

International Journal of Human Sciences Research

CASE STUDY REGARDING QUALIFIED PROFESSIONAL EDUCATION

Sonia Regina Soares da Cunha

PhD in Communication Sciences
from "Universidade de São Paulo" (USP).
Professor at Higher Education Faculty of
Technology Dom Paulo Evaristo Arns
São Paulo -SP

Denison Ferreira

Master by the Institute of Energy and
Environment of "Universidade de São
Paulo" (USP). Professor at Higher
Education Faculty of Technology
Dom Paulo Evaristo Arns
São Paulo -SP

All content in this magazine is
licensed under a Creative Com-
mons Attribution License. Attri-
bution-Non-Commercial-Non-
Derivatives 4.0 International (CC
BY-NC-ND 4.0).



Abstract: This case study presents an interpretative reflection on a pedagogical experience developed in a public teaching institution, in the capital of São Paulo, Brazil, in the first half of 2022. The unit of analysis is composed of a group of students from a professional course in Marketing, an area of Communication that belongs to the set of Applied Social Sciences. We present as a corpus a set of authorial narratives written by students and published on blogs in cyberspace, along with other communicational works produced during the technical-professional training course. The corpus will be analyzed as content that records individual and collective daily life from the acquisition of knowledge. The question of the problem asks whether the students of the professional qualification course in the field of Communication, which requires the development of writing competence, describe their participation and activity as narrators of the sociocultural context experienced during the course. The objective of the study is to reflect on this student production as part of a knowledge construction process. The content analysis of the authorial narratives revealed the development of writing, reading and oral expression skills, a fact that could facilitate social interaction and presentation of professional projects, as well as, we can observe that the students improved the communication process between them, within and outside of school, enabling an inclusive coexistence that can contribute significantly to the social future of young people.

Keywords: Professional and Technological Education, Digital Marketing, Novotec.

INTRODUCTION

For over 50 years, the Paula Souza State Center for Technological Education (CEETPS) has played a leading role through education in the State of São Paulo, where the institution

is present in 365 municipalities, running 224 Technical Schools (Etecs) and 75 Colleges of Technology (Fatecs) and, since 2019, also offers, in partnership with the Department of Education, the Novotec program courses with certification guaranteed by the institution. The program is an expansion of access to Vocational Education and enables young people to attend technical training and professional qualification courses, in face-to-face or online/remote and synchronous format (Novotec Express), or in asynchronous Distance Learning (DE) format. Novotec serves both students who seek an insertion in the labor market and those who need to prepare for the vestibular and ENEM. (SÃO PAULO, 2022, n.p.).

Among the axes of the courses taught by Novotec's teachers are: a) Information and Communication; b) Cultural Production and Design; c) Information Technology; d) Environment, and e) Business and Management, one of the most sought after by students. Focusing on the Management and Business axis and on the subjects: Digital Marketing, Sales in Social Networks, and Computing Applied to Marketing, this study aims to analyze quanti-qualitatively some data about learning. This study preserves the privacy of informational data about the learners and educators who participated in this research through responses and evaluations about their experiences. Thus, this study does not present the profile of each participant, although individually, each social agent has contributed unique and specific data for the realization of the pedagogical activity, as well as for the result of the interpretative reflection of the educational practice.

