



Corresponding to Author

¹ Fernanda dos Santos Paulo

E-mail: Fernanda.paulo@unoesc.edu.br

Universidade do Oeste de Santa Catarina

Joaçaba, SC, Brasil

CV Lattes

<http://lattes.cnpq.br/23839347399904355>

Submitted: 06 Jan 2022

Accepted: 10 Jul 2022

Published: 16 Agu 2022

[doi> 10.20396/riesup.v9i0.8670030](https://doi.org/10.20396/riesup.v9i0.8670030)

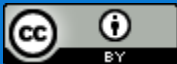
e-location: e023019

ISSN 2446-9424

Antiplagiarism Check



Distributed under



Pedagogical Letters as a Methodological Instrument for Participating Research

Fernanda dos Santos Paulo¹  <https://orcid.org/0000-0002-8022-9379>

¹Universidade do Oeste de Santa Catarina

ABSTRACT

This article intends to present theoretical-practical contributions to methodological reflections about participatory research in education, based on the use of Pedagogical Letters as a methodological instrument. Therefore, it presents academic research experiences that use this methodological instrument accompanied by a Systematization of Experiences based on the emancipatory Popular Education referential and literature review. It is situated within the scope of participatory research and critical social science, addressing the following methodological topics: i) principles of Popular Education; ii) types of participatory methodologies; and, iii) the use of Pedagogical Letters in qualitative research in education. The results expose subsidies for the work from Pedagogical Letters as a methodological instrument, concluding that this methodological proposal is new in the context of academic research. It expresses the researcher's ethical-political commitment in the educational movement of participatory research as a rupture in the processes of colonization of knowledge, subordinated to the capitalist system, elitist education and colonial society.

KEYWORDS

Participatory research. Popular education. Pedagogical letters. Research in education.

Cartas Pedagógicas como Instrumento Metodológico de Pesquisas Participativas

RESUMO

Este artigo pretende apresentar contribuições teórico-práticas para reflexões metodológicas acerca de pesquisas participativas em educação, alicerçadas no uso de Cartas Pedagógicas como instrumento metodológico. Para tanto, apresenta experiências de pesquisas acadêmicas que utilizam esse instrumento metodológico acompanhado de Sistematização de Experiências com base no referencial da Educação Popular emancipadora e revisão de literatura. Situa-se no âmbito de pesquisas participativas e na ciência social crítica, abordando os seguintes tópicos metodológicos: i) princípios da Educação Popular; ii) tipos de metodologias participativas; e, iii) o uso de Cartas Pedagógicas em pesquisas qualitativas em educação. Os resultados expõem subsídios para o trabalho a partir de Cartas Pedagógicas como instrumento metodológico, concluindo que essa proposta metodológica é nova no contexto de pesquisas acadêmicas. Expressa o compromisso ético-político do pesquisador no movimento educativo de pesquisas participativas como ruptura dos processos de colonização do saber, subordinado ao sistema capitalista, educação elitista e sociedade colonial.

PALAVRAS-CHAVE

Pesquisas participativas. Educação popular. Cartas pedagógicas. Pesquisa em educação.

Cartas Pedagógicas como Instrumento Metodológico para la Investigación Participativa

RESUMEN

Este artículo pretende presentar aportes teórico-prácticos a las reflexiones metodológicas sobre la investigación participativa en educación, a partir del uso de las Cartas Pedagógicas como instrumento metodológico. Por ello, presenta experiencias de investigación académica que utilizan este instrumento metodológico acompañadas de una Sistematización de Experiencias a partir del referencial y revisión bibliográfica de la Educación Popular emancipatoria. Se sitúa en el ámbito de la investigación participativa y de las ciencias sociales críticas, abordando los siguientes temas metodológicos: i) principios de la Educación Popular; ii) tipos de metodologías participativas; y, iii) el uso de las Cartas Pedagógicas en la investigación cualitativa en educación. Los resultados exponen los subsidios al trabajo desde las Letras Pedagógicas como instrumento metodológico, concluyendo que esta propuesta metodológica es nueva en el contexto de la investigación académica. Expresa el compromiso ético-político del investigador en el movimiento educativo de investigación participativa como ruptura en los procesos de colonización del saber, subordinados al sistema capitalista, la educación elitista y la sociedad colonial.

PALABRAS CLAVE

Investigación participativa. Educación popular. Cartas pedagógicas. Investigación en educación.

1 Introduction

The topic under discussion offers possibilities for theoretical, pedagogical, epistemological, and methodological reflections regarding research in the field of education, in the light of **emancipatory Popular Education** (PAULO, 2018). The history of **Latin American Popular Education**, based on **critical pedagogy**, is not dissociated from the emergence of participatory research proposals. Liberating Popular Education and the methodological trends of **participatory research** establish practical and theoretical positions contrary to the elitist, capitalist, and colonial educational system, which naturalizes the academic rules, assuming itself as neutral education, not questioning, therefore, the Eurocentrism in the university.

