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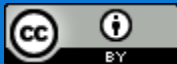
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University Class: Interaction and Practices in Educational Relationship¹

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ABSTRACT

The university classroom is constituted by a space-time event of the educative relationship, and thus it has the goal of developing the teaching-learning process for the subjects in this educative action: professors and students. These subjects play roles and duties that facilitate the action. Thereby the research that originated this work had the objective of: analyzing the interaction processes and practices related to the educative relationship, from the representations of university students and professors. This research was developed with a qualitative approach and has produced data from narrative interview with six professors and six students from three different teaching degrees at a public university in Bahia state. The narratives of the subjects were analyzed through Content Analysis method. The reported data was structured and analyzed in the base of three dimensions: classroom practices, educative relationship and dialogicity, and classroom interactions. The representations of subjects in this research for docent classroom praxis have pointed a paradigmatic transition process for educative relationship. Furthermore, it stresses the significance of dialogue and interaction for the formation of necessary conditions to an assertive learning process.

KEYWORDS

Pedagogical relationships. Class. Classroom communication. Dialogue. Higher education pedagogy.

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Aula Universitária: a Interação e as Práticas na Relação Educativa

RESUMO

A sala de aula universitária se constitui espaço-tempo do acontecimento da relação educativa e tem como objetivo o desenvolvimento do processo de ensino e aprendizagem dos sujeitos da ação educativa: professores e estudantes. Tais sujeitos possuem papéis e funções, as quais proporcionam que esse ato aconteça. Desse modo, o estudo que originou este trabalho teve como objetivo: analisar, a partir das representações de professores e estudantes universitários, os processos interacionais e as práticas envolvidas na relação educativa. A pesquisa realizada, de delineamento qualitativo, produziu os dados mediante entrevista narrativa com 6 professores e 6 estudantes de 3 cursos de licenciatura de uma universidade pública do interior da Bahia. As narrativas desses sujeitos foram analisadas com aproximações do método Análise de Conteúdo. Os relatos apresentados pelos sujeitos foram organizados e analisados, a partir de três dimensões: as práticas na sala de aula, relação educativa e dialogicidade, e as interações na sala de aula. As representações dos sujeitos da pesquisa evidenciaram um processo de transição paradigmática na relação educativa, a partir das práticas docentes adotadas na sala de aula. Além disso, elucidaram a importância do diálogo e das interações na criação das condições necessárias para que o processo de aprendizagem aconteça de forma assertiva.

PALAVRAS-CHAVE

Relações pedagógicas. Aula. Comunicação em sala de aula. Diálogo. Pedagogia da educação superior.

Clase Universitaria: Interacción y Prácticas en la Relación Educativa

RESUMEN

El aula universitaria constituye el acontecimiento espacio-temporal de la relación educativa y tiene como objetivo el desarrollo del proceso de enseñanza y aprendizaje de los sujetos de la acción educativa: profesores y estudiantes. Estos sujetos tienen papeles y funciones que permiten que suceda este acto. Así, el estudio que originó este trabajo tuvo como objetivo: analizar, a partir de las representaciones de profesores y estudiantes universitarios, los procesos y prácticas interaccionales involucradas en la relación educativa. La investigación, de diseño cualitativo, produjo los datos a través de una entrevista narrativa con 6 profesores y 6 estudiantes de 3 cursos de licenciatura de una universidad pública del interior de Bahía. Las narraciones de estos sujetos fueron analizadas con aproximaciones del método de Análisis de Contenido. Los informes presentados por los sujetos fueron organizados y analizados, a partir de tres dimensiones: las prácticas en el aula, la relación y el diálogo educativo, y las interacciones en el aula. Las representaciones de los sujetos de investigación mostraron un proceso de transición paradigmático en la relación educativa, a partir de las prácticas de enseñanza adoptadas en el aula. Además, dilucidaron la importancia del diálogo y las interacciones para crear las condiciones necesarias para que el proceso de aprendizaje se lleve a cabo de manera asertiva.

PALABRAS CLAVE

Relaciones pedagógicas. Clase. Comunicación en el aula. Diálogo. Pedagogía de la educación superior.

Introduction

The classroom is the mother-cell of the space that makes up an educational institution. It is the place where the teaching and learning relationship is constituted and where the intersubjective relationships between teachers and students take place. It is in the classroom that pedagogical action and teaching practice are operationalized. For Morosini (2006), the university classroom is defined as a "privileged space, a locus where different conceptions and histories of teaching and learning transit, constituting a territory marked by conflicts, encounters, and possibilities of building or destroying human capacity, which is the dialectic of life" (p. 451). The classroom perspective brought by the author highlights the idea of a space that, beyond its physical structure, delimits phenomena of human relations in which such relations are dialectic by the possibilities of meetings and mismatches, constructions and deconstructions, theory and practice that feedback and make the class happen.

Veiga (2008), when making a re-signification of the concept of class, corroborating the idea that class is not only about physical space, refers, in her discussion, to two aspects that are important in the understanding of the concept of class: the space where the teacher expresses what he knows, that is, the place of the teacher's educational action that, beyond contents, expresses his conception of life, of education, of school, of relationship - expression of his way of seeing life and the world. The other aspect that the author brings is the reference to the dynamization of the class by the pedagogical relationship, which is the functional process that makes the class what it is. There is no class without relationship; there is no way to establish a teaching and learning relationship without establishing, primarily, a relationship between the subjects involved in this space: the teacher and the student.