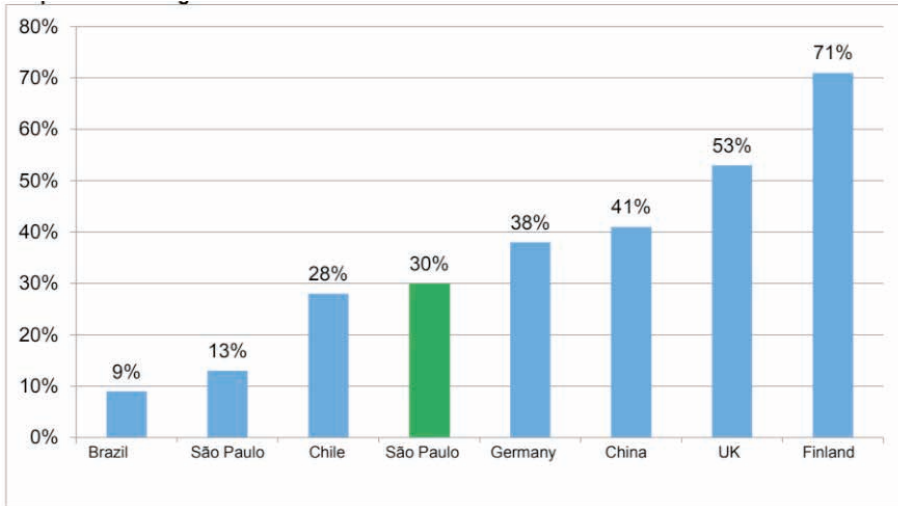
CONTEXTUALIZATION

Considering the transformations and speed that occur in the contemporary world, at each moment there is new information about the

development, invention and implementation of new technologies never dreamed of, and at each workday people tend to be required to solve social problems of a nature diverse resulting from this process. The future becomes more and more unpredictable every day. Faced with such a situation, the challenges that constitute the exercise of teaching expand in depth and complexity. In this sense, it is increasingly difficult for educators to develop a teaching plan that offers adequate and ideal content for the professional future of students. Such circumstances refer to what educators and educational policy makers call “VICA – Volatility, Uncertainty, Complexity, Ambiguity”, that is, The need to develop a learning plan that contributes to unveiling the scenario of humanity in the near future increases every day (OECD, 2021). This VICA scenario is also the driving force behind the actions of institutions such as CEETPS, especially with regard to bringing together academic peers, as well as seeking support from technical-scientific institutions and socio-political organizations both at national and international levels, in a way that to expand the ability to reflect on the current pedagogical process with a view to imagining and designing innovative paths for the educational process, converting challenges into opportunities. According to the Organization for Economic Cooperation and Development - OECD (2021) considering data for 2019, Brazil occupied the penultimate position among 38 countries analyzed with regard to the percentage of students graduating from high school who obtained a vocational technical education diploma, with a total of 9% (Graph 1). The State of São Paulo is in a slightly better situation (13%) compared to Brazil (9%).

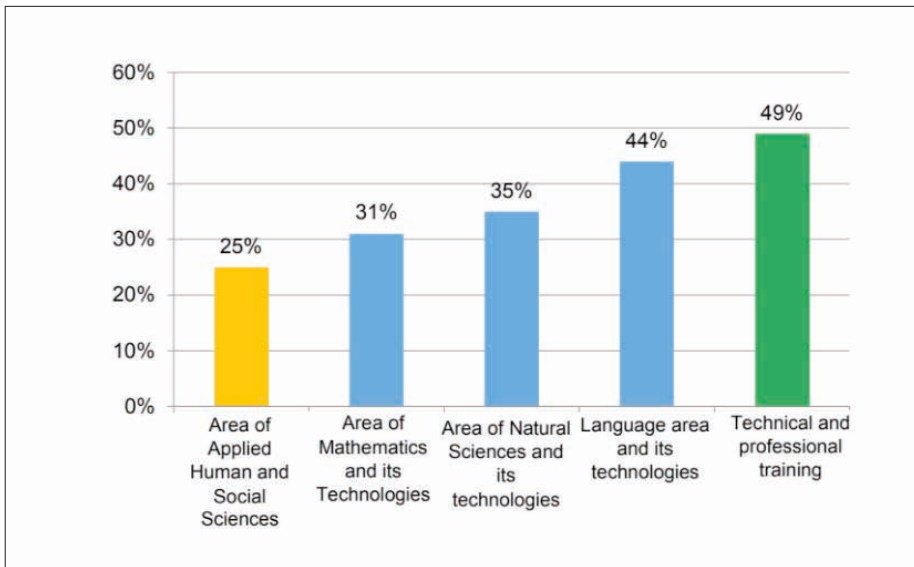
Given these numbers, CEETPS established the goal of doubling the offer of Professional and Technological Education (EPT) courses in