Even with the advances in the methodological discussion of participatory research and presence of Popular Education in the university, we still must advance in the inseparability between theory and practice in the production of transformative knowledge. Theory separated from practice, in educational research, seems to be far from the social function of the university, because knowledge without action is exactly what we have been discussing for decades, in the realm of discourse, that we must overcome the divorce between academic knowledge and other knowledge, multiple knowledges that hardly ever enter the university. Thus, we remain in an education constituted by a monologue of knowledge, where the only holder of knowledge is the researcher; and the participants of educational research remain considered as objects of knowledge.

The first caveat refers to the **principles of Popular Education** and the impossibility of separating theory from practice. We assume the defense of transformative educational practices, whose commitment to humanization processes in educational research is built through participatory processes, in which action and knowledge go together (FALS BORDA, 1985; BRANDÃO, 1986; FREIRE, 1987; TORRES, 2007; STRECK, 2012; PAULO, 2013). This ethical-political positioning of emancipatory knowledge production, via dialogical-participatory investigative processes, emerges within Popular Education, especially in the 1960s (PAULO, 2018).

A **second observation** refers to the **principles and methodological criteria of participatory research** supported by critical social science. The main caveat is the criticism of dominant, elitist, colonial, and Eurocentric research practices, and systems. And the third indication is the use of **Pedagogical Letters as a methodological instrument of participatory research**, as a recovery and systematization of educational experiences. It is a proposed research practice that contributes to the critical understanding of micro and macro social realities, strengthening collectives in the ability of the subjects to write/record their trajectories, their positions, and ideas. In this way, it provides elements for a political-pedagogical work that aims to transform social reality and educational practices, based on emancipatory Popular Education.

In view of the initial explanations, the text is divided into five parts, considering its introduction and conclusions. In the second part, I present the foundations of participatory research, Popular Education, and Systematization of Experiences; in the third part, I highlight the Pedagogical Cards as a methodological tool; and, in the fourth part, I describe the experiences of academic research that use this methodological tool together with the Systematization of Experiences, based on the emancipatory Popular Education.

2 Foundations of Participatory Research, Popular Education, and Systematization of Experiences

We ratify the heterogeneity of philosophical perspectives of participatory research, according to Paulo (2019), Torres (2019), Brandão and Streck (2006). The common central axis is critical pedagogy, with Marxist and phenomenological perspectives standing out. Participatory research, supported by critical social science and liberating Popular Education, declare their ethical and political commitment to conducting investigations that aspire to the suspension of methodological and epistemological processes sustained by the colonization of knowledge. In the words of Paul (2018), in the history of Popular Education, there are plural senses and meanings for the term 'popular' in education: some of them are revolutionary, others conservative and assistencialist. In our case, we opted for Freirian Popular Education, whose reference author is Paulo Freire, who cites Karl Marx, George Lukács, Karel Kosik, Engels, Antonio Gramsci, Rosa Luxemburg, among other Marxist authors, in his works.

It is important to emphasize that it is possible to identify a set of common characteristics in the different modalities of participatory research (participatory research, action research, militant research, participatory action research, participatory dialogical research, popular research, critical feminist research, socio-anthropological research, generating theme, collective recovery of history and systematization of experience): construction of popular power, popular democracy, problematizing education, horizontality in relationships, emancipatory ethical-political and epistemological options in the construction of research processes.

In Popular Education, an investigation committed to and articulated with research subjects aims at the promotion of intellectual autonomy and participation of "popular sectors" in the construction of transforming knowledge. It also emphasizes a critical and indignant position against all kinds of oppression (FREIRE, 1987), including the social and educational inequalities existing in the educational system. The "common people" of the popular sectors, participants in participatory research, are subjects of transformation. This option for political-pedagogical action seeks the objective and subjective transformation of the subjects that participate in the participatory research. This happens through dialogical and participatory methodological strategies, prioritizing the sharing of experiences through the dialogue of knowledge, the collective construction of new knowledge, and the critical systematization of experiences.

Since 2013, I have been using, in research and theoretical and practical studies of Popular Education, the proposal of Systematization of Experiences, by Oscar Jara (2012), and its methodological recommendation of investigative work in "five times", namely: 1) The starting point: the experience; 2) Formulating a systematization plan; 3) The recovery of the process lived; 4) The background reflections; and, 5) The points of arrival.

According to Jara (2012), the Systematization of Experiences invites us to collective and individual reflections on certain themes. We understand that experiences are individual and collective, socio-historical, dynamic, and complex processes. From them, we can extract lessons, since, by communicating and sharing them, we also record the experiences to interpret them, intending to theorize the practice to transform our actions.

