

ACTIVE METHOD IN EDUCATION: Teaching, Researching and Services**Leila Maria Vieira Kim**

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The Supplement/2019 in Education was an initiative of Heloisa Fleury, editor of the Brazilian Journal of Psychodrama (RBP). She contacted me in mid-2018, when I was organizing a book on Active Methodologies in Education, to jointly realize RBP Volume 27, Number 1, a step beyond publishing an *eBook* in Portugal.

Aware of the importance of new directions in Education, we composed the supplement with authors who work with active methodologies based on different theoretical approaches from all regions of Brazil. We invited new reviewers from the international academic community to broaden the team's skills and encourage the internationalization of good editorial practices in different niches. Therefore, this supplement has provided an opportunity for new investments with new values in open access scientific publications, in trilingual language, to reach more individuals and cooperate in the renewal movement of socio-educational psychodrama.

We kept the *layout* of the RBP in the production of the original articles, brief communications and reviews that make up this issue, but broadened the idea of field linking in contact with the dialectical movement of intersubjectivity present in this moment of encounter (Moreno, 1993), as proposed by active methodologies from the perspective of interconnected groups in self-sustaining networks. In other words, this scientific production made possible the socialization of social linkage proposals developed through educational intervention projects to build actions, knowledge, know-how and being, in the promotion of collective health.

Active methods have been developing gradually since the beginning of the last century, in the articulation between science education and collective health, in some Brazilian universities. They propose that teachers from different areas of knowledge build common content in the classroom and expand it with managers and professionals who work in community services through supervised internships in both fields, thus enabling the creation of new research. This idea of circularization between groups has been expanding in contemporary times and is supported by two aspects: that all knowledge comes from social practice and returns to it and

that knowledge is a collective enterprise. Therefore, living the active methodology implies being gradually modified in our way of living, seeing the other and positioning ourselves in our individual, social and professional world. As an assumption, this supplement, is linked to the postulate that “education has a permanent character due to the inconclusion of men and becoming of the social reality that materializes at every moment” (Kim, 2018, p. 34). And that the continued group formation of teachers and managers in the teaching-learning-service integrative work, in interdisciplinary strategic actions integrated in a multidisciplinary axis, stimulates the protagonism of the learner in the collective construction of knowledge.

For the constitution of this supplement, we analyze the trends and perspectives of education in the 21st century, directed by basic questions such as: 1) Are there changes in the new paradigm that breaks with the fragmentary technicist tradition, through a solid formation that transcends the specializations through interdisciplinarity and inseparability between teaching, research and community service, with completion of course work at the end of training ?; 2) How to provide a field of symbolic and cultural production for the creation of senses, significance and conflict resolution, which builds critical thinking and enables the emancipation of the subject? 3) Does the evaluation and feedback of research processes derived from research interests, needs and pre-occupations of different areas of knowledge generate aspirations and knowledge that are their own?

The information contained in the following summarized publications may function as a strategic way of constructing our way of thinking our own thoughts on the issues listed above.

The political resistance to traditional teaching is pointed out by the contribution of Maria da Penha Nery and Júlia Villela Teixeira Gisler. In the original article, “Sociodrama: an active method in research, teaching and educational intervention”, the authors unveil the empathic dialogue established between institutions and power in society through conflict management, thus allowing the expansion of creativity in the sociocultural context. In the brief communication, “Psychodramatic educational method as an active methodology in the context of supervised internship”, Maisa Helena Altarugio shows how the playful form of teaching in the undergraduate chemistry course enables the reflection of conflicts between teachers and trainees. Thus, these three authors describe how active methods, such as learning-service, integrate sociodramatic practices with the syllabus incorporated into the curriculum and apply the knowledge thus constructed, in order to solve problem situations of the participating subjects.

In the same direction, we perceive the application of psychodramatic pedagogy as a didactic resource in the classroom, in psychodramatist training courses. The original article by Terezinha Tomé Baptista entitled “Psychodramatic Games in the Teaching-Learning Process” demonstrates how the active method operates and its effects on the quality of responses and the expansion of perceptual capacity in the interrelationships: learner-learner, learner-teacher and learner-learning. In the same vein, the brief communication by Alexandra Sombrio Cardoso and Ellen Lamberg Carneiro Bond shows “Psychodramatic pedagogy as a facilitating method in choosing the monographic theme”, for the completion of course work at the end of the training.

Other services performed outside the school environment are proposed by Simone Araújo Nicastro and Sonia Lisboa Ribeiro in the guidance of parents analyzed in the original article "Psychic transmission of fear and its rematization by the active method", which articulates psychodrama and psychoanalysis through intermediate objects to portray the family as an open system for the transmission and installation of fear in identified patients.

In our theoretical itinerary on the application of active methods in practice, original articles portray research conducted in different approaches, with groups of subjects from diverse cultural and geographical contexts, as a mechanism of resistance to confer a personal and political meaning in the life of the co-participants.