Silva (2008) agrees with Veiga (2008) when he conceives the class as a privileged space/time for human formation through teaching activity. Such activity is understood by the teacher's way of thinking about his or her work and this enables the definition of educational objectives, the contents to be worked on, the methodologies to be used to facilitate this process, as well as the way to evaluate it, within a complex and intersubjective relationship that is established between this professional and his or her students. In this aspect, it is not only a transference process of contents, but a sociocultural constitution that transcends the teaching and learning relationship. Silva (2008), when bringing the idea of class as space/time, refers to the organization of the educational process and the dialecticism of time and space in which learning occurs, which implies the construction and deconstruction that transforms and re-signifies the place of education.

Within a social historical perspective, we understand the classroom as a space of intersubjective construction and transformation, capable of contributing to the overcoming of the contradictions established by the capitalist system, that is, it is through education - with the classroom as the basis - that the subordinate classes can develop, transform themselves and provide the transformation of social relations. In this way, the class is understood as the human action within the educational institution, and this action is social and historical,

because it is there that the meanings of the educational action are attributed, constituting the subjectivity of those who are part of this space/time (SILVA, 2008; ARAUJO, 2008). About the class action, Rios (2008) brings the idea that the class is not something that is given by the teacher to the student, but something that is made, constructed by both subjects of the educational relationship, in the differences and reciprocities of the roles that both play from the intersubjectivities of the subjects. This idea decentralizes the teacher from the space/time of the classroom, and places him/her together with the students in this construction.

Araújo (2008) presents some elements that constitute the class. First, it is seen as a form of expression and communication that involves subjects that establish a relationship, measured by a series of characteristics and roles played by such subjects. This aspect is characteristic of formative spaces, and here we go into the university environment, guided by teaching and learning relationships, the basis of the constitution of the relationship between teachers and students: the first, actor of the pedagogical action, who lives in a social and political context that guides its practice within the macrosocial context and the policies that involve higher education; the second, represented by the actors of learning, those who enter the class as a space of transformation and re-signification of the subjective constitution (we bring, here, the idea of actor in a perspective of action and not passivity in the teaching and learning relationship). The mediation of this teaching and learning dynamic is based on methods that will direct the teaching know-how, introduced by teaching techniques that aim to facilitate this process through the use of educational technologies. These technologies are modified according to the historical context in which the classes take place, which, in turn, will be verified in their effectiveness through learning evaluation methodologies.

Another aspect endorsed by the author is that, even if the operationalization of the characteristics of the class is done, it does not happen in a static and rigid way, because the class as a space/time of events, of dialecticity, provides a dynamization, which is subject to unforeseen events that lead to improvisations, which, from a re-reading, are understood as re-significations in relation to what the relationship between teacher and student can provide in the now of the class event, but corroborating that such improvisation cannot be confused with improvisation. The class, despite the space of possibility, cannot be confused with non-planning, the "let's see what will happen"; it needs to be dynamic, made possible by several paths that lead to the educational goals and objectives. Faced with such a complexity of the occurrences in the university classroom, we ask ourselves How do the subjects of the educational practice represent the interactional processes that take place in the educational relationship? To answer this question, we carried out a research that aimed to analyze, from the representations of teachers and university students, the interactional processes and the practices involved in the educational relationship.

Therefore, we resort to the Theory of Social Representations to base ourselves, considering that, being an organized set of social meanings, the field of education becomes fertile to verify how the representations act on the educational process in the classroom, in order to influence the relationships between the actors (teachers and students), the pedagogical practice, as well as the learning outcomes (ANADON; MACHADO, 2001).

The Theory of Social Representations (TRS), created by Serge Moscovici, is defined by Jodelet (1989, p. 36) as "a form of knowledge, socially elaborated and shared, that has a practical purpose and contributes to the construction of a reality common to a social set." Thus, this form of practical knowledge, which refers to the experiences of the subjects, interests us in this study, given that the subjects of the educational practice (teachers and students) have built such knowledge in the groups to which they belong, knowledge that symbolizes and interprets the interactions that take place in the classroom, besides contributing to the communication and guidance of their behaviors. SRs are generated by two processes: anchoring and objectification.

The first mechanism tries to anchor strange ideas, reduce them to common categories and images, place them in a familiar context [...] the goal of the second mechanism is to objectify them, that is, to transform something abstract into something almost concrete, to transfer what is in the mind into something that exists in the physical world (MOSCOVICI, 2003, p. 60-61).

TRS, since its origin with Moscovici in 1961, has developed and provided spaces of deconstruction in this process of paradigmatic transition, possessing a strengthened theoretical and methodological corpus, being used by different areas of knowledge, such as health, economics, administration and, in our case, in the context of education, contributing to the understanding of how the educational processes (pedagogical practices, teaching strategies, teaching identity, learning strategies, conceptions of class, motivations, etc.) are represented by the different constituent subjects of this process (teachers, students, managers, etc.).

This work is organized in 03 sections: the method, in which we describe the procedures for the execution of the study; the results and their discussion, which were segmented into subtopics; and the considerations about the analysis of the narratives.