the state of São Paulo, by 2022, as provided for in the Law of Guidelines and Bases of National Education (LDB), which aims to preparing students to exercise professions “contributing so that citizens can enter and act in the world of work and life in society” (BRASIL, 2022). In order to define objectives, as appropriate as possible in order to achieve positive results, as well as to enable the elaboration and application of teaching plans that could contemplate the development of competences and abilities in accordance with the students’ desire, CEETPS developed in 2021 (Chart 2) a public consultation with high school students. Among the main reasons why students chose professional courses, the following stand out: 1) 43% answered that they wanted to have a professional qualification to apply for a job; 2) 38% indicated that the professional axes include some subjects that they most like to study; and 3) 16% stated that they would like to take a professional qualification course that would also prepare them for the entrance exam and the ENEM exam. Below, Graph 2 presents the results of the students’ answers to the question: “What would be your first or second option in view of the possibility of training itineraries to deepen in Technical Education?” (SAO PAULO, 2021). 2) 38% indicated that the professional axes include some subjects that they most like to study; and 3) 16% stated that they would like to take a professional qualification course that would also prepare them for the entrance exam and the ENEM exam. Below, Graph 2 presents the results of the students’ answers to the question: “What would be your first or second option in view of the possibility of training itineraries to deepen in Technical Education?” (SAO PAULO, 2021). 2) 38% indicated that the professional axes include some subjects that they most like to study; and 3) 16% stated that they would like to take a professional qualification course that would also prepare



Graph 1: Percentage of students in Vocational Education

Source: São Paulo (2021).



Graph 2: Percentage of Students in First and Second Option

Source: São Paulo (2021).

them for the entrance exam and the ENEM exam. Below, Graph 2 presents the results of the students' answers to the question: "What would be your first or second option in view of the possibility of training itineraries to deepen in Technical Education?" (SAO PAULO, 2021). "What would be your first or second option in view of the possibility of training itineraries to deepen in Technical Education?" (SAO PAULO, 2021). "What would be your first or second option in view of the possibility of training itineraries to deepen in Technical Education?" (SAO PAULO, 2021).

A point to be highlighted in view of the young people's demand for a technical and professional education is the growing importance of lifelong learning that has been developed by educators, with the aim of offering an innovative theoretical and practical content that allows students to acquire the professional and socio-emotional skills suitable for a changing job market.

The challenge is to imagine futures in which resilience to external risks and innovation in education go hand in hand. [...] The disruption generated by the pandemic has given urgency and visibility to the work of education due to the impact of school closures and the shift to online learning (OECD, 2021, p. 1, translation performed by us¹).

The social form of professional learning through the mentor-student relationship is extensively studied by researchers in the field of education (SLOMAN, 1989; COY, 1989; CLEMINSON, 1996), especially in the area of craft professions.

With the aim of broadening the debate on qualified professional education in our country, we present this case study on a pedagogical experience in an educational institution in São Paulo, and we present as a

¹ The challenge is to imagine futures where resilience to external risks and innovation in education go hand in hand. [...] The disruption generated by the pandemic has given urgency and visibility to the work of education due to the impact of school closures and the shift to online learning.

corpus a set of authorial narratives written by students and published in blogs. in cyberspace, along with other communication works that highlight the matrices of language and thought: visual, sound and verbal (SANTAELLA, 2001). The objective of the study is to reflect on this student production as part of a process of building knowledge in the field of Communication.

