

**FORMATION DIARIES: POTENTIALITIES FOR EXPANDING ACADEMIC AND PEDAGOGICAL LITERACIES**

***DIÁRIOS DE FORMAÇÃO: POTENCIALIDADES PARA A AMPLIAÇÃO DOS LETRAMENTOS ACADÊMICOS E PEDAGÓGICOS***

***DIARIOS DE FORMACIÓN: POTENCIALIDADES PARA LA AMPLIACIÓN DE LAS LITERACIDADES ACADÉMICAS Y PEDAGÓGICAS***

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**ABSTRACT:** The purpose of this article is to analyze the contributions of formative diaries as a methodological strategy for expanding skills related to academic literacies and pedagogical literacies. The study undertaken here addresses the articulation between teacher education and the concept of literacies, highlighting the relevance of a formative path that promotes an active responsive understanding of discourses about the educational process and institutionalized sayings on pedagogical practices. Through theoretical research, this article presents the contributions of the production/discussion of the formative diaries as enhancers of the research-reflection-action processes necessary for the constitution of teaching in the context of pre-service teachers, to enable the expansion of possibilities of academic literacies and pedagogical literacies.

**KEYWORDS:** Formative diaries. Academic literacies. Pedagogical literacies. Initial formation. Teaching.

**RESUMO:** *O presente artigo tem por objetivo discorrer acerca das contribuições dos diários de formação como estratégia metodológica para a ampliação dos letramentos acadêmicos e dos letramentos pedagógicos. O artigo ensaístico aqui empreendido trata da articulação entre a formação docente e o conceito de letramentos, buscando considerar a relevância de um percurso formativo que promova uma compreensão ativa responsiva dos discursos acerca do processo educativo e dos dizeres institucionalizados sobre as práticas pedagógicas. A partir de uma pesquisa teórica, os resultados apontam para a relevância dos diários de formação como potencializadores dos processos de investigação-reflexão-ação necessários à*

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*constituição da docência no contexto da formação inicial, ampliando as possibilidades de letramentos acadêmicos e letramentos pedagógicos.*

**PALAVRAS-CHAVE:** *Diários de formação. Letramentos acadêmicos. Letramentos pedagógicos. Formação inicial. Docência.*

**RESUMEN:** *El propósito de este artículo es analizar los aportes de los diarios de formación como estrategia metodológica para ampliar las habilidades relacionadas con literacidades académicas y pedagógicas. El estudio aquí realizado aborda la articulación entre la formación docente y el concepto de literacidades, destacando la relevancia de un camino formativo que promueva una comprensión activa y receptiva de los discursos sobre el proceso educativo y los dichos institucionalizados sobre las prácticas pedagógicas. A través de una investigación teórica, este artículo presenta los aportes de la producción / discusión de los diarios de formación como potenciadores de los procesos investigación-reflexión-acción necesarios para la constitución de la docencia en el contexto de los profesores en formación, a fin de posibilitar la expansión de posibilidades literacidades académicas y literacidades pedagógicas.*

**PALABRAS CLAVE:** *Diarios de formación. Literacidades académicas. Literacidades pedagógicas. Formación inicial. Docencia.*

## Introduction

Qualification for the exercise of teaching in the scope of teaching courses is a theme, repeatedly addressed by research in/on Education. In this context, we consider that, although they have already been observed in the courses of initial formation, the dilemma of dissociation between theory and practice is still recurrent. Amid these discussions, many criticisms have been directed to the fact that the knowledge of pedagogical action is only touched on/by the curricular components, that the classes are configured as an exposition of theories by the teacher and the activities of reading recommended texts from the point of view of didactic-pedagogical formation (TARDIF, 2006).

In addition, the proposition of reading theoretical texts, in the academic context, succumbs to traditional didactic activities of using comprehension and interpretation questionnaires or the production of summaries as evaluative instruments for the verification of learning and/or for the proof of execution of tasks (MACHADO, 1998; PEREIRA, 2019).

In this direction, researchers such as Nóvoa (2009), Schon (1992), Zeichner (2008), Gatti *et al.* (2019) among others, highlight the importance of teacher education based on the paradigm of the reflective teacher, which, in the understanding of Alarcão (1996, p. 175, our translation), represents “a specialized way of thinking”, as

[...] it implies an active, voluntary, persistent and rigorous scrutiny of what we think we believe in or what is usually practiced, highlights the reasons that justify our actions or convictions and highlights the consequences to which they lead.