Method

As this research is educational in nature, it has a theoretical-practical nature, since its focus is the university classroom. It is an approach to objects and reality (GUEDIN and FRANCO, 2008). We adopted the qualitative approach, as it takes into account the relationships, representations, stories, beliefs and opinions produced through the interpretations made by human beings from their experiences, material and subjective constructions, feelings and ways of thinking (BAUER; GASKELL, 2002, p. 23; MINAYO, 2006, p. 57).

The study was conducted at the State University of Feira de Santana (UEFS). It focused on the undergraduate courses in Chemistry, Mathematics and Physics. Twelve subjects took part in this research, six students and six professors, two from each course. The selection of the students was done randomly, based on invitations in the classroom. The first semester students were excluded from the research, as they were in the process of adaptation

and getting to know how the university works, forming their peers in the classroom and establishing modifications in the existing relationships with the professors, considering that it differs from the relationships established with basic education teachers (COULON, 2008).

In the construction of the narratives by the collaborating subjects, we used as device the narrative interview, a form of non-structured, in-depth interview, which has specific characteristics, positioning itself in a critical way to the schema-answer interview scheme, because it employs a type of everyday communication, which is the act of telling and listening to stories (JOVCHELOVITCH, 2008).

For the analysis of the elaborated narratives, we approached Bardin's Content Analysis (1977), which was performed from the thematic analysis, through the dismemberment of the text into units of meaning and the construction of thematic dimensions according to the themes that emerged, seeking the representations of the subjects. Thus, we related, in the sentences uttered by the participants, the same themes, that is, the units of meaning related to our object of investigation, discovering, as proposed by Minayo (2006), the units of meaning. Next, we organized the meaning units - taken from the participants' narratives - into the following categories: classroom practices, educational relationship and dialogicity, and classroom interactions.

Of the professors who participated in this research, all are part of the HEI's permanent staff, 5 of them have more than 5 years of experience in Higher Education, one has less than 5 years of experience, and 2 have more than 20 years of experience. Another characteristic of the subjects of this research is that all of them have experience teaching in Basic Education; two of them have a *stricto sensu* post-graduate degree in the area of teaching (Mathematics Education and Science Teaching). The undergraduate students who participated in the interviews were between the 6th and the 9th semester. Of these, 05 live in the same municipality as the university and one lives in a city in the surrounding region. Regarding Basic Education, 03 studied only in private institutions and 03 in public institutions.

The research meets the requirements established by Resolution No. 466/2012 and 510/2016. This had the opinion of the Research Ethics Committee (CEP) of number 006800, dated January 31, 2019. All research participants signed an Informed Consent Form (ICF), a document in which we presented all the information concerning the participation in the research and the confidentiality of identity. Thus, the teachers were identified with the letter P and a number; and the students with the letter E, followed by a number: (P1, P2, ..., E1, E2, ...), in order to safeguard the identities of the subjects -, the possible risks that the research may cause to the participants, as well as the benefits in participating in this research.

Results and Discussion

The representations of the participants analyzed in this section, involve the speeches, dialogues, knowledge and their ideas about the relationships they establish with each other and with knowledge in the classroom. We chose not to present the teachers' and students' narratives separately, considering the dialogic interactions highlighted in these discourses, as well as the fact that the relationships between these classroom actors are imbricated in the same scenario. Therefore, we treat the narratives as dialogues between the subjects that represent the scenes of the educational act.

The Practices in the Classroom

The classroom, as previously discussed, is the space-time in which the educational action takes place; space in which the actors of the educational phenomenon establish teaching and learning relationships, so that the objectives and educational purposes are achieved. In the words of Araújo (2008, p. 106), "it is inside the classroom that the immediate enabling mediations take place: thus, the teaching objectives, the content, the teaching methodology, and the evaluation process". Thus, our characters present some narratives that bring representations about the acts/practices that are developed in this space.

We perceive, from the narratives analyzed, a portrait of the dominant paradigm, through a teacher-centered practice, and the emerging paradigm, in which the practice is centered on the relationship between the teacher, the knowledge, and the student. From the perspective of the former, the speeches present the representation of the dominant practice at the university, which is characterized by being conservative, traditional:

The teacher has a **more traditional teaching methodology**, he already brings the **concepts ready** and discusses them with us, with a **slightly more elaborate language** [...] I have an education teacher who is very committed [...] **her practice is kind of traditional** [...], the other teacher who is from the education area, but in Physics, he has a very traditional teaching, even a little **stagnant and unmotivated**. He has a very important knowledge, but in the way he **teaches us he doesn't give us much motivation** [...] **It is a very monotonous class** [...] it is the end of the day, so we already have class all day [...] **he doesn't bring something different**, a video, something that can motivate us, so **it becomes very boring and tiring** (E3).

There are others **that work on the normal content**, if the student has doubts, he looks for it (E6).

The students end up, in a parallel way, bypassing this teacher, trying to do subjects in which the teacher is not present, because they **already know that the practice** is like that and as they **will not adapt to that practice**, they end up looking for alternative ways (P4).

If you just **stick to that content** and such, I believe that, in this dynamic that they [the students] bring with a lot of information, I believe that the subject **ends up being demotivating** (P3).

As we saw in the excerpts presented, the students show representations about the methodology, which they call traditional. They understand the practice to be focused on aspects related only to the content, in which the teacher uses a refined language that does not attract the student's attention, making the class monotonous.