Marcos Bidart Carneiro Novaes, Joceli Regina Drummond and Andréa Claudia de Souza in "Participating research at the service of emancipation and the breaking of silences: an experience in Brazil", reflect on the experience and professional trajectory of women embroiderers in the outskirts of São Paulo. The authors establish a relationship between participatory research and the sociodramatic method for the formation of a collective entrepreneur that opens communicative spaces to overcome silences and mobilize emancipation.

It is in this way that Marília Marino differentiates and historically locates intervention research from action research, in the "Sociodramatic investigation in an act: social pedagogy at the service of youth", in which it builds social spaces for the personal-professional development of young people linked to "Youth Action Program".

Beyond the performance trajectories, spaces are appropriated by the collective and transdisciplinary construction made possible by the innovative method, which articulates psychodrama and clowning in open groups, created by Marília Meneghetti Bruhn, Lilian Rodrigues Cruz and Kim Ouakil Boscolo. They summarize it in the article "Psychology, clowning and psychodrama: collective construction of learning and interventions".

Ana Maria Fonseca Zampieri, on a multiprofessional axis, expands the transdisciplinary action space by articulating constructivist sociodrama and EMDR (*Eye Movement Desensitization and Reprocessing*) therapy in the secondary prevention of post-catastrophic trauma. She analyzes the narratives of 200 adults participating in interventions conducted in 25 cities in six Brazilian states to demonstrate the effectiveness of this work in promoting mental health. In the same way, Ceres Maria Campolim Almeida proposes "Socionomic Acts: Human Survival and Ecologies by Active Methods", which provides basic elements for the constitution of future research, in primary prevention with emphasis on education and health, to integrate intrapersonal relationships and social and environmental issues in different social spaces.

In the dialectical movement of this path, the brief communication entitled "The importance of groups in the reeducation of old age", by Algaides Rodrigues, Darlise dos Passos Gomes and Ândria Marins Correio, points out the elderly group as a privileged space for the rescue of health and the exercise of citizenship, recovering the new in old age. At the same time, Luiz Claudio Bido, in the original article "Active Methodologies in Contemporary Educational Demands: A Discussion in the Light of the Constituent Processes of Human Uniqueness in Edith Stein", relates the development of socio-emotional skills and value education with the

pursuit of humanization of learning processes in university students. The testimony of values reveals possibilities of the old in the new, in articulations that can become collective and expand into networks.

To provide elements for the new in the immediate future, Ricardo Zagallo Camargo, Manolita Correia Lima and Danilo Martins Torini present the original article “Education, media and the internet: challenges and possibilities from the concept of digital literacy”. The authors discuss this concept for the development of the critical and informed use of digital media, seeking the integration between education and social communication, mediated by active methods.

Thus, there is the challenge of co-constructing the investigative interests of one or more areas of knowledge to feed or feedback the research process of new researchers, with theoretical and methodological contributions from science education and collective health, in a reality composed of multitasking, limitation of time, team management and recycling, in the technology-driven knowledge industry, in contemporary times.

For this, we include as an alternative, Marieli Mezari Vitali's review of Dancey & Reidy's “Statistics Without Mathematics for Psychology” (2019); and summarized by Vannúzia Leal Andrade Peres on the book “Qualitative research and subjectivity: the processes of information construction”, by Rey (2005). In the first, the authors provide a complete immersion in the statistical universe even for the less familiar, getting their understanding and its application in data analysis, without the need to understand complex formulas and calculations. In the second, the author imbued with the study of the representation of intersubjective elements explains the theoretical-methodological processes that need to be known to face the complex task of producing knowledge about human phenomena, critically and creatively.

Therefore, we propose a reflection on quantitative and qualitative research to verify how the articulation between science education and health conditions determines the recovery of the pleasure of learning in the interrelationship between educator and student. And if they offer a dialogic model for understanding the interdependence and overlap of intra and interpsychic processes through learning by experience. And if in this potential space, it is possible to develop the ability to think, critical sense, autonomy, independence to put the decision into practice and emancipate itself. Educational process is a social practice based on the exchange of scientific and popular knowledge. In other words, in this supplement, we encourage knowledge education based on population preoccupations, not knowledge reproduction. Education as a promoter of democracy with the school as an inducer of cultural, artistic, economic and technological development suitable for all layers of the Brazilian population.

I appreciate this invitation that allowed me to get in touch with the courage in the notion of care, which expanded possibilities for authors, reviewers, professionals who completed the long process of evaluation of manuscripts (*peer review*), funded by the Brazilian Federation of Psychodrama (Febrap), except in the translations offered by the authors. But this editorial flow mainly interfered with my own learning from experience, thanks to the generosity of Heloisa Fleury, in which I contacted different dimensions visualized in the publications developed here and that can be verified by all who allow “me to occupy, your thoughts, your mind, since I have no other voice to speak but yours. . . you must allow yourself to think my thoughts, and then none of us will be able to claim thought as your sole creation” (Ogden, 2003, p. XVII).

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