlighted that working collaboratively is essential to educational practice, since training is continuous and constantly changing, always in a learning situation, taking into account social and cultural aspects.

In this context, GEPESAD persists in the idea of knowledge construction based on discussions and collective elaboration of readings, based on mutual respect and shared leadership. According to the teachers, this has a positive and considerable impact on their teaching practice. What is not limited only to the classroom, but extends to all spaces regardless of their singularity.

The systematic studies that are used in the study group in question enhance the teaching process, as they mobilize diverse knowledge and different experiences, making it possible to have a clear picture of what collaborative work is, when the members integrate among themselves, in function of a common objective, which is the construction of knowledge..

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