THEORETICAL FRAMEWORK

Sharing the knowledge of the professional practice of a discipline in the area of Applied Social Sciences, such as Marketing, which is connected to the axis of the Communication course, is to work on interdisciplinary knowledge and, mainly, to lead the student to be aware of that professional practice in this area can significantly contribute to the improvement of society. Communication is essential in human life because it requires the improvement and combined application of the matrices of language and thought: sound, verbal and visual (SANTAELLA, 2001), allowing us, humans, to be social and to be able to perform several important activities for our development on planet Earth, such as understanding human relationships and life in society, among others.

The acquisition of knowledge through education finds in the constructivist theory the necessary foundation for understanding the phenomena, as observed by the full professor, Juan Delval:

If what the constructivist theory teaches us is that subjects form their knowledge from the knowledge they already have, putting it to the test and contrasting it with reality, which is both physical and social reality, what teacher can do to promote progress in knowledge is to enable his students to make anticipations from their representations and test them against what happens or with

the conceptions of others. Knowledge is an instrument for action and is modified in it. (DELVAL, 2016, p. 23, our translation²).

Among the didactic materials made available by the educator both in the classroom and virtually through Google Drive, the following stand out: copies of the magazines “Meio e Mensagem” and the “Sociedade Brasileira de Engenharia de Televisão” (SET), books, documentary videos, videos copyrights with tutorials on software use processes (CUNHA, 2021), presentations with information on the process of creating media products: sound (podcasts), visual (graphics, posters, illustrations, etc.) and audiovisual.

The educator transits between practice and theory, interdisciplinary, providing students with training that is not restricted to text processing software.

METHODOLOGY

Considering the fragmentation of knowledge and the underuse of Digital Information and Communication Technologies (TDICs) as problems in student training, a research was developed based on a methodological case study, indicated as an adequate strategy “when questions of the like how and why?, when the researcher has little control over events and when the focus is on contemporary phenomena inserted in some real-life context” (YIN, 2001, p. 19).

The unit of analysis is composed of a group of students for qualified professional training in a public institution of higher education, in the capital of São Paulo, in the first half of 2022.

2 If what the constructivist theory teaches us is that the subjects form their knowledge from the knowledge they already have, putting them to the test and contrasting them with reality, which is both physical reality and social reality, what does the teacher do? What you can do to promote progress in knowledge is to make it easier for your students to anticipate based on their representations and test them with what happens or with the conceptions of others. Knowledge is an instrument for action and changes in it.

3 Assuming a constructivist and sociocultural perspective, we understand narration from two points of view: as a product of an individual development and as a byproduct of the sociocultural activity of participation. The narration as a sociocultural artefact helps the understanding of the activity from the position of the narrator and through the functions and complex processes that it involves – memory, motor skills, knowledge of grammar, mental operations, etc. it transforms its activity into text, which is an interpretation and construction of itself.

The corpus used in the research is formed by the textual productions of the students in the group. This material produced by students and transmitted digitally through cyberspace is considered a narrative that records individual and collective daily life from the acquisition of knowledge during the Marketing course.

The analysis of the corpus presented by the students as a method of interpreting a phenomenon was described by constructivist researchers, Martín Plascencia González and José Luís Linaza Iglesias (2016) based on the theoretical studies of Thomas Luckmann (2013).

Assuming a constructivist and sociocultural perspective, we understand narration from two points of view: as a product of individual development and as a byproduct of the sociocultural activity of participation. Narration as a sociocultural artifact helps to understand the activity from the narrator's position and through the functions and complex processes it involves – memory, motor skills, knowledge of grammar, mental operations, etc. –, referring to a knowing subject who discerns and transfigures his activity into a text, which is an interpretation and construction of himself. (PLASCENCIA and LINAZA, 2016, p. 197-8, our translation³).

The narrative review of the texts was carried out through “content analysis” (BARDIN, 2016). This interpretative reading of the narratives elaborated by the students makes it possible to reflect on two aspects of knowledge acquisition: 1) it reveals the relationship between the learning environment in the classroom and the learning approaches; and

2) examine how both constructs influence the quality of learning outcomes. The objective is to contribute to the study and reflection on the essence of the points that must be addressed in didactic planning and what skills and abilities must be developed in professional qualification courses, especially the Marketing course.