In this way, the reflection is dimensioned, in an articulated way, in two perspectives: the theoretical-conceptual bases and the pedagogical actions. Within this formative perspective, research (ZABALZA, 1994; FUJIKAWA, 2004; WARSCHAUER, 1993) have highlighted the importance of reflective records for the qualification of formation processes, whether in the dimension of the appropriation of theories, or in the dimension of the redefinition of action pedagogical. Such records, under different names, present in research on reflective diaries, "log diary", "field diary", "internship diary", "class diary", "travel diary", "teacher diary", "reflective diary", "reading diaries", "reading portfolios", "autobiographical narratives", "formation diaries" among others, have substantial potential for professional development, as they promote the improvement of skills related to criticality, autonomy and ethical responsibility.

Evidencing the relevance of a written production for a systematization of theoretical and epistemological knowledge in initial teacher education, this essay aims to discuss the contributions of formation diaries as a methodological strategy for the expansion of academic and pedagogical literacies, concepts that will be explored throughout this text.

Denominated in this study as "formation diaries" because they are used in initial teacher formation processes, this resource is not new in the field of research in Education, however, our intention here is to undertake a discussion that contemplates the articulation of this type of authorial production for the expansion of literacies necessary for the exercise of teaching. We emphasize that the notion of literacy is aligned with the social uses of acquired knowledge, as it is not restricted to reading and writing skills.

In the context of academic literacy, teacher formation demands skills related to reading and the production of theoretical texts, which concerns the processes of thinking, being, doing, reading and writing in different discursive situations arising from the formative process, which presupposes knowledge theoretical, epistemological, axiological and linguistic-discursive. Thus, the use of formation diaries, in addition to the possibility of favoring the development of academic writing, can enhance formation in a critical-transforming perspective and promote the development of skills for an analysis of the educational context.

In the dimension of pedagogical literacy, the formative path requires a construction of knowledge of and about practice, which encompasses methodological, (inter)subjective and interactional issues that constitute being a teacher.

Thus, when weaving the articulation of teacher formation to the concept of literacy, we seek to consider the relevance of teacher formation that promotes an active, responsive understanding of discourses about the educational process and institutionalized statements about pedagogical practices. Thus, academic literacy is related to the improvement of reading and writing skills in the genres that circulate in the context of higher education, with a view to actively and competently participating in language practices (oral presentation, reading and text production) and apprehend the professional knowledge concerning teaching and its professional performance (MOTTA-ROTH, 2013). Pedagogical literacies are related to the (future) teacher's abilities to reflect on their own practice, to analyze pedagogical theories and teaching methodologies, to critically evaluate teaching materials and to build interactions that trigger effective learning on the part of students (COLACE; FISCHER, 2015).

To achieve the proposed objective, we organized this essay article in two parts. In the first, we seek to address the link between teacher education and academic and pedagogical literacy. In the second part, we present the contributions of formation diaries to the expansion of literacy in the context of initial formation.

### **Academic and Pedagogical Literacy: (trans)formations for teacher development**

When starting the discussion proposed in this section, we consider it relevant to point out that teacher education is based on the speeches produced and conveyed by different subjects: researchers, educators (teachers of undergraduate courses), Basic Education teachers, other teaching degree students, professional policy agents public, community in general.

In this sense, a reflective teacher education presupposes an analysis of discourses, their epistemological and axiological bases, as well as the methodological traditions that organize and guide the didactic actions. In this circuit, provided by interactions with professors and undergraduate teaching degree students and with scientific and pedagogical knowledge, it is possible to frame a formative path that, depending on the conceptual bases, can be configured in different perspectives, among which two directions stand out: a perspective of reproduction of institutionalized discourses or a perspective of critical use of this knowledge.

For the establishment of a critical perspective, a choice, inexorably necessary for the context of teacher education, it is necessary that the formative proposal assumes as a basic presupposition the constitution of responsive subjects, since criticality presupposes a subjective position. In this direction, we consider that the notion of academic literacy can illuminate a reflection on the discursive place occupied by teaching degree students. We assume that teacher education is based on a curriculum that includes dialogues between different subjects (researchers, teachers, students, etc.), and, consequently, conceptions about being a teacher and methodological choices, which will gradually integrate the identities of future teachers.

In this way, the teaching strategies adopted by teacher educators (university professors) can provide a transformation of existing perceptions into new meanings. Thus, for an effective appropriation of the epistemological bases that support the teaching activity, it is relevant that the subjects assume an active responsive position, which, according to Bakhtin (2003), emanates an expeditious position, which implies agreement, disagreement (total or partial), complementation, application, among others.