Although the teachers have the expected characteristics, such as commitment and knowledge about the specific content, the strategies used to mediate this knowledge with the student are not carried out in a motivating way, since they do not draw the student's attention or engage him in the teaching and learning process. The student is put in the place of a receptacle of that content and is not involved in the class.

The teachers, in their narratives, present the implications that this kind of teaching practice represents for the class, as in the account of P4, in which the student uses the strategy of avoiding the enrollment in the curricular component taught by a certain teacher, in order to avoid the inconvenience of establishing unpleasant relations with him in the learning process, as well as the idea that teacher P3 brings that corroborates with the narrative of E3, of how the class becomes demotivating.

Lima and Grillo (2008), when discussing this teacher-centered practice, elucidate these narratives. The representation of the teacher who adopts this practice is precisely that teaching is to transfer knowledge to the student in a clear and understandable way, that is, regardless of the nature of such content, the way of teaching will be the same, with no concern for the adoption of didactic strategies that facilitate mediation. And if this transfer does not occur, the responsibility lies with the student who did not pay enough attention or did not engage in the way he or she should have in order to apprehend the content. The interactions and the atmosphere in the classroom will be determined by the teacher. Thus, the teacher is relieved of the mediation role he or she has in the classroom, absolving himself or herself of responsibility in the construction of knowledge with the student, which is attributed solely to the student.

Pimenta and Anastasiou (2014) emphasize that this traditional view of teaching excludes essential aspects of the teaching and learning process, such as the set of connections that involve the concept worked, the theoretical synthesis that enabled its construction, not contributing to the student to reflect on the meanings of the acquisition of knowledge to transform reality. It is important to build a conscience in which the teacher realizes that, even though the specific content is important and the teacher masters it, if there are no mediating strategies, learning will not happen, and this also requires mastery of the knowledge of experience and pedagogical knowledge. Thus, teachers need to be in a constant process of professional development in order to change their representations and, consequently, their teaching practice. About this, P4 reports that

Changing a **teacher's practice is a little difficult, if this predisposition does not come from the teacher.** So, the guy thinks that he **already knows how to teach** and **that his class is good and the students are the ones who are bad** [...] 'I am good and the students should adapt to my classes [...] the institution, no matter how

much it promotes actions, still will not be able to achieve because, many times, **this issue is already rooted inside the teacher**, 'I am already a doctor, I have already been so evaluated and I will not go through any more formative process and I do not have more time' [...] **the excuses will appear in the most varied ways possible and the issue ends around 'I am already ready and I do not need anything else'** (P4).

P4 highlights that the initiative to change practice should come from the teacher, from the awareness that, even if there is a degree and academic competence to be occupying the scene of the university classroom, it is not enough and that one should seek to build pedagogical competence that favors actions that provide meaningful learning by the learners.

Anastasiou (2004) emphasizes that involvement is fundamental so that the teaching practice enables the exercise of thinking by the student, reworking the contents and making them significant, which becomes difficult if teachers maintain the understanding that they are already ready, with nothing more to learn and that, therefore, any failure in the learning process is due exclusively to the responsibility of the student. Even so, we can notice in the reports the teacher's initiative, despite maintaining a practice based on the traditional paradigm, to provide spaces to get closer to the student, as P1 explains in the excerpt:

I usually, during my classes, **although they are mostly expository**, even for the subject that I teach [...] **there are few activities that are in groups, discursive**. So, that moment of discussion, **I usually circulate in the room**, because, many times, for reasons, concerns about these learnings and, then, **you realize in the student's look that he is not understanding (P1)**.

It is worth mentioning that teacher P1 evidences that in her classes, mostly expository, she provides moments of discussion with students, during which she circulates around the room and gets closer to the learners, trying to read in their eyes if they are understanding or not the explanation. So, although the teacher represents the exposition as a recurring strategy in her classes, she emphasizes elements of a close relationship with the students and a concern for their learning. It is clear that the teacher's practice is not traditional, as she understands it, but it is in line with Anastasiou and Alves (2004) when they show, among the "teaching" strategies, the dialogical expository class, in which the teacher exposes the content with the active participation of students. In this sense, the action of teaching is directly related to the action of learning, which means that it is not only appropriating the content, but the process that involves this appropriation, that is, the teacher needs to be in the movement, not only of the content, but of how it reaches the student (ANASTASIOU, 2004).

In the teaching practice centered on the relationship between teacher, knowledge and student, the representations presented by our collaborators show how the facilitating and dialogical practices provide spaces for learning to happen, as expressed in the reports below:

The first one has **the methodology of instigating concepts in us**, he does not arrive with ready concepts, **he uses ours to produce our knowledge** [...] he has a very interesting methodology [...] **to make us think** about the problem so that we can position ourselves in another way, perhaps. So, **this teacher has a very interesting methodology, very innovative (E3)**.

The physics course is, let's say, diverse in the types of teachers, you have very traditional teachers [...] **in the constructivism process** [...] they come saying that **all students are approved and what will make their grade go up, or fail, is their participation and interaction with the class** [...] the teacher brings the problem and the student investigates, in order to get that answer **himself, it would be as if he stimulated this zone of proximal development** [...] **he is Vygotskyian, and he likes interaction**, he kind of tried to equalize himself to the students, **forced them to think**, made **you reach the knowledge and** then, he kind of said 'you are equal to me, so you have chances to go further' (E4).

