

- Faculté des lettres et sciences humaines
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### Critical Research Methodologies: (Some) Cultural-Historical Perspectives (2PS2153)

Filières concernées	Nombre d'heures	Validation	Crédits ECTS
<b>Pilier principal M ScS - psychologie et éducation</b>	<b>Séminaire: 2 ph</b>	Voir ci-dessous	5
<b>Pilier secondaire M ScS - psychologie et éducation</b>	<b>Séminaire: 2 ph</b>	Voir ci-dessous	5

ph=période hebdomadaire, pg=période globale, j=jour, dj=demi-jour, h=heure, min=minute

#### Période d'enseignement:

- Semestre Printemps

#### Equipe enseignante

Wanda Maria Junqueira de Aguiar (Pontifical Catholic University of São Paulo, Brazil)  
Sueli Salles Fidalgo (Federal University of São Paulo, Brazil)  
Laure Kloetzer (Université de Neuchâtel, Lauzane, Switzerland)

#### Contenu

This course is dedicated to master students and doctoral students from social sciences who wish (a) to learn about interventionist and critical research methodologies inspired by cultural-historical psychology (Vygotsky, 1924-1934); (b) to present their own research topic and get a constructive, friendly feedback in an international group of students and professors; (c) to collaborate in English with peers from another part of the world. Swiss students from the University of Neuchâtel and Brazilian students from two Brazilian Universities (Pontifical Catholic University of São Paulo & Federal University of São Paulo) will get the opportunity to learn, discuss, reflect together, ask questions and move their own investigation further.

Critical Research Methodologies share a global concern for the social meaning and transformative impact of research in social settings. The course will focus on three different – albeit bearing some resemblance – Critical Research Methodologies: Activity Clinics, Transformation Research, Critical Collaborative Research. Their similarities lie on: (1) their focus on Cultural-Historical Theory, inspired by the works of the Russian psychologist Vygotsky; (2) their view on collaborative aspects of knowledge construction and (3) intervention as central for professional education and social transformation. Some of their differences might include the positions taken by researchers and other participants, their ways to analyze data, the professional milieux with which researchers tend to focus in their investigations, a more direct or indirect view of intervention-confrontation, among others.

Places available for Swiss students: maximum 8 participants (maximum 20 students in total with the Brazilian students)

#### Forme de l'évaluation

Internal assessment. It will take place by two means: 50% of the mark will result from a 15-minute student oral presentation with PPT support of their own work, and 50% will be divided into three parts: (1) a short (2 pages) collaborative reflective essay on the content of the course and (2) one short (2 pages) individual reflective essay assessing the overall teaching and learning. The collaborative essays will be published in a blog.

#### Documentation

The final bibliography will be shared at the first course. All papers will be in English. Around 6-8 papers to read for the course. Below a draft bibliography, which will be updated:

AGUIAR W.M.J.; PENTEADO M.E.L and ALFREDO R.A. Totality, Historicity, Mediation and Contradiction: Essential Categories for the Analytic Movement in Research in Education. IN: TANZI NETO, A. LIBERALI, F. C & DAFERMOS, M. Revisiting Vygotsky for Social Change - Bringing Together Theory and Practice. New York. Peter Lang. 2020.

AGUIAR W.M.J. ; SOARES J.R. & ARANHA E.G. Meaning Nuclei: The Dialectical Approach of Meaning Apprehensions Produced in Groups. Cadernos de Pesquisa Fundação Carlos Chagas. São Paulo: FCC. 2021.

CLOT, Y. (2009). Clinic of activity: the dialogue as instrument. Learning and expanding with activity theory, 286-302.

CLOT, Y., & KOSTULSKI, K. (2011). Intervening for transforming: The horizon of action in the Clinic of Activity. Theory & Psychology, 21(5), 681-696.

KLOETZER, L. (2018). VET as transformative, collaborative research: Cross self-confrontation, dialogical artefacts, and the development of

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organizational dialogue in a Swiss factory. *Nordic Journal of Vocational Education and Training*, 7(2), 63-83.

MAGALHÃES, M.C.C. & FIDALGO, S.S. Reviewing Critical Research Methodologies for Teacher Education in Applied Linguistics. *DELTA*. São Paulo: 35 (3), 2019. pp. 1-19. [https://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0102-44502019000300400&lng=en&nrm=iso&tlng=en](https://www.scielo.br/scielo.php?script=sci_arttext&pid=S0102-44502019000300400&lng=en&nrm=iso&tlng=en)

MAGALHÃES, M. C.C. & FIDALGO, S.S Critical collaborative research: focus on the meaning of collaboration and on mediational tools. *Revista Brasileira de Linguística Aplicada*. Belo Horizonte: UFMG. V.10, n. 3. pp. 773-797. 2010.

#### **Pré-requis**

Please send a short email stating your intention to participate to this course to Prof. Kloetzer ([laure.kloetzer@unine.ch](mailto:laure.kloetzer@unine.ch)) before the beginning of the course, so that we can plan the students' presentations accordingly. The course is for master and doctoral students.

#### **Forme de l'enseignement**

"Cours bloc": eight Fridays afternoon.

Horário/Time: 10 am - 1 pm (in Brazil) / 2 pm – 5 pm (in Switzerland)

Place: Online

Datas/Dates: Feb 26th; March, 5th and 26th; April, 23rd and 30th; May, 7th, 14th, 28th