RESULTS AND DISCUSSION

The set of digital materials prepared by the educator allows each student to develop their communication project, becoming an author based on their own knowledge and creativity, autonomously and adding the knowledge they are acquiring during the course. As Plascencia and Linaza (2016, p. 225) observe, “the narrator is a compiler of actions that testifies and textualizes. It testifies in the sense that it gives credibility as a meaningful self and, in turn, it textualizes because it transforms that subjective experience into a written text”. The students’ texts (Chart 1) make it possible to interpretively reflect on some activities developed by students in the course, including: 1) Context of Participation; 2) Development of individual written narrative capacity; 3) Experiences and values; 4) Contextualized interaction; 5) Interdependence; and 6) Contents that refer to actions related to oral, visual and sound communication.

The narratives reveal an incentive for an inclusive coexistence among students, seeking to value human, cultural and intellectual diversity, among others. When writing about the learning experience, some students revealed that group work helped in the process of self-confidence both inside and outside the school environment. Some narratives establish a relationship with the observations of Dart et al. (1999), that is, that the student adopts a meaningful learning approach when he perceives that the teacher:

1. provides opportunities for interaction and

reveals concern for the student’s personal well-being and social growth;

2. encourages the student to be an active participant in the learning process, and

3. emphasizes the use of inquiry skills and processes in students’ learning efforts.

The information cut from the author’s narratives allow us to consider that there was an active construction of knowledge by the students, as they collected and processed new knowledge through data and references, producing new compilations and interpretations of the material.

FINAL CONSIDERATIONS

The experience recorded in this study presents an empirical excerpt of the pedagogical work of an educator who seeks a balance between theory and professional practice in the field of Communication. It is worth noting that the problem of employability of young people in large urban centers cannot be solved only from a professional qualification course, no matter how good the course content is and how well-prepared the teacher is. For young people to get a job and a good salary, it will be necessary to implement public policies aimed at generating employment and income, as well as expanding the debate on other issues related to the subject, including, for example, issues of sustainability and continuity.

Considering that this study sought to analyze and reflect on technical teaching in a Marketing course, through the interpretation of a corpus of textual productions developed by students and disseminated digitally, it was found that the authorial narratives elaborated by the students show that the process of knowledge acquisition was significantly related to the learning environment. The psychosocial aspects of the learning environment, or the student’s perception of this environment, suggest a positive influence contributing to