Part of my practice translates into **knowing the student, in not leaving the student quiet in the classroom**, I try to talk [...] many times some discussions arise during the class itself because, generally, I **always open the classes asking them questions, asking for their previous knowledge on the subjects** (P4).

I **notice the mood** and do things to get them going, I **pull them along, I mention their names** [...] I use all kinds of **devices to draw their attention** to that moment [...] that **they are going to be in class, together with us, thinking about it** (P2).

I develop **work in groups** [...] it is the moment that I can **circulate, sit down, follow my student more closely**, to see this kind of learning and how it is happening (P1).

I take a **small step back from the previous class** [...] I do not start a class from scratch, I **always pull, as if it were a line** [...] I show the possibilities to show that it is a continuum and also try to show them that the contents **are interconnected to other subjects** [...] I **use theater in the classroom, role-plays, I make analogies** (P6).

I try to **make my class less, let's say, based by technicist transmission**, I try to involve **interaction** with the student (P5).

The students report an active teaching practice that encourages them to search for knowledge, which is not given at the ready, but is built together with the teacher in the classroom. E3 emphasizes the idea that this practice is innovative, that it makes students think about the problem, leading them to take a position in the class, to produce knowledge. E4 presents the representation of these practices as constructivist, which provide interaction and investigation for the student to get answers to his questions, based on the teacher's mediation. He also presents the Vygotskyian concept of the zone of proximal development, placing the teacher in the position of mediation.

Such didactic strategies based on the active participation of students and that encourage questioning and investigation by these subjects, are in dialogue with Lima and Grillo (2008) when they state that, in the practice centered on the relationship between teacher, knowledge and student, the teacher promotes the collective presentation of the content to be worked on, qualifying the students' previous knowledge while complementing the ideas discussed. Thus, the student builds knowledge through interaction, assuming a leading role together with the teacher.

It is worth pointing out the need for the teacher to recognize that the theories brought by the students have inconsistencies and incompleteness, but they are listened to, considered, even if the teacher points to other directions that can be taken, as in the narrative of P4, who

tries not to leave his students quiet, but talks to them, asking questions, retrieving previous knowledge. P2 also tries, based on the atmosphere she feels, to involve the student to take the leading role in the class, thinking together with this subject. P1 reports some strategies that facilitate this dialogue, such as group activities, moments when she sits down and follows the student more closely to see how the learning process happens. Indeed, Pimenta and Anastasiou (2014) emphasize that it is the teacher's role to challenge and stimulate students in the construction of a relationship with the object of learning, in a way that meets their needs, assisting in the process of becoming aware of the difficulties presented for a university education.

P6 reports this process when he tries to provide a continuum, in which the student is involved for the possibilities that are brought when working with the concepts. It is worth noting that, in the process of representing her teaching practice, the teacher views this dynamic as a line that she pulls and leads her students' approach to the object of knowledge. In other words, the teacher translates the concept "teaching strategy" into a concrete idea: "a ball of thread that she keeps pulling".

She also reports that she uses strategies that facilitate this process, such as role-plays and analogies, which contribute to develop the students' relaxation and creativity. In other words, teacher P6 tries to objectify the concepts worked in her classes through analogies and role-plays, allowing students to anchor the theoretical concepts worked on in their already existing system of thought - their previous knowledge - so that they can become familiar and make sense of concepts that are still foreign to them.

The teacher P5 emphasizes the importance of interaction with the student, trying to avoid a technicist transmission. These practices are important because they allow knowledge not only to be acquired, but also to make sense to those who are learning, and to be added to the student's academic and professional formation process.

Educational Relationship and Dialogicity

In this category we gathered the narratives of the research participants about the educational relationship and dialogicity - that dialogic relationship, which generates dialogue, a communicative interaction between subjects, which, through the word, can oppress or liberate them.

To understand dialogicity in the educational relationship, we rely on educator Paulo Freire (1994), for whom dialog is a human phenomenon and the word that constitutes it is, at the same time, action and reflection. Action for the transformation of the world. According to the Patron of Brazilian Education, "dialogue is the meeting of men mediated by the world in order to pronounce it, and is not exhausted, therefore, in the relation I-tu" (FREIRE, 1994, p. 45).

All the research subjects represented the dialogue in the classroom as a way for the teacher to approach the student, in order to provide a better interaction.

Developing a practice based on questioning has proven to be something regular and effective, according to the teachers' reports, because it provides spaces for discussion, leading the student to take a stand, to think critically, to leave the place of only answering questions, seeking to question and mobilize this knowledge in the conquest of the world, that is, to free the students from the condition in which they find themselves as oppressed.

Dialog provides that the relationships to be built are of partnership, based on the differences that exist between the roles of teachers and students. Freire (1996) states that it is in dialogicity that subjects learn and grow in their differences, and it is fundamental that teachers and students understand that their roles are dialogic, that they provide openness and an active posture. The effects of this dialogicity is the formation of a favorable climate for student learning, making the classroom environment motivating, as we can infer from the narratives of some of the students interviewed:

We did the math, made a mistake, he explained, did the math for us, gave the concepts, asked us to go back to the board, made this change and then he said that it was us who produced [...] this kind of motivates us [...] those who managed to be touched by these teachers did not give up the course, there is always a hope (E4).

