

INFOGRAPHICS ABOUT THE WORLD OF WORK: AN EXPERIENCE WITH STUDENTS OF VOCATIONAL EDUCATION INTEGRATED TO HIGH SCHOOL

Guilherme Guilhermino Neto, Lauro Chagas e Sá, Maria Auxiliadora Vilela Paiva

lauro.sa@ifes.edu.br

EMEP – Research Group on Mathematical Education and Professional Education (<http://emep.ifes.edu.br>)

Instituto Federal do Espírito Santo, Brazil

INTRODUCTION

The Technical and Vocational Education and Training has various titles and configurations around the world. In Brazil, Professional and Technical Education (PTE) had its initial milestone in 1909 and has since adjusted to the different stages of development and industrialization of the country.

Among the current principles governing the PTE network is the notion of work as an educational principle, which proposes that men and women, through the work, act in the society, changing it and simultaneously constituting themselves as new human beings (Frigotto, 2001).

In this case study, we analyze an experience with a third-year class of the Biotechnology technical course integrated to high school, in a Brazilian public institution.

THEORETICAL FRAMEWORK

We seek to address the idea of work in different environments by the means of an opinion poll. In this context, statistical education emerges as a theoretical framework that underlies our practice when it points out that, in a society permeated by information technology and big data, the teaching should not be based on the reproduction of standard exercises, often disconnected from reality. On the contrary, it needs to problematize everyday situations in order to encourage students to take a better view of the world of work and to understand contemporary social differences (Lopes & Grando, 2019).

METHODOLOGICAL ASPECTS

Inspired by Giordano (2019), we organized 31 students in six groups that chose themes related to world of work to conduct an opinion poll, including the steps of sample composition, preparation of questionnaire, data collection, analysis and presentation of results on infographics.

The themes proposed were students' view of labor market, conciliation of study and employment during high school, popular appreciation of teaching work, teachers' work conditions, street vendors' job, and technical skills developed in the vocational course.

RESULTS AND ANALYSIS



Through interviews and logbook entries, we found that allowing the students to choose the themes ensured them a leading role in the educational process, surpassing the banking model historically established of Brazilian education (Freire, 2005).

In addition, it allowed students to problematize aspects of their lives that caused them some concern.

CONCLUSIONS

Regarding the methodological process, we noticed that the students retrieved concepts of statistics and information technology, learned in previous subjects of the professional course, and applied them in new contexts – which favored the curriculum integration.

With the production of infographics, we concluded that the data collected, rather than providing answers, fostered new questions for students about their reality, promoting the emancipation of these individuals.

REFERENCES

- Freire, P. (2005). *Pedagogia do oprimido*. São Paulo: Paz e Terra.
- Frigotto, G. (2001). Educação e trabalho: bases para debater a educação profissional emancipadora. *Perspectiva*, 19(1), 71-87.
- Giordano, L. V. O. (2019). Adolescência pela adolescência. *Anais do XIII ENEM*, Cuiabá-MT, Brazil, 14-17 July.
- Lopes, C. E. & Grando, R. C. (2019). Teacher's Responsible Subversion when promoting Statistic Education. In T. J. Moller (Ed), *Teacher Development: perspectives, opportunities and challenges* (pp. 43-66). New York: Nova Science Publishers.