3 Pedagogical Letters as a Methodological Instrument

According to Paulo (2018), the Pedagogical Letter is a writing modality and a research tool that brings the researcher closer to the research subject. It is one of the ways to build and enable approaches of affection, commitment, loving, respect, and record of a story in which the research subjects participate in the construction and production of systematization of experiences, based on the reflective and critical analysis of a written document. In our research experiences with Pedagogical Letters, the writing of letters, whether produced by hand or typed by computer, is an innovative tool, in the scope of participatory research.

According to Camini (2012), a Pedagogical Letter needs to interact, communicate, and provoke a pedagogical dialogue. Thus, the Pedagogical Letters have the potential to recall lived experiences, through records of individual and collective actions, pointed out by the research subjects. In our study, the Pedagogical Letters can be used as a methodological instrument of participatory research or as a historical document. In the first case, we invited the research participants to write Pedagogical Letters, following some guidelines, such as: answering a problematizing question; writing about a broad theme, bringing personal experiences related to the central theme of the research, among other recommendations. In the second case, we can have in hands a set of Pedagogical Letters produced for an event, a workshop, among other educational activities, using them as a historical document through document analysis. Likewise, we can identify, from a documental analysis, that correspondences that were not characterized as pedagogical can be qualified as Pedagogical Letters. This occurred in the research of Paulo (2018), when he analyzed correspondences of Carlos Rodrigues Brandão dated between 1960 and 1980. In more in-depth studies, it was ratified that the pedagogical can appear in letters that are not adjectivized as pedagogical (PAULO; GAIO; 2021). In this understanding, Paulo and Piletti (2022, p. 126) maintain that the use of Pedagogical Letters in academic research allows us to explore "the nuances present in the relationship between the concrete (real) and the abstract (ideas and theories)" present in the text. And, in this sense, the work with Systematization of Experience, using Pedagogical Letters, based on participatory methodologies and by Popular Education, invites us to reconstruct the experience, in several ways and at several moments, organizing the

information with methodical rigor (FREIRE, 1996), in a collective, dialogical, and critical way.

The record of recovery of the lived process, via Pedagogical Letters, can be done individually and/or collectively. That is, we can request (invite) the writing of individual and/or collective Pedagogical Letters, so that the combination should be established between researcher and research participant, respecting the theme, problem, and objectives of the research, preserving the specificities of the research context (subjects, spaces, modalities of participatory research, theoretical framework, etc.).

In the Study and Research Group "Paulo Freire and Popular Education" of the Association of Popular Educators of Porto Alegre (APEPA), coordinated by me, together with a group of students from the Master's and Doctoral programs of the Postgraduate Program in Education of the Western University of Santa Catarina (UNOESC), we developed a Roadmap for the analysis of Pedagogical Letters, as a guideline, and not as a model to be followed.

Chart 1. Script for analyzing Pedagogical Letters (PL)

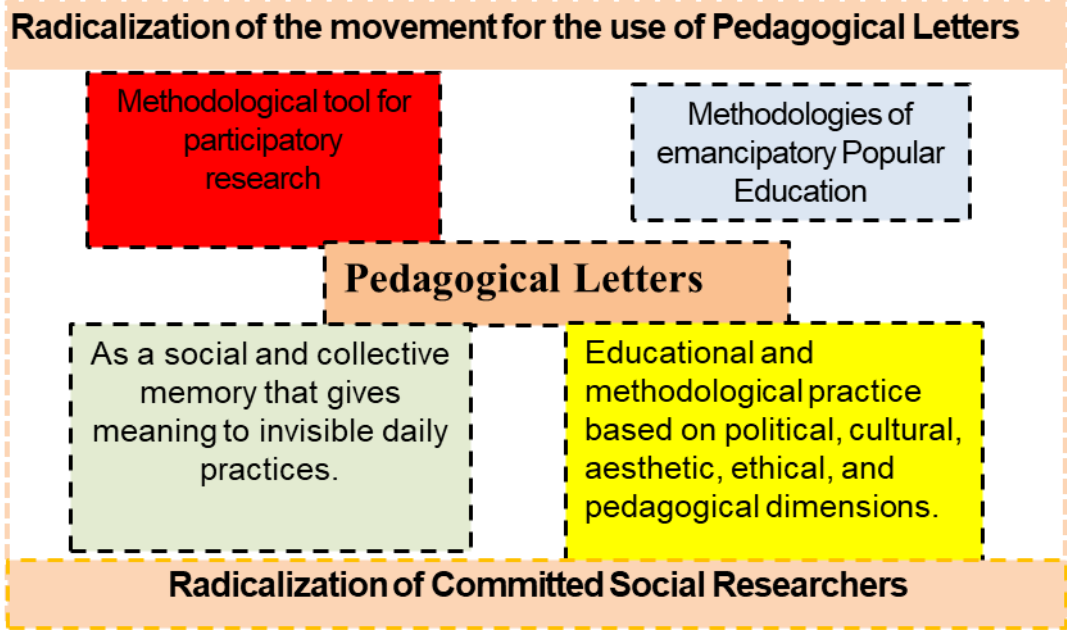
1. Who wrote the Pedagogical Letter (PL)?
2. To whom is the writing of the PL addressed?
3. When was the PL written?
4. How was the PL produced? (handwritten, typed, type of paper, time of writing, etc.).
5. Under what conditions was the PL written? (describe, e.g., written for research, in a face-to-face mode)
6. In what historical period was the PL written? (contextualize the PL)
7. What context does the PL refer to: local, regional, national, international? Which one?
8. What is the level of coverage or specificity of the PL? (specific groups, general, etc.?)
9. How is the PL structured?
10. Is the PL theoretically grounded? How is it based?
11. What are the objectives of the PL?
12. Does PL have ads? Which ones?
13. Does PL have denunciations? Which ones?
14. Does the PL have a "reading of reality" to which it intends to respond?
15. What contents are presented in the PL (explicit and implicit)?
16. How are the contents arranged in the PL?
17. What is the methodological approach of PL?

