

LITERACY PRACTICES AND HEALTH PROMOTION IN HIGHER EDUCATION: EFFECTS OF INTERSECTORAL INTERVENTION

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ABSTRACT: Objective: to analyze the effects of an intersectoral intervention in order to promote meaningful relations and practices of reading and writing with academic genres (AG) and to redefine suffering in the context of higher education. Method: This is a qualitative intervention research with Higher Education students. Weekly meetings were held addressing reading and writing experiences and practices, knowledge and subjective positions of the AG. Results: Throughout the intervention, changes in the positions regarding the literacy experiences and conditions that came to be recognized as constituted historically and collectively were evidenced. Thus, undergraduate students have reframed their experiences and advanced in the appropriation of AG and in coping with suffering college experiences. Conclusion: The study allowed conditions and reflections that culminated in the protagonism of these students, emphasizing the need for the implementation of actions in the context of student assistance, focused on the conditions of literacy.

KEY WORDS: Health promotion; Intersectoral collaboration; Higher education; Speech therapy.

PRÁTICAS DE LETRAMENTO E PROMOÇÃO DA SAÚDE NO ENSINO SUPERIOR: EFEITOS DE INTERVENÇÃO INTERSECTORIAL

RESUMO: Objetivo: analisar os efeitos de uma intervenção intersectorial a fim de promover relações e práticas significativas de leitura e escrita com os gêneros acadêmicos (GA) e ressignificar o sofrimento no contexto do ensino superior. Método: trata-se de uma pesquisa intervenção, qualitativa, junto a alunos do ensino superior. Foram propostos encontros semanais abordando experiências e práticas de leitura e escrita, conhecimento e posições subjetivas dos GA. Resultados: ao longo da intervenção evidenciaram-se mudanças nas posições quanto às experiências e condições de letramento que passaram a ser reconhecidas como constituídas histórica e coletivamente. Assim, os acadêmicos ressignificaram suas experiências e avançaram na apropriação dos GA e no enfrentamento do sofrimento vivências acadêmicas. Conclusão: o estudo possibilitou condições e reflexões que culminaram no protagonismo desses estudantes, enfatizando a necessidade da implementação de ações, no âmbito da assistência estudantil, voltadas às condições de letramento.

PALAVRAS-CHAVE: Promoção da saúde; Colaboração intersectorial; Educação superior; Fonoaudiologia.

INTRODUCTION

Throughout the Brazilian educational history, it can be observed that a small portion of the population has the privilege of accessing Higher Education Institutions (HEIs) and, therefore, the right to participate in this level of education. Furthermore, significant changes, starting in 2002¹, were being proposed, having as a driving force the implementation of public policies of democratization in this segment of education^{2,3}. Such transformations implied an increase in the admission of students from different classes and social groups to the HEIs and, therefore, with different educational and cultural experiences, a fact that caused changes in the profile of the Brazilian academic community⁴. The heterogeneity of the students that make up such a community, characteristic of the current university scenario, has presented itself as one of the great challenges to be faced so that education is, effectively, a right for all. This challenge calls for the systematization of knowledge and differentiated practices that meet current academic demands⁵.

The entry into higher education marks a moment of transition in which the student is faced with an educational requirement different from that already experienced, which has been configured as one of the barriers for access at this level of education to be effective⁶⁻⁸. With a focus on professional training, singularities and knowledge related to the previous educational trajectory are often insufficient to guarantee an effective participation in this level of training, however the student is called upon to respond in a competent, individual and autonomous manner to the demands imposed by this new experience. As a result of this problem, situations arise that may constitute factors that trigger suffering, difficulties and conflicts of different orders, related to mental health, especially of an emotional and psychological nature^{4,5}. These factors have configured conditions of vulnerability, which can culminate in the development of psychopathological conditions, in addition to difficulties in academic, personal and professional development⁹.

One of the triggers of this situation refers to the fact that the reading and writing conditions of students entering higher education do not allow them to present

academic performance that meets the expectations of professors. Data released in national surveys¹⁰⁻¹² point out that students entering HE have insufficient levels of literacy and, therefore, difficulties to position themselves as authors and operate, significantly, with the various academic genres that mediate their education. These studies show that the state of suffering that this condition of conflict and vulnerability causes in students results in a problem limited to the context of mental health, which needs to be tackled intersectorally. It is understood that negative experiences with reading and writing practices experienced in HEIs can aggravate the insufficient conditions of readers and writers of their students, as well as the suffering caused in the face of this position of incapacity.

Literacy, therefore, constitutes a broad social phenomenon of the use of writing in different social contexts, from which, intersubjective relations are constituted, historically and collectively, to meet the different functions, uses and objectives. In higher education, as well as in other social spheres, different positions regarding reading and writing practices will be assumed by the subjects depending on the ways in which this modality of language can mediate, in the case of the referred context, the relations established between academic knowledge, professors and students^{13,14}.