This **motivates us**, it is not in fact learning for learning's sake, there, a dry content, it is **more motivating when we know that we are going to get a return, you know? (E2).**

The **practice of motivating the student that my course offers is, precisely, the time that the professor makes available an extra class**, to solve doubts, and this is an incentive [...] **when he makes an extra time available, he motivates (E1).**

There is one or another, you know, they are the ones who try somehow to **call attention, make analogies, try to relax so that the class wakes up, react because of tiredness** and also try to walk according to the student's learning (E6).

The students show the motivating implications of this dialogical educational relationship, in which the teachers try to touch the students with their words of hope and encouragement, with actions that provoke the students' reflection, in order to transform their reality.

And the teachers' words seemed authentic to the students, who started to believe in the possibility of learning, even if they make mistakes, even if they go back to the blackboard to redo the math. They were authentic words that, according to Freire (1994, p. 44), could be transformed into reality - the students' learning - and not into "verbiage, verbalism, blah-blah-blah".

In this sense, E4 reports the transforming power that these practices have, and highlights how important the teacher's movement is to provide actions that lead to student development. It is important to reflect that, besides the students, the relationship in the teaching action is with subjects, with subjectivities that are constituted in that space-time that is the classroom, that are life projects that are being built there and that such action, directly or indirectly, will touch the students, both positively and negatively.

Simple actions, such as making themselves available during extra-classroom hours, can motivate students and make the process less painful, as reported by E1 and E6. Furthermore, the fact that teachers make themselves available for the students' learning represents dialog as a loving act, an act of caring for the other, because, as Freire (1994, p. 44) states, "there is no dialog without a deep love for the world and for people". In this way, dialog makes the educational relationship possible.

The dialogue [...] does not occur in the vacuum of formal relations, it comes from inside [...] the web of relations that involve knowledge in permanent construction, with the strength of the intentionality of an educational process that was thought before by the teacher in a collective project. This project is based on education as a historical, existential, social, political, cultural process of transmission and creation of values, knowledge, and know-how, for a socialization that develops the awareness and autonomy of the subjects in their own ways of feeling, thinking, and deciding (FERNANDES, 2008, p. 158).

Higher education will only make sense if both subjects of the action, professors and students, get closer; when the professor moves from the place of knowledge holder and content transmitter and sits next to the student; When the student dislocates from the place of passivity and reproducer of knowledge and sits beside the teacher, dialoguing, exchanging, making education happen, making the university assume its place of importance in the social scenario, as a place of embryogenesis of the teaching professional practices, a place of existential transformations, of political modifications, of cultural valorization, of the construction of ways of being and acting that constitute the making of science.

In short, it is in the classroom, from the actions of teachers and students that the transformation of society takes place, because teaching practice is a political act and, as such, enables reflection on reality and transformative action on this reality. This action is only possible, according to Freire (1994, p. 44), because it is in the word that men make themselves, in action-reflection: "It is not in silence that men make themselves, but in the word, in work, in action-reflection.

Classroom Interactions

In this category we present the research participants' narratives about interactions in the classroom. Every social relationship is based on interactions, communicative procedures that facilitate interpersonal processes, as well as norms and rules that provide the coexistence of the subjects involved. It would be no different in the educational relationship, in the classroom space. For a long time, the communication between teachers and students was kept

in the classroom, or even in the institutional space, but with the emergence and rise of information technology and social networks, the communicative and dialogic exchanges transcend the physical spaces. Our subjects report about their representations of these communication processes that involve the classroom:

My educational relationship with them is driven by many questions [...] and teachers are very helpful to the doubts that I take [...] there are some who pass the WhatsApp, have this opportunity to ask questions online, there are some that are via email (E3).

It is a very flexible communication [...] always allows this communication, this exchange of dialogue [...] inside the classroom, so when someone has some doubt, raises his hand, they are very calm to be able to solve it (E2).

The teachers are accessible, the teachers' rooms are like the students' rooms, it is not something distant, not very vertical, it is more horizontal (E5).

Most of them are open [...] maybe there is not so much this culture of 'you can come to see me at such and such a time' [...] some in the chemistry area are more available (E6).

We have an environment here where students have very easy access to teachers (P4).

Many come to me for guidance [...] exactly because, for me, it is a pleasurable thing and, as I said before, as they come from a social network situation [...] you have to adapt [...] You create a WhatsApp group to talk to them, although it is an extra work, you have a better response [...] you create a better space for dialogue than only the classroom (P3).

The reports brought by teachers and students highlight the importance of openness in the communicative processes, in order to provide spaces for dialogue, thus facilitating the teaching and learning relationship.

E3 puts himself in the position of a student who bases his relationship with his professors on questions, and on doubts, and realizes the openness provided by his professors for such doubts to be solved, besides being able to transcend the classroom space to the environment of social networks. For all these reasons, we can see the generosity of the teachers. They are not afraid of being overtaken by students, but are available to share their knowledge, to question students, in order to encourage reflection.

E2 corroborates this by relating his experience in the classroom with the facilitation of communicative processes, representing this communication as flexible and as availability on the part of the teacher to remove doubts in the learning process.

E5 represents this communication in a horizontal sense, pointing out that teachers are accessible, and can be found and accessed in their respective classrooms, directing this communication to a sense of horizontality with their teachers, who seem to undress the arrogance that is common among oppressive teachers.

E6, on the other hand, feels more resistance, reporting that, in his perception, there is no culture of availability with regard to schedules, but that some professors in his chemistry course are available.