Source: data from research conducted in the Study and Research Group "Paulo Freire and Popular Education" and the steering group, 2018.

Oscar Jara (2012) presents systematization as critical interpretation of experiences from the ordering and reconstruction of the process lived, identifying local and broader relationships in the organization of information. The author did not use the Systematization of Experiences from Pedagogical Letters. The first academic research that united the Systematization of Experiences from the Pedagogical Letters was by Paulo (2008), who used the methodological proposal in his thesis, provoking critical interpretation through codification and decoding of the contents present in the data collection instruments, whose reference was the book Pedagogy of the Oppressed, taking the Marxist perspective of Paulo Freire as methodological and epistemological orientation.

The Systematization of Experiences using Pedagogical Charters aims at the production of significant knowledge and teaching-learning. Moreover, one of the purposes of participatory research oriented by emancipatory Popular Education is to make us appropriate, critically, the experiences lived, understanding them theoretically, in the direction of presenting proposals for educational practices from a transformative perspective.

Figure 1. Synthesis of the Pedagogical Charters' rationale as a methodological instrument



Source: From the author.

Pedagogical Letters, as a methodological instrument of participatory research, have characteristics grounded by Popular Education, which are: 1) It recovers and systematizes educational experiences, aiming at the collective and transformative production of knowledge; 2) It is in line with our positioning, contrary to the political and pedagogical neutrality of academic research practices; 3) It reveals viability for the construction of participatory research, contrary to dominant research of antidialogical, oppressive and Eurocentric nature; 4) It proposes practices of participatory research that contribute to the critical understanding of micro and macro social realities; 5) It strengthens collectives in the ability to write and record formative trajectories (formal and non-formal educational contexts), to share positions, seeking to build deep reflections in order to transform the local and broader reality, from the redefinition of educational practices based on the praxis of emancipatory Popular Education.

4 Pedagogical Letters in the Literature Review

According to the criteria of the systematic literature review, we delimited the field of scientific knowledge in a single database, due to the scarcity of dissertations and theses that make use of Pedagogical Letters as a methodological instrument (PAULO, 2022). We chose *Google Scholar*, without delimitation of research period. The data search was guided by the combination of two descriptors, namely: **Pedagogical Letters and methodology** - only in the

Portuguese language. The delimitation of these descriptors was done due to the focus of this text, which is linked to research works under construction, extension courses for educators and subjects in higher education. Only texts that deal with the use of **Pedagogical Letters as a methodological instrument** will be presented. In the first search, using the descriptors with quotation marks, no work was identified. In the second search, without the use of quotation marks, 57 papers were located. Of these, only 40 were available, which were organized in folders and separated after the reading for the selection of the works to be analyzed. In the end, only 8 productions were selected (articles, books, and papers published in annals) that contemplated the descriptors; After the selection, a complete reading of the texts was done, with the organization of a concept card, close to the standard of a reading card.