Reflective formation requires an adequate appropriation of concepts, principles and conceptions underlying these texts, a critical analysis of trends/theoretical lines, an in-depth understanding of the contributions of different theories to teacher education, an incentive for the expression of enunciative positions by the undergraduates, a discussion about teaching practices/methodologies. This formation perspective is consistent with the proposal of academic literacy.

Academic literacies, in the meaning assumed here, are related to the skills of understanding/production of texts and speeches, basic scientific concepts, events and processes inherent to academic practice, encompassing an active responsive position. This position raises reflection, action and interaction in different social contexts, linked to the reasoning required by different spheres of knowledge (LEMKE, 2000).

In light of the above, we can consider that academic literacy in the context of initial teacher education enables: a) a more qualified approach to texts circulating in the academic context, providing an active responsive understanding, so that students can produce problematizations, expose questions, express disagreements, relate positions, systematize concepts, synthesize ideas, exemplify statements with everyday social situations etc.; b) to favor the processes of understanding and interpretation of theoretical texts, enabling an appropriation of the epistemological and axiological bases that parameterize the educational process; c) re-dimensioning written language practices so that enunciative productions are

effectively copyrighted; d) promote the development of articulation skills between theoretical references and didactic actions, in order to enable a theoretically enlightened teaching performance; e) create a culture of critical analysis of political, epistemological and methodological options regarding the profession of teaching and the (re)signification of their discourses on educational practice; f) systematize knowledge of/about teaching with autonomy, criticality and theoretical foundation; g) appropriating the modes of organization and functioning of different texts/genres, in order to streamline the production of meanings and the analysis of pedagogical acts and reconstruct them in theoretical and practical reflections, with an openly posture of alterity in the different formative situations.

In view of the listed potentialities, we can consider that academic interactions, from the perspective of academic literacy, can reveal themselves as founders of active responsive attitudes in initial formation courses, engendering ways of conceiving and exercising the teaching performance as an action situated in socio-historical context, with specific demands imbricated in it. In this direction, Pimenta (2000, p. 22, our translation) asserts that “it is not enough to produce knowledge, but it is necessary to produce the conditions for the production of knowledge. In other words, knowing means being aware of the power of knowledge to produce the material, social and existential life of humanity”.

Imbricated in academic literacies are the pedagogical literacies, which configure knowledge constructed by future teachers about educational practices and how this knowledge is un/revealed in textual productions, whether oral or written. In this sense, the systematization of this knowledge is relevant to the constitution of teaching identities (COLAÇO; FISCHER, 2015).

For Machado and Lousada (2013, p. 39, our translation), “teaching is a personal activity, specific to each teacher, who, in order to carry it out, mobilizes their integral being in its multiple dimensions (physical, cognitive, language, affective etc.)”. In this way, questions related to teaching practices, within the scope of initial formation courses, seek to articulate the teaching action with the discursive position on this action. The notion of pedagogical literacy does not interfere with the skills of making use of reading and of producing texts on teaching practice. From the studies carried out to carry out this research, it was possible to understand that to be pedagogically literate means to understand that the teaching exercise in its discursive amplitude includes: a) “knowing how to say”; b) an ethical commitment, c) a political position and d) enunciative responsibility.

Thus, we can consider that “knowing” is linked to “saying”. For Tardif (2006, p. 196, our translation), “the discursive activity that consists of trying to validate, through arguments

and discursive (logical, rhetorical, dialectical, empirical etc.) and linguistic operations, a proposition or an action". That said, it can be reiterated that teaching is an activity that is intrinsically linked to the production of meanings about teaching. This path of meaning production entails questioning, responsibilities, conformations, assimilations and changes by the subjects, in the different interaction processes.

Regarding ethical commitment, we reiterate that the teaching activity is, par excellence, a responsible and responsive attitude, based on the realization of value judgments and pedagogical decisions to face the dilemmatic situations that constitute professionalism. This dimension includes the commitment to legal issues that regulate the profession and educational processes, as well as co-responsibility with the learning process. Thus, the dimension of pedagogical literacy encompasses a set of knowledge, which are constitutive of the discourses that circulate in the contexts of teacher education and performance, about the teacher's role in teaching content and in educating citizens.

In the context of political positioning, it is valid to consider the articulation of the teacher's role and the context of professional performance, which enables the understanding of the students' reality, the demands of society, the directions to be given to the syllabus, the methodological choices, the responsibility before the formation itself (PLACCO, 1994). Thus, the reading of the social context, the construction of theoretical references, the selection of content, methodological options, the search for new knowledge emanates a political position that involves an awareness of the profession. For the author, "[...] the educator who is aware of the political dimension of his teaching activity, transforms this dimension into a commitment, thus directing his action towards goals that are linked to the formation and transformation of the student, and that are not disconnected from the transformation of society" (PLACCO, 1994, p. 28, our translation).

