DEKOLONIÁLNÍ PRAXE VE VZDĚLÁVÁNÍ UČITELŮ – DALŠÍ MOŽNOSTI PROTAGONISTŮ VĚDĚNÍ

DECOLONIAL PRACTICES IN TEACHER EDUCATION— OTHER POSSIBILITIES OF KNOWLEDGE PROTAGONISTS

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Abstrakt

Univerzitní vzdělání bývá označováno jako nositel tradičních znalostí a mocenských struktur, kde nejsou vždy brány do úvahy znalosti studentů učitelství. Vzhledem k tomu, že studenti Universidade de Brasília mají sklon kritizovat didakticko-pedagogické přístupy, byl v rámci jednoho předmětu realizován výzkum zaměřený na rozvoj přístupů orientovaných na studenty a na dekoloniální postupy. Prostřednictvím analýzy dat z dotazníků a studentských deníků bylo zjištěno, že studenti změnili své cesty k poznatkům o učení a vyučování od samostudia za účelem replikace teorie směrem k aktivnímu učení s dalšími studenty, které doprovázelo jejich čtení odborných textů.

Klíčová slova: *učitelská příprava, dekoloniální vzdělávání, přístup zaměřený na studenty*

Abstract

There is a maintenance of knowledge and power structures on Universities and eduation students' knowledge is particularly disregarded. Understanding the fact that Brazilian University students tend to criticize didactical-pedagogical approaches, this research aimed to develop student-centred and decolonial practices at a Teacher Education course. It was found, through questionnaires and diaries, that students shifted their pathways for learning. Before the classes started they used to mainly replicate theory through studying by themselves. During the semester they produced knowledge about teaching and learning with their colleagues alongside with reading and learning about theory.

Keywords: *teacher education, decolonial education, student-centred approach*

1 Introduction

Yearly, Brazilian Universities hold institutional self-assessments, a process in which an analysis of the institution's infrastructure is performed, while its scientifical research scope and students and staff answer to questionnaires regarding a variety of items including educational aspects. An analysis of institutional self--assessments of four Universities from different regions of the country (UFAM, 2015; UnB, 2012-2015; UTFPR, 2015; UFRJ 2016) found systematic criticism of didactic-pedagogical approaches from students perspectives.

2 Theory

University is configured as a place of oppression (Tragtenberg, 1990) with knowledge colonization practices (Mignolo, 2009). This can be especially true in Brazilian teacher education courses, which have easier admission and are commonly taught in the evening, for full-time workers. As a result, student-teachers konwoledge is are considered inferior and they are oppressed by lecturers.

Considering Higher Education as a locus of maintenance of knowledge and power structures, an "engaged scholarship" is brought as an oppositional practice. The term refers to teaching and research practices that connect the University to the community based on social justice and citizenship (Beaulieu, Breton & Brousselle, 2018). Engaged scholarship is a decolonizing act which transforms spaces and relationships (Shultz & Kajner, 2013). The concept of University community includes students, therefore, in the same way that it is fundamental as a decolonial practice to listen to indigenous people concerning their life and experience, it is also fundamental that student-teachers produce knowledge regarding learning and teaching.

3 Methodology

A pedagogical course was offered in two occasions to student-teachers at a Brazilian University, using the methodology of Action Research in Teaching and Learning (Norton, 2008). The classes were based on Student-centred approaches and decolonial postures and practices (Rogers, 1982; Freire, 1982; Walsh, 2014).

Student-teachers answered open-ended questionnaires at the beginning and end of the semester and produced reflective materials in the form of diaries, named *licentiæ hypomnemata*. All 97 questionnaires—56 at the beginning and 41 at the end of the semesters—and 12 *licentiæ hypomnemata* of students were analysed. The eligibility criteria for the *licentiæ hypomnemata* were: Parity of gender and field of study (humanities and exact sciences) based on those that contained more narrative-reflective elements rather than descriptive ones.

4 Results

All the excerpts from the *licentiæ hypomnemata* that were not purely descriptive were selected for analysis. In all, there were 155 reflections. After repeated readings, four emerging themes were found in the twelve diaries: (2) Good classroom practices; (2) Student-teachers referring to life situations; (3) Reflections about education and professional future; (4) Postures and reflections as students and individuals.

According to the questionnaires, at the beginning of the classes, most students used individual study methods to understand the subject's content, while at the end of the class, they identified learning from different didactic and pedagogical practices performed in the classes. What used to be achieved only by reading, doing exercises and watching videos, started to be mainly achieved with the development of practical activities; interaction and debates; classes with the support of examples and contextualization; and reflection in the classroom.

5 Conclusion and discussion

It was possible to find a positive contribution in the personal and professional education of student-teachers, as well as a good receptivity to the practices and postures adopted. The student-centred approach provided a more humanized, meaningful and decolonized education. Student-teachers were protagonists and active members of all educational processes, from themes to assessment decisions, experiencing teaching and learning practices and producing their own knowledges instead of replicating acts.

From the moment undergraduate students spend time reflecting, often for the first time, on how they learn, a movement of decolonization of pedagogical practices is established. The emphasis is not on cognitively mastering

theoretical precepts, but rather on understanding the processes—including theirs—of knowledge construction and its multiple possibilities of configuration and authorship. From a Freirean perspective (Freire, 1982), the student-teachers extrapolated a mere existence in the academic world, existing with it actively and reflexively, transforming their own trajectories of teacher education.

Poděkování

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6 Literatura

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