Chart 2. Selected publications in Google Academic database

Author (s)	Title	Direct quotation
Isabela Camini.	Pedagogical letters: learning that cross and communicate (Book)	Or it can be favorable to all those whose principle of writing pedagogical letters, with popular content and methodology, interests them. (2012)
Luciane Rocha Ferreira Roberta Soares da Rosa	Pedagogical Letters: Perceptions of Sorority in Times of Crisis (Work in Annals)	Freirean Popular Education - inspiration for the elaboration of the Pedagogical Letters - the existential feminist epistemology in dialogue with the (dis)colonial paradigm and with the dimension of sorority form the privileged theoretical and methodological basis of this construction. (2017)
Fernanda dos Santos Paulo	Pioneers of Freirian Popular Education and the University (Thesis)	Of the methodological instruments: In addition to semi-structured interviews, exchange of pedagogical letters and bibliographic studies, primary sources (letters, diaries, personal documents) contributed to investigate which experiences stood out in the trajectories of the pioneers in the struggle for the university from the perspective of Popular Education. (2018)
Fernanda dos Santos Paulo e Ivo Dickmann	Pedagogical Letters: epistemic-methodological topics in popular education (Book)	Popular Education research have as their project a humanizing education, whose horizon is an emancipating society. If this is their project, every pedagogical letter anchored in the principles of Popular Education has, necessarily, a writing engaged in the struggle to overcome class society. Engaging is a characteristic of those who write pedagogical letters. (2020)
Isabela Camini	Pedagogical Letters - Lifelong Learning (Article)	[...] the writing of Pedagogical Letters should be multiplied among educators as methodological instruments, capable of verbalizing the silences that fit in a letter. The methodology of the Pedagogical Letters would be a good way for the concretization of these writings, true methodological instruments. (2021)
Ana Lúcia Souza de Freitas	Teaching the class with Pedagogical Letters: Paulo Freire's legacy and Freire and the experience of reinvention in higher education (Article)	The result of this study is an understanding of the theoretical and methodological potential of the Pedagogical Letters to promote processes of permanent (trans)formation in the perspective of the authorial production of teachers and students. (2021)
Fernanda dos Santos Paulo e Adriana Gaio	Popular education in the educator's letters Carlos Rodrigues Brandão: contributions to Latin American pedagogy (Book)	Use of letters as a Methodological Instrument of Participatory Research in Popular Education: The recovery of the process lived, from letters, via Systematization of Experiences, is something new, and we have not found the use of this methodology with document analysis. Thus, this publication is presented as unprecedented, as it reinvents the methodological proposal presented by Oscar Jara. [...] use of Pedagogical Letters as a methodological tool. (2021)
Fernanda dos Santos Paulo e Terezinha Conte Piletti	Continuing Education for High School Teachers: Systematization of Experiences and Pedagogical Letters (Article)	The methodological path adopted was guided by the assumptions of participatory methodologies (BRANDÃO, 2006), making use of Oscar Jara's Systematization of Experiences (2006), from the perspective of Freirian Popular Education (PAULO, 2018), and Pedagogical Letters (VIEIRA, 2008; CAMINI, 2012; PAULO; DICKMANN, 2020). (2022)

Source: Data identified in the databases.

By reading the selected works, citations were abstracted that contemplated the descriptors: Pedagogical Letters and methodology. From the textual excerpts, we highlight the organization of categories, such as: a) popular content and methodology; b) Freirian Popular Education; c) perspective of Popular Education; d) verbalization of silences; e) permanent (trans)formation in the perspective of authorial production; f) methodological instrument of Participatory Research of Popular Education; g) recovery of the process experienced; h)

participatory methodologies; and, i) perspective of Freirian Popular Education. These categories, when grouped, can be organized with the following concepts:

- a) In **Freirian Popular Education**, the use of **Pedagogical Cards** based on **participatory methodologies**, with popular content and methodology, contributes to the **recovery of the lived process** of invisibilized subjects, starting with the **verbalization of silences**, through permanent **(trans)formation via authorial production**, based on **critical and decolonial epistemologies**.
- b) **Pedagogical Letters**, as a **methodological instrument of Participatory Research in Popular Education**, necessarily have **popular content and methodology**.

To continue the systematization of the selected works, we identified aspects pertinent to the characterization of "Pedagogical Charter". With this, we sought to establish relations between this expression and participatory methodologies inspired by Popular Education.

Table 3. Organization of the selected works, based on the Pedagogical Letters and participatory methodology