site	Theme	About the course experience
LA	The word of God	My experience on the course was 100% satisfactory. We developed the ability to communicate individually and collectively through practical activities (such as the interviews we did with other students we didn't know from ETEC yet) and in computer classes (when a colleague didn't know how to do or had difficulty doing an exercise, p. g., the blog post), we learned to help each other and the teacher always helping all of us. I believe that the skills and knowledge acquired throughout the course, in addition to shaping the person I am now, I will use them very often in the job market and will always keep them in my heart.
JV	T e c h n o Series	This course has been a great experience that I will take with me for the rest of my life, I learned to use PPT and Excel, which are many requests in the job market today, we did a briefing, we worked on our text production, we also created a blog. Another very important point was reading aloud, which made me overcome my fear of public speaking.
GC	n o s t a l g i c games	Marketing has always been an area that attracted my attention. So, when the opportunity to take this course arose, I didn't think twice and embraced the opportunity, even with some difficulties and sacrifices such as, for example, the long distance between my home and FATEC, the complicated traffic in the morning, and even sleeping only four to five hours a night, but waking up early and going to the course. The first class we had was more shy and quiet. Nobody said almost anything, and when someone did, the nervousness was clear, but even with all that, the teacher had the wisdom to gradually stimulate the communication skills of the students, even the most shy ones. What really stuck with me was the way she knew how to deal with each situation, encouraging and motivating everyone without distinction. Throughout the classes, I was letting go more and more, thanks to the confidence that the teacher gave me, I was developing my communication skills and losing my shyness. Thanks to the teacher's dedication and pedagogical ability, the group of students came together. We developed a feeling of friendship with a lot of respect and empathy. At the beginning of the course, nobody even looked at each other, and nowadays, we are all friends and we have a good relationship inside and outside the classroom. This course will make a difference in the lives of all young people who participated and who will participate, that is, both us, the "pioneers" and the next "generations" of the course.
RS	Books	During the course I managed to have a really new and satisfying experience about marketing and the professional environment, which intensified my interest in the subject. This way, I managed to have a vision of my future and its possibilities. In class, encouraging students to read and present work was important to develop better oratory and posture, which, despite the initial nervousness, I believe I managed to advance in these skills. In this context, the practical classes on IT applied to marketing were, and are, as well as the theoretical classes, incredibly complete and informative. And, despite my evident difficulty in this technological area, I managed to learn a lot with the help of both the teacher and my colleagues. So the experience has been wonderfully positive and complete. Marketing showed me a new way of seeing the world and the way it is always in constant motion, not only in the sense of "closing a deal", but also in the sense of looking at people in a different way, not just as a consumer, and yes, "prosumer" (producer + consumer). It was important to learn the different strategies used in this digital universe and how communication is extremely necessary, after all it is not enough to present a product, the secret is in the way you present it, in the way you show its importance in such a challenging and competitive environment. "prosumer" (producer + consumer). It was important to learn the different strategies used in this digital universe and how communication is extremely necessary, after all it is not enough to present a product, the secret is in the way you present it, in the way you show its importance in such a challenging and competitive environment. "prosumer" (producer + consumer). It was important to learn the different strategies used in this digital universe and how communication is extremely necessary, after all it is not enough to present a product, the secret is in the way you present it, in the way you show its importance in such a challenging and competitive environment.
JG	Technology	The course has been a great experience, the classes are well designed all designed to provide the best experience for students facilitating learning. They are very interactive classes that help in professional development, and in some personal aspects. We work a lot in the area of communication and its importance, the environment is always friendly, which is also very stimulating. Marketing is an area that is always in development, but during the course we were able to capture its essence well, the word I would choose to describe the experience I had would be: Motivating.
JS	Y o u n g people	Seeing and discovering new things, I learned with marketing to take a broader look at everything around me, things that used to go unnoticed, today I manage to have the "touch" to perceive the strategies and moves used to attract the consumer. From keywords, posters, advertisements on TV or on the Internet, songs, among others. Today I see that before selling a product, getting to know yourself is essential to knowing what good and beneficial things you have to offer others, because knowing how to treat and recognize your customer's needs first is the crux of everything.

Frame 1: Themes and Experience Reports

Source: Authors (2022).

the result apprehended by the students. By transforming the subject into a living subject, the teacher involved the students in everyday interaction so that they could practice active learning. Some authorial phrases of the students identify other dimensions beyond the school space, becoming significant because they transcend the learning environment and interactively reach the space of family and

social experience, making the young person capable of wanting to change something to create a movement of exercise of citizenship, or able to make it generate a feeling in search of changes in reality and in everyday life both to produce a new meaning for the collective in the community itself and to find and experience new forms of individual intellectual expression as a professional subject.

REFERENCES

BARDIN, Laurence. **Análise de Conteúdo**. São Paulo: Edições 70, 2016.

BRASIL. **Educação Profissional e Tecnológica (EPT)**. Brasília: Ministério da Educação, 2022. Disponível em: <https://bit.ly/3eHaggw> Acesso em: 01 set. 2022.

CLEMINSON, A.; PUTMAN, K.; BRADFORD, S. Effects of learning styles and context on work base learning. In: GIBBS, G. (Ed.). **Improving Student Learning**. Oxford: Oxford Brookes University, 1994.