The professors will confirm the narratives presented by the students, highlighting the importance of facilitation in communication. P4 points out that the institutional environment, specifically the university environment, provides students with easy access to teachers, which differs from other experiences in other educational institutions. P3 highlights the pleasure he feels in providing the guidance that students need, showing commitment to men and women - as Paulo Freire would say - and to their cause, expressing faith in the vocation that students have to be more. P3 will also address the importance of adapting to these new social demands that enter the university spaces and that are part of the students' way of being and functioning, such as the use of social networks, participating in groups on WhatsApp, creating spaces for communication beyond the classroom.

According to Postic (2007), there are two aspects that will be fundamental in the structure of communications: the verbal aspect, which involves the information and the way in which it will be passed on; and the non-verbal, such as mimics, gestures, which will indicate an intentionality, and these attitudes will allow students to perceive whether that teacher provides space for a more open dialogue or not. Thus, the way to communicate in the classroom is in accordance with the different characteristics of the teachers, which implies the type of relationship they establish with knowledge and with the students involved in the classroom.

What will be decisive is the way the teacher places himself and the student in relation to the knowledge to be worked on, as well as the role that this student will have in the search for knowledge. The narratives below show the representations that teachers and students have about how this interactive process works in the classroom:

He has a very good relationship with students, knows everyone's name, involves everyone to participate [...] create an environment that is not boss, he **has to be the leader** [...] 'I'm going to take the student's hand, I'm not going to put him in my lap, but I'm going to provide the highest level of learning" (E3).

There are some teachers there who **are very traditional** and the way of addressing the students, with that **form of respect, he is there and we have to address him, he respects us if we respect him**; and there are **others who are more friendly**, they enter the room, they can make jokes and then even outside the room [. ...] they are **more companions**, they are there, in the case, you take a subject with him and he **remembers you during the whole course, always gives advice** [...] I believe it is possible to have a **friendship** [...] a friendship teacher and student, I think it is interesting (E4).

There are classes that are good, **the teachers are much closer to the students**, there are classes that the teachers **are not so close** [...] you notice a certain **distancing** [...] there are teachers that **kind of categorize the students**, like, if you know well and the teacher practically only teaches this student [...] it is difficult to have a proximity, a contact and the students that do not do well in the subject end up **distancing themselves, creating a barrier** and this influences even in learning [...]

Teachers who are close, you are there, you go **to the board, you ask questions, you solve doubts, you are more participative, you pay more attention in class, you are motivated to go to the classes of these teachers** [...] I admire them very much for the professional, not only professional, but for the people they are, they are **very close to the class**, they don't have that distance, you know [...] whatever you need, the teacher is there, he is not only your teacher, **besides the teacher, he is your friend**. He is your teacher inside the classroom, and I am a student, but outside the classroom he is your friend (E1).

Students expose different representations about their interactions with their teachers in the classroom. E3 anchors the representation of the teacher in the figure of a leader, who takes the student's hand and leads him in the search for the learning process. E4 emphasizes the presence of teachers who are more traditional and others who are more friendly, corroborating Postic's (2007) idea that the different characteristics of teachers and how they are situated in relation to the classroom will provide a form of the interaction between them and the students.

E4 finds it interesting when a friendship between teacher and student occurs, considering that the relationship becomes based on companionship and he feels valued when a teacher remembers him throughout the course, which provides more learning, according to E2, and he notices his teachers' willingness for this relationship of proximity and friendship to happen, although there are teachers who show an air of superiority and do not interact with the students. E1 makes a comparison between the teacher who is more distant and the one who is closer, and, as he expresses in his narrative, there are teachers who establish this distant relationship and who categorize the students by the grades received in the exams, giving more attention and relating better with them than with those who do not do so well.

Postic (2007) discusses this aspect, when talking about the expectation that the teacher places on the student, which implies in the relationship between them. This expectation, according to the author, leads the teacher to be busy, give attention and kindness to the student who meets it, valuing his answers and academic performance more than the other students in the class. Unlike this type of teacher, the one who develops a closer relationship, for E1, encourages the student to be more participative, to pay more attention in class, feeling more motivated to be in this environment, providing that the relationship transcends the classroom space, and turns into a more solid friendship. When narrating about these interaction processes, the teachers present the following narratives:

I think that this thing of relationships between people is **difficult to quantify**, it is always a **qualitative** issue [...] we have to get away from the **mechanical** issue, so that we can denaturalize this **hierarchy** and that **the student feels respected**. So, any place, for me, **is a place for dialogue** [...] Many times you get to know the student when you **go there to eat an acarajé**, have a juice and talk [...] you are getting to know this individual, and in this, of course, you **bring to your classroom**, because in the classroom you have a richer **perception** (P3).

These two girls and the other four, who seemed to have created a **dislike** for us in geometry, were the ones I was able **to establish contact with the most, and that surprises me** [...] then they called me to be their honorary teacher, and I was like, 'gee, honorary teacher! [...] **they come to this door all day** [...] you go out there and

get to know about life, **like a family**, it is an exaggeration, but it is, we **have very good relationships here** (P2).

I really like to know my students' names [...] who knows me, my students that know me, know that **I know the names of all my students**. So, I usually make the call for exactly getting to know, seeing the names and memorizing [...] I made an appointment with some of them **to talk outside the classroom environment** [...] you talk with others and I worry [...] **you know** and part of the difficulties that he has, you can suggest books, video-lessons, what can improve, **add to his life** (P1).