Category: Pedagogical Charter	
Pedagogical Letter Characteristic (PL)	Works that use PL as a participatory methodology inspired by Popular Education .
Pedagogical Letter, necessarily, needs to be pregnant with pedagogy. A pedagogical charter is to have a clearly defined political and pedagogical position. (CAMINI, 2012)	Paulo (2018; 2020). Paulo e Dickmann (2020). Camini (2021). Paulo e Gaio (2021). Paulo e Piletti (2022).
Pedagogical letter as a strategy to mobilize critical (self)reflection on elementary dimensions to life. (FERREIRA; DA ROSA, 2017)	
Pedagogical Letter is a writing modality and a research tool. Pedagogical Letter as connection and construction of solidarity networks, which I called by the expression 'historical connective wefts'. (PAULO, 2018)	
About the Pedagogical Letter being an instrument of struggle. Pedagogical letter anchored in the principles of Popular Education (PAULO, 2020). The ten characteristics of a pedagogical letter (DICKMANN, 2020). Pedagogical Letters in other teaching, research, extension, and management actions (FREITAS, 2020). We chose to write about the importance of Pedagogical Letters and the epistemic-methodological foundations of Popular Education. (PAULO; DICKMANN, 2020).	
[...] I write pedagogical letters out of the necessity and urgency to announce and denounce the social problematic, without undervaluing the pleasure and pleasure with which I write them. (CAMINI, 2021)	
Pedagogical Letters in higher education. [...] do the class with Pedagogical Letters, in the scope of academic training. (FREITAS, 2021).	
The pedagogic in the letters. Letters as a Methodological Instrument of Participatory Research in Popular Education (PAULO; GAIO, 2021).	
The Pedagogical Letters were one of the instruments for registering the experiences. Pedagogical Letters by e-mail. [...] Pedagogical Letters that the Knowledges of professional, curricular, and experiential training. (PAULO; PILETTI, 2022)	

Source: Systematization of the literature review.

Based on the examination of the productions, it is evident that the studies based on Pedagogical Letters, as methodological instruments, are recent. There are some researches in the master's and Doctorate courses making use of Pedagogical Letters as a methodological instrument, which are also recent. From the literature review, the first research in Graduate Studies, *stricto sensu*, with this methodological proposal was by Paulo (2018). Previously, this possibility had been announced as a popular methodology, according to Camini (2012).

Paulo Freire wrote several books that bear the name Letters (**Cartas à Guiné-Bissau, Cartas a Cristina, and Professor Yes, Auntie No: Letters to those who dare to teach**), which present letters - and, in them, we identify the pedagogical, especially by the political, epistemic, sociological, and educational dimension, in the defense of a humanizing education. Only one book carries the term "Pedagogical Letters": **Pedagogy of Indignation: Pedagogical Letters and other writings**. All the selected works refer to Paulo Freire - author present for liberating education, popular education, and education as the practice of freedom and autonomy.

The analysis of the 8 productions allows us to state that Pedagogical Letters, in research, becomes an instrument of struggle, because it announces, denounces, and allows permanent reflections. The writing of Pedagogical Letters demands action, reflection, and action, and a movement to systematize experiences from the recovery of memories and stories lived and reflected upon. Hence, the importance of rethinking teacher education from the axis of participatory research in education, overcoming the barriers of the banking conception in education and research. Moreover, the work with participatory research, based on and by emancipatory Popular Education, requires the valuing of the experiences of the education subjects (individual and collective subjects). These arguments indicate a perspective of academic research based on and by the praxis, considering the praxis in the production of Pedagogical Letters as a locus or *modus operandi*, with formative potential, in a permanent movement of (self)reflection and (trans)formation.

We found that, of the 8 academic productions, only 5 use Pedagogical Letters as a methodological instrument (Table 3), repeatedly used by Paul (2018, 2020, 2021, 2022). The importance of early works that present conceptions and characteristics of Pedagogical Charters (FREIRE, 2000 and CAMINI, 2012) is emphasized. Other authors, who were not located in the literature review, are important in the process of working with and on Pedagogical Charters, among them: Coelho (2011), Dickmann (2017), Moraes and Paiva (2018), Paulo (2022), Soligo (2015), Souza (2021), Vieira (2018), among many others written, especially in times of pandemic. It is enough to resort to a quick *google* search to find many texts, in the format of articles and book chapters - which authorizes us to state that the theme "Pedagogical Letters" has been the object of studies, reflection, and research in recent years. With the descriptor Pedagogical Letters between quotes, we detected, *in google search*, approximately 8,890 results. According to Paulo (2022, p.133),

From the studies referenced by **Freirian Popular Education**, it is possible to use Pedagogical Cards as a **methodological instrument of participatory research** (research with and from cards) and as an **instrument of participatory evaluation**, besides Pedagogical Cards as a **teaching and learning practice**.

The above quotation makes it clear that the educational work with Pedagogical Cards can be done for several purposes: a) **as a teaching and learning practice**; b) **participatory assessment and self-assessment**; c) **as a methodological tool for participatory research**. We can also add the use of Pedagogical Cards in non-school contexts, as is the case of Popular Social Movements and, also, the activity conducted by social educators in the Service of Coexistence and Strengthening of Ties.

Returning to the texts analyzed, we verified that the Pedagogical Letters bring denunciations of dehumanizing educational and social practices, alerting us to the need to maintain hope, word of mouth, and commitment to the construction of a more human world. In other words, the research with Pedagogical Letters presents itself as a political-pedagogical instrument of resistance, committed to social transformation.