Finally, in relation to enunciative responsibility, it is evident that pedagogical literacy encompasses the skills for the explicit or implicit manifestation of positions, which explains a reflective and critical attitude about issues inherent to teaching actions. In this context, as an example, one can refer to situations in which the teacher can assume the defense of conceptions and methodological choices or attribute to another the content of their statements. This decision is due to a pedagogical engagement, which is configured as an essential activity for forwarding teaching practices. The enunciative responsibility encourages the teacher to justify the reasons and choices made in relation to the type of work he intends to develop and not restrict his performance to a justification of delegation from higher authorities, as if he were a mere executor of didactic activities.

In this dimension, by taking responsibility for what they say, the (future) teacher is constituted as the subject of their training/action. According to Melo, Gonçalves and Silva (2013, p. 12, our translation), “the subject is constituted in the correlation with the other through language. In this correlation, the subject dialogues and acts guided by the various voices that constitute him, by the various marks that integrate him”, that is, the subject is constructed in the discursive act.

In addition, we emphasize that, according to Fiad and Silva (2009, p. 126), this responsibility for saying is effective in reflective records, because from them, the teaching degree student “describes, counts, exposes, highlights, selects, comments, compares and evaluates” theories and practices, that is, assumes an enunciative responsibility, which favors the development of skills in the use of language, in taking positions and in critical thinking.

Linking initial teacher education to the notion of literacy (academic and pedagogical) involves the involvement of subjects, who, when encouraged to reflect, seek to reframe their conceptions about pedagogical actions and give primacy to reflective teaching practices, to theoretically based positions, the values and social practices of reference, which enable a more critical, more systematized and more professionalized performance.

That said, we emphasize that formation for teaching includes spaces for theorizing practices, pedagogical innovation strategies, establishing moments of collaborative interactions with other subjects. In this context, teaching situations, from the perspective of academic and pedagogical literacy, seek to promote spaces for a (re)signification of discourses on practice, for the proposition of reflective records on their own formation and on educational action. According to Nóvoa (1995, p. 25, our translation), “formation is not built through accumulation (of courses, knowledge or techniques), but rather through a work of critical reflexivity on practices and (re)construction permanent identity of a personal identity.”

In this sense, reflective records, especially formation diaries, can be a useful formative strategy, as can be seen in the following section.

### **Formation diaries and qualification for teaching**

By linking initial teacher education to the perspective of academic literacy and pedagogical literacy, the relevance of reflective records is substantiated, which favors the expansion of skills related to teacher formation and performance. This perspective makes it possible to shift from a model of reproduction of theories and practices to an approach that promotes a dialogue between different subjects. Interlocution can be conceived as an

important “space for the production of language and constitution of subjects”, as stated by Geraldi (2010, p. 34, our translation). Through it "man communicates, has access to information, expresses and defends points of view, shares or builds worldviews, produces knowledge" (BRASIL, 1997, p. 15, our translation).

Reflecting through the writing activity can contribute to the construction of teaching identities. According to Couceiro (1996, p. 101 *apud* COSTA; PAIXÃO; MORGADO, 2001, p. 183, our translation),

[...] the way we act does not always correspond to what we actually express and affirm, our words and our way of thinking are not always the translation of our acting. We are often betrayed by the automatisms that we internalize, by the certainties built in the repetition that the daily routine gives us, by the internalized assumptions that come from our own personal experiences, from our life stories.

From the perspective of literacy, subjects, even amidst determinations of all kinds (social, political, economic, cultural, among others), manage to imprint traces of autonomy and uniqueness to their speech and actions. For Herberz and Vitória (2010, p. 39), “[...] it will be inevitable that we understand the learning of the future teacher as a result of their own intellectual activity”. In this conception of formation, written production can favor the (re)signification of discourses about teaching, the critical understanding of pedagogical practices and the establishment of subjects capable of continuously (re)creating their profession.

Zabalza (2004) also emphasizes the importance of writing in the reflection process. When writing, the teacher analyzes work patterns, creates questions, learns to think, research and learn, asks questions, (re)recognizes mistakes and successes, predicts future actions, in short, (re)constructs himself as a teacher-subject.

In addition, reflective records allow for a redefinition of teaching practices within the scope of teacher formation courses, by enabling a dialogue with the texts read, by realizing possibilities of articulation between theory and practice and by providing a systematization of knowledge of/about teaching, as, according to Signorelli (2016), associating formation activities with reflective activity is a way for future teachers to learn aspects inherent to teaching, in a more fruitful way.