The teacher who **tries to get closer to the students**, which I know there is a **very large distance**, many are afraid, **afraid** to express themselves, afraid to make mistakes, afraid to put themselves forward [...] everything goes through **commitment**, both mine as a teacher, and the student's; it is you **engage, a relationship for two, for example, you need to assume that**, if you have no commitment, you will vegetate in that relationship (P6).

These narratives show the importance of an affective relationship in the educational practice. It is implicit that the cognitive dimension goes hand in hand with the affective dimension, which guides the former.

P3 analyzes the educational relationship from quantitative and qualitative perspectives, reporting that in the academy there is a hierarchical and mechanical interaction between teachers and students, and that it is important to analyze this relationship from a qualitative perspective, valuing the elements that are part of it, emphasizing mainly the dialogue that, in his narrative, transcends the classroom when the teacher is willing to leave it.

P2 anchors the representation she has of the interactions that exist between her and the students in the family, emphasizing that such interactions can be conflictive, since feelings like antipathy emerge, but that they can be re-signified.

P1 evidences in her narrative that a practice adopted in her teaching action is to know her students' names, trying to memorize them and, thus, get closer to them, highlighting the humanizing aspect of recognizing the student by his or her name, besides looking for mechanisms to help these students in their learning process.

P6 presents in her report the recognition of the existence of a relationship of fear, in which students are afraid to approach, to express themselves and this, perhaps, can be attributed to the constructed representation of distance and that the teacher should place himself in a position of holder of knowledge, infallible, while the student is the subject that makes mistakes, that fails. It will anchor the representation of the relationship with students in the love relationship, in which it is important that there is commitment and that the subjects of the relationship are involved, so that it can develop satisfactorily, which brings us to Freire (1994, p. 45), when he explains: "If I do not love the world, if I do not love life, if I do not love men, dialogue is not possible for me".

Lima and Grillo (2008) state that it is the teacher who must create the tools and the space for the students to occupy their place of protagonism in the educational relationship. In agreement, Postic (2007) reflects that some teachers try to grant a more active participation to students through actions that aim to awaken the questioning, guiding in the process of apprehension of reality and reflection, putting students in relation, but he also highlights that this will depend on the conception that these teachers have of the students, the educational purposes and of themselves as teachers. Let's look at the excerpt from P4's narrative:

The teacher has to **come down from wherever he thinks he** is, whether from above, wherever he can imagine, and **talk to the student as an equal and**, based on these conversations, **you form and consolidate** these bonds. So, our conversations don't take place in the classroom, they mainly take **place outside the classroom** (P4).

Thus, it is essential to change this paradigm, of a teacher occupying a superior position, above the student, in which there is no closeness, no affective exchange, which generates noise in the student's learning process and hinders a favorable climate so that the construction of knowledge can happen, providing more humanized spaces in the classroom, since, although these are relationships of adult, autonomous subjects, a good interaction, which transcends the limits of the classroom and the teaching and learning process, generates positive effects for both.

Final Considerations

The present study aimed to investigate the representations of teachers and students about the functioning and the elements related to the educational relationship in the university classroom. The narratives raised by the collaborators in the research elucidate a moment of paradigmatic transition in which they find themselves, in which the educational relationship is no longer centered on the teacher, who is no longer the holder of knowledge, but in a position in which the protagonism of the teacher and the student in the construction of the teaching and learning process is valued. The collaborators emphasize the importance of this relationship being built on dialogue and interactions that transcend the physical space of the classroom, and permeate other environments. Moreover, this study highlights the importance of providing the necessary conditions for the educational relationship to be possible, and this starts from the teacher who, through pedagogical action, decentralizes his role in the classroom, historically consolidated, and crystallized in representations about what the class is, what the teacher is, and the role of the student in this context.

The representations analyzed show that, besides content, it is important that teachers provide spaces for students to develop, also, skills and competencies that are part of the craft the student has chosen as a life project; this means a constant correlation with professional experience, contributing to the student's awareness that there, at the university, he is in the condition of apprentice of a profession that will be part of his subjective constitution. And this is facilitated by a favorable climate for interaction, for questioning, for divergence, which are part of a process of thinking critically and constructively, because no knowledge is

absolute and it only makes sense if it can be rescued in everyday life, (re)sewing the missing link between science and common sense (PIMENTA; ANASTASIOU, 2014; LIMA & GRILLO, 2008).

Finally, we conclude that the educational relationship cannot be dissociated from the life of the subjects of the educational action, because, beyond their status in the classroom, they are historical beings, constituted by an affective and relational dimension, which will transversalize the educational action, highlighting that, despite this importance, these aspects are still often ignored in the formative processes in the university. Perhaps they are remnants of the traditional Newtonian-Cartesian paradigm, of a science that is separated from the subject that produces it; of reason that is overvalued to the detriment of emotion; that permeates the educational spaces through a traditional education that ended up creating a glass screen between teachers and students, not allowing an approximation between the subject that teaches and the one that learns, as well as not allowing the approximation between people, between subjects that share the same space-time that should be dialogic, visceral and that have the potential to provide the (trans)formation from the action of human beings that live and make a society be and happen and are not just producers and operationalizers of a profession.

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