5 Final Considerations

Participatory methodologies, although they make use of conventional techniques, privilege dialogical techniques without consummate models. In this way, the Pedagogical Cards can be used as a methodological instrument of participatory research, based on humanizing Popular Education. The studies present subsidies for the work with Pedagogical Charters as a methodological instrument, inferring that this methodological proposal is new in the context of academic research, especially in master's and Doctorate courses in education.

The use of Pedagogical Letters as a methodological instrument expresses the ethical-political commitment of the researcher in the educational movement of participatory research as a break from the processes of colonization of knowledge, subordinated to education at the service of the capitalist system. The Pedagogical Letters promote a critical and provocative dialogue, as an imperative for the collective construction of knowledge, permeated by processes of critical reflection, interaction, and problematizations. In other words, the Pedagogical Letters, as a methodological instrument, are not tools for the pure description of a trajectory or for the reconstruction of narratives of experiences without reflection about what, where, when, with whom, how, why, and for what we systematize experiences, ideas, positions, and knowledge.

To choose the Pedagogical Letters as a methodological instrument is to be aware of its political, pedagogical, social, and epistemological intentionality. The analysis of the Pedagogical Letters can be done according to the suggestions of Oscar Jara (2012), with his proposal of Systematization of Experiences. With it, we interpret, based on critical pedagogy and Popular Education, categorize, compare, question, and build syntheses. Our experiences allow us to recognize that the learnings from the use of Pedagogical Charters, as a methodological instrument, are generators of new visions and actions in the field of

qualitative research in education. Certainly, the Pedagogical Letters are dialogical instruments of communication, and allow pedagogical and political mediations, starting with the authorial exercise of recording and sharing experiences. The collective and participatory construction of transformative knowledge takes place in a critical and provocative dialog between the knowledge of reality, problematizing questions, and reflections of the research subjects and their social practices (past, present, and future perspective). In this way, the Pedagogical Letters promote a reflective and creative dialogue between the different knowledge built throughout life, the initiation in investigative practices, as a formative experience and an exercise of learning to say and write our words, as the indications found in the book *Pedagogy of the Oppressed*: "learning to write your life, as an author and as a witness to his history." (FIORI, 1987, p.5). Finally, it is worth pointing out the following: to resort to the Pedagogical Letters, as a methodological instrument, is to seek ethical-political coherence between what we live, say, think, and do.

References

BRANDÃO, Carlos Rodrigues. **Saber e ensinar**: três estudos de educação popular. 2. ed. Campinas: Papirus, 1986.

BRANDÃO, Carlos Rodrigues e STRECK, Danilo Romeu (Org.). **Pesquisa Participante: o saber da partilha**. Aparecida: Idéias & Letras, 2006.

CAMINI, Isabela. **Cartas pedagógicas**: aprendizados que se entrecruzam e se comunicam. Porto Alegre: ESTEF, 2012.

COELHO, Edgar Pereira. **Pedagogia da Correspondência**: Paulo Freire e a educação por cartas e livros. Brasília: Liber Livro, 2011.

DICKMANN, Ivania. **Pedagogia da Gratidão** – Cartas a Paulo Freire. São Paulo, Dialogar, 2017.

DICKMANN, Ivania. As dez características de uma carta pedagógica. *In*: PAULO, Fernanda dos Santos; DICKMANN, Ivo (Org.). **Cartas pedagógicas**: tópicos epistêmico-metodológicos na educação popular. 1. ed. – Chapecó: Livrologia, 2020.

FALS BORDA, Orlando. **Conocimiento y poder popular**. Bogotá, Siglo XXI –Punta de lanza, 1985.

FERREIRA, Luciane Rocha; DA ROSA, Roberta Soares. Cartas Pedagógicas: percepções da sororidade em tempos de crise. *In*: CONGRESSO LATINO-AMERICANO DE GÊNERO E RELIGIÃO, 5., 2017, São Leopoldo. **Anais do Congresso Latino-Americano de Gênero e Religião**. São Leopoldo: EST, v. 5, 2017. | p.429-438.

FIORI, Ernani Maria. Aprender a dizer a sua palavra. *In*: FREIRE, Paulo. **Pedagogia do Oprimido**. Rio de Janeiro: Paz e Terra, 1987, p. 9-21.

FREIRE, Paulo. **Cartas à Guiné-Bissau**: registros de uma experiência em processo. 4. ed. Rio de Janeiro: Paz e Terra, 1978.

FREIRE, Paulo. **Pedagogia do Oprimido**. Rio de Janeiro: Paz e Terra, 1987.

FREIRE, Paulo. **Professora, sim; tia, não**: cartas a quem ousa ensinar. São Paulo: Olho D'Água, 1993.

FREIRE, Paulo. **Cartas a Cristina**. Rio de Janeiro: Paz e Terra, 1994.