COY, M.W. **Apprenticeship: from theory to method and back again**. Albany: State University of New York Press, 1989.

DART, B.; BURNETT, P.; BOULTON-LEWIS, G.; CAMPBELL, J.; SMITH, D.; e MCCRINDLE, A. Classroom learning environments and students' approaches to learning. In: **Learning Environments Research**, 2 (2), p. 137-156, 1999.

DELVAL, Juan. Prólogo. In: FRISANCHO HIDALGO, Susana. **Ensayos constructivistas**. Lima, Perú: Fondo Editorial de la Pontificia Universidad Católica del Perú, p. 11-29, 2016.

LUCKMANN, Thomas. The Communicative Construction of Reality and Sequential Analysis. A Personal Reminiscence. In: **Qualitative Sociology Review** 9 (2), p. 40-46, 2013.

OECD. **Education at a Glance 2021**: OECD Indicators, OECD Publishing, Paris. Disponível em: <https://doi.org/10.1787/b35a14e5-en> Acesso em 02 set. 2022.

PLASCENCIA GONZÁLEZ, Martín; LINAZA IGLESIAS, José Luis. La actividad propia descrita en diario personal por niñas y niños. Construcción de un modelo de análisis. In: FRISANCHO HIDALGO, Susana. **Ensayos constructivistas**. Lima, Perú: Fondo Editorial de la Pontificia Universidad Católica del Perú, p. 197-229, 2016.

SANTAELLA, L. **Matrizes da Linguagem e Pensamento**: sonora, visual, verbal. Aplicações na hipermídia. São Paulo: FAPESP/Iluminuras, 2001.

SANTOS, Milton. **A Natureza do Espaço: Técnica e Tempo, Razão e Emoção**. 4. ed. São Paulo: Editora da Universidade de São Paulo, 2006.

SÃO PAULO (Estado). Conheça as modalidades dos cursos profissionalizantes. In: **Novotec Web**, São Paulo: Governo do Estado de SP, Versão: 2.0.1.17, 2022. Disponível em: <https://www.novotec.sp.gov.br> Acesso em: 02 set. 2022.

SLOMAN, M. On the job training: a costly poor relation. In: **Personnel Management**, 21, 2, p. 38-41, 1989.

THE ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT. **Building the future of education**. Paris, France: OECD, 2021.

YIN, Robert K. **Estudo de Caso: planejamento e métodos**. Trad. Daniel Grassi. 2ª. Ed. Porto Alegre: Bookman, 2001.

REFERÊNCIAS ELETRÔNICAS

CUNHA, R. **Tutorial para criar timeline no PowerPoint**. São Paulo: YouTube, 2021. Disponível em: <https://youtu.be/CZVC6A9ILVo> Acesso em: 07 out. 2022.

_____. **Conf. Un. Sheffield - UK**. São Paulo: YouTube, 2021. Disponível em: <https://youtu.be/bFJU9NUCg0s> Acesso em: 07 out. 2022.

GC. **Games Nostálgicos**. São Paulo: YouTube, 2021. Disponível em: <https://gengarts.blogspot.com/> Acesso em: 07 out. 2022.

JG. **Tecnologia**. São Paulo: YouTube, 2021. Disponível em: <https://atlantisju.blogspot.com/> Acesso em: 07 out. 2022.

JS. **Jovens**. São Paulo: YouTube, 2021. Disponível em: <https://pfsobretudo.blogspot.com/> Acesso em: 07 out. 2022.

JV. **Séries Tecno**. São Paulo: YouTube, 2021. Disponível em: <https://digitalmarketingtecno.blogspot.com/> Acesso em: 07 out. 2022.

LA. **A Palavra de Deus**. São Paulo: YouTube, 2021. Disponível em: <https://coverselouvores.blogspot.com/> Acesso em: 07 out. 2022.

RS. **Livros**. São Paulo: YouTube, 2021. Disponível em: <https://bellabks.blogspot.com/> Acesso em: 07 out. 2022.