Amid research on reflective records and practices that insert them as professional development strategies, formation diaries deserve to be highlighted. In the context of teacher education, the use of formation diaries, in addition to promoting the development of academic

writing, can contribute to a critically transforming teacher education and lead them to an autonomous reading of reality (COSTA; LIMA, 2019).

According to Costa, Paixão and Morgado (2001, p. 184), this type of production is constituted as a practice that is articulated with the context of “research-action-formation”, which seeks to establish a relationship of dialogue with itself and with possible interlocutors, who may have access to the text. For the authors, the production:

[...] it does not follow a rigid structure, allowing personal decisions in terms of both content and style. And, still, a space where the expression of feelings and emotions fits, although having as its fulcrum the analysis of the practice in a formation context. The choice of the word diary is because it is a written record produced with reasonable regularity; the qualification of formation results not only from the context in which it takes place, but also from presupposing the interaction between an educator and a student. The supervisor's reading should highlight points of reflection, in order to guide the student-teachers towards the habit of deliberately questioning themselves, engaging in a spiraling process of professional development and critical reflection (COSTA; PAIXÃO; MORGADO, 2001, p. 183, our translation).

In this context, as it does not emanate a rigid structure based on reproduction, the diary favors authorial writing, that is, the mobilization of a set of strategies to show itself as responsible for the act of saying. Writing, in the context of initial formation, raises a systematization of concepts that are fundamental to the understanding of the educational phenomenon, to the analysis of the historical-social context and to the redefinition of values, beliefs and ideologies. In the dimension of practice, the written record of experiences, in a systematic and procedural way, can favor the perception of the place occupied by the future teacher, the understanding of the relationships that constitute the spaces of the classroom and the meanings that are produced in these spaces, or that is, writing provokes the writer to think and produce forms of self-experience (GÖRGEN, 2012).

Complementing the above, Costa, Paixão and Morgado (2001) consider that the formation diary also contributes to the promotion of spaces for reflection, since it is configured as

[...] "a construction of reality selectively organized", in which we can always use what was registered and carry out new readings, eventually producing new meanings, facilitating the problematization of what we do and how we do to build what we want to do and be, to change (COSTA; PAIXÃO; MORGADO, 2001, p. 185, our translation).

Reflecting on the purposes and ways of doing and being represents a reflective attitude with potential for promoting effective changes in pedagogical practices.

Pezzato (2010) recognizes the importance of writing practice in the context of initial formation. For the author, this practice allows “students to think and rethink, through discursive production, actions and knowledge mobilized in the context of the pedagogical praxis in which they are inserted” (p. 9). In this sense, the practice includes references arising from historical experiences (memories), reflections and analyzes based on the place occupied by teaching degree students in the formative path, assumptions inherent to the historical context in which formation and the profession are inserted. For Sena and Albuquerque (2020, p. 1585), “[...] formation permeates the ability to understand how each person was formed, through the pluralities of life”.

Thus, by recognizing the contributions of formation diaries to the promotion of academic and pedagogical literacy, we can ensure that writing practices can dynamize an active, responsive position to the theoretical, epistemological, axiological and methodological assumptions that make up the exercise of teaching.

### **Final considerations**

Considering the context of initial teacher education, this essay aims to discuss the contributions of formation diaries as a methodological strategy for the expansion of academic and pedagogical literacy.

In this direction, a discussion was proposed that sought to articulate issues related to reflective registers and the notion of literacy. From this articulation it was possible to extend the notion of literacy, shifting its dimensions beyond the skills related to the social uses of language. Thus, when dealing with academic literacy and pedagogical literacy, we seek to contemplate the ability to analyze concepts, principles and theoretical trends, as well as to understand the ways in which pedagogical processes are organized.

Involving subjects in the formative path represents a strategy for reflective formation. From the production and reflection of the diaries produced, the undergraduates will be able to expand their abilities to make associations between theories, articulate theory and practice, qualify the reading and writing processes, reframe the ethical responsibility in relation to their own formation, streamline the dialogue about from the axiological issues that permeate pedagogical practices, in short, to form an effectively critical and responsive perspective.

In this sense, when approaching teacher education from the perspective of literacy articulated with the production of diaries, we explain that the practices of reading theoretical texts, the systematization and problematization of concepts and foundations, the analysis of

beliefs, values and ideologies underlying the modes of conceive and exercise teaching, reflection on didactic and methodological procedures are involved in the path of constitution of subject-authors of their own formation.

The discussions undertaken here raise the continuity of discussions on the topic, observing the possibilities of investigations in which the uses of formation diaries are present, notably in formative courses in the context of internships and practices.

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