FREIRE, Paulo. **Pedagogia da Autonomia**: saberes necessários à prática educativa. São Paulo: Paz e Terra, 1996.

FREIRE, Paulo. **Pedagogia da Indignação**: cartas pedagógicas e outros escritos. São Paulo: UNESP, 2000.

FREITAS, Ana Lúcia Souza. Fazer a aula com Cartas Pedagógicas: legado de Paulo Freire e experiência de reinvenção no ensino superior. **Revista Docência do Ensino Superior**, Belo Horizonte, v. 11, p. 1–20, 2021. DOI: 10.35699/2237-5864.2021.35283. Available on: <https://periodicos.ufmg.br/index.php/rdes/article/view/35283>. Access on: 1 jun. 2022

FREITAS, Ana Lúcia Souza del. Carta Pedagógica de Paris: registros de uma experiência em processo. *In*: PAULO, Fernanda dos Santos; DICKMANN, Ivo (organizadores). **Cartas pedagógicas**: tópicos epistêmico-metodológicos na educação popular. 1. ed. – Chapecó: Livrologia, 2020.

JARA, Oscar Holliday, **A sistematização de experiências: prática e teoria para outros mundos**. [tradução de Luciana Gafrée e Sílvia Pineviro; colaboração Elza Maria Fonseca Falkembach.] 1. ed. Brasília, DF: CONTAG, 2012.

MORAES, Ana Cristina de; PAIVA, Darlan Lima. **Cartas Pedagógicas**: reflexões de docentes da educação básica e superior. Fortaleza: EdUECE, 2018.

PAULO, Fernanda dos Santos. **Pioneiros e pioneiras da Educação Popular freiriana e a universidade**. 2018. Tese (Doutorado em Educação) - Universidade do Vale do Rio dos Sinos, Programa de Pós-Graduação em Educação, São Leopoldo, RS, 2018

PAULO, Fernanda dos Santos; DICKMANN, Ivo (Org.). **Cartas pedagógicas**: tópicos epistêmico-metodológicos na educação popular. 1. ed. – Chapecó: Livrologia, 2020.

PAULO, Fernanda dos Santos. Educação Popular como humanização. *In*: PAULO, Fernanda dos Santos; DICKMANN, Ivo (Org.). **Cartas pedagógicas**: tópicos epistêmico-metodológicos na educação popular. 1. ed. – Chapecó: Livrologia, 2020.

PAULO, Fernanda dos Santos; DICKMANN, Ivo. Cartas pedagógicas: registro e memória na Educação Popular. *In*: PAULO, Fernanda dos Santos; DICKMANN, Ivo (Org.). **Cartas pedagógicas**: tópicos epistêmico-metodológicos na educação popular. 1. ed. – Chapecó: Livrologia, 2020.

PAULO, Fernanda dos Santos; GAIO, Adriana. **Educação popular nas cartas do educador Carlos Rodrigues Brandão**: contribuições para a pedagogia latino-americana– Chapecó: Livrologia, 2021.

PAULO, Fernanda dos Santos. **Educação de jovens e adultos e a educação popular**: contribuições para formação docente. – Chapecó: Livrologia, 2022.

PAULO, Fernanda dos Santos; PILETTI, Terezinha Conte. Formação Continuada de professores do Ensino Médio: Sistematização de Experiências e Cartas Pedagógicas, **Humanidades & Tecnologia** (FINOM) - ISSN: 1809-1628. vol. 35- Nº 2- ago./out. 2022, p.116-131. Available on: <https://zenodo.org/record/6590563#.YpqFgnbMLIU>
Access on: 3 jun. 2022

SOLIGO, Rosaura. **Cartas pedagógicas sobre a docência**. São Paulo: GFK, 2015.

SOUZA, Clodoval Moraes (Coordenador). Cartas a Paulo Freire – Escritas por quem ousa esperar. Campina Grande, EDUEPB, 2021.

STRECK, Danilo Romeu. Territórios de resistência e criatividade: reflexões sobre os lugares da educação popular. **Currículo sem fronteiras**, v. 12. N. 1, p. 185-198, jan./abr. 2012.

TORRES, Carrillo Alfonso. **La educación popular**: Trayectoria y actualidad. Bogotá, El Búho, 2007.

TORRES, Carrillo Alfonso. **Pensar epistémico, educación popular e investigación participativa**. Ciudad de México, Editorial Nómada -IPECAL, 2019.

VIEIRA, Adriano. Cartas Pedagógicas. *In*: STRECK, Danilo; REDIN, Euclides; ZITKOSKI, Jaime José (Org.). **Dicionário Paulo Freire**. 4. ed. rev. e aum. Belo Horizonte: Autêntica, 2018, p. 75-76.