Based on this assumption, it is imperative to implement actions in higher education that expand the literacy conditions of students and, thus, guarantee quality education, committed to the exercise of citizenship and capable of providing students with active participation, responsive and critical in professional training and in the relationships and forms of social organization^{15,16}.

In view of the above, the intervention, the object of analysis in this study, is characterized as a space for interlocution and collective construction whose objective is to promote meaningful reading and writing relationships and practices with academic genres and to redefine situations of suffering in the context of HE. Such intervention, constituted in the health and education interface, is based on the principle of intersectorality, from which, actions and knowledge produced in the network are determinant for the promotion of health and

the teaching and learning processes and, therefore, for the promotion of life¹⁷.

METHODOLOGY

This is a qualitative research, whose theoretical-methodological orientation consists of an intervention research, carried out in a private university, with the participation of 13 students, of these, ten female and three male, from the undergraduate course in speech therapy, throughout 2018.

In order to participate in such an action, known as the "Literacy Workshop", inclusion criteria were to be students regularly enrolled in the undergraduate course, regardless of the period attended, with availability to participate in the workshop and upon signing the free and informed consent term. It was established as an exclusion criterion: undergraduates who had already attended and/or completed another undergraduate course.

Upon entering the Workshop, students were invited to participate in the research, in which issues related to the identification of reading and writing practices experienced in the academic context were explained, as well as conditions and difficulties regarding them, and the statements produced by them during the workshop, source of analysis for it.

Twenty-five weekly meetings were held, lasting 90 minutes, coordinated by two professors of the undergraduate program in speech therapy. In these meetings, actions were carried out in order to promote a space for dialogue and listening that allowed participants to know, analyze and re-signify experiences and negative conditions of reading and writing texts belonging to academic genres, experienced during the training in HE.

The meetings were audio recorded and later transcribed and read thoroughly. Data analyzed were extracted from the transcriptions and categorized in two thematic axes, in order to identify representative statements in relation to: Axis 1 - resignification of the participants' positions to their conditions of reader and writer; Axis 2 - trajectories and experiences related to the various texts that make up the academic genres. The

speeches of the participants were identified by the letter S and the numbers from 1 to 13, randomly.

It is important to highlight that the socio-historical perspective¹⁷⁻¹⁹, based on Bakhtinian assumptions, was the foundation for the actions and analyses conducted in this research, appropriately approved by the Research Ethics Committee, under opinion 6902161790008040.

RESULTS

The results were organized into two thematic axes, as described below, from which the positions that emerged in a recurring manner in the statements produced by the participants during the workshop meetings were analyzed.

AXES 1 - RESIGNIFICATION OF THE PARTICIPANTS' POSITIONS TO THEIR CONDITIONS OF READER AND WRITER

At the beginning of the intervention, statements produced by the participants repeatedly showed suffering, difficulties, deficiencies, insecurities, resistance and anguish regarding their conditions as readers and writers of academic genres.

In the statements produced, it was possible to apprehend positions of disability and limitations as readers and writers, recognized by the participants as an individual condition and inherent to them.

"I came to attend this Workshop because of the difficulty I have with language [...]. I see the difficulty we have. My colleague helps me develop answers. I need to learn to develop the message with my words". (S1)

"I am not a fan of reading, sometimes the professor asks to read and it is a sacrifice, a torment. In high school I didn't read, I hated, I didn't do anything, it didn't make sense. Here yes, I know that I will use. Sometimes I say to my colleague: how will I be able to write an article at the end of the program?" (S2)

"In fact, I came to try to change my relationship with writing. In class, I saw that I am not literate. I went home with that. I have to be literate, I need more, go deeper. My daughter has to be literate." (S7)

However, in the course of the meetings, it was possible to evidence the change of position of the undergraduate students, since the restricted and negative experiences and literacy conditions started to be recognized and analyzed as constituted historically and collectively.

"When I entered the workshop, I felt inferior to the others and I thought it was my difficulty. I started to feel free when I realized that others also have difficulties. Today, I can look at the other, who also has difficulties, in a more humane way. I started to realize that the error is not an error'." (S3)

"It is difficult to talk about the difficulties. From the conversations it became easier, because I could see that my difficulties were shared by other people. Because of the idea that I had difficulty, I said: 'I can't do it, I can't do it' and over time it got lighter [...]"(S4)

"It actually helped me to get to know myself better, before I thought I was lost here at the university. I started to see myself in another way, to look at my story in another way. I am not what I thought, that is, incapable and stupid. I came to university to change that; I see myself in another way." (S13)

"For me, this experience has been very rewarding. Because of my story with reading and writing, I know how difficult and painful it is to have a negative relationship with writing. I managed to change my position and now I want to be able to share that experience." (S7)

Throughout the workshops, participants began to critically analyze the guilt for not meeting the academic

requirements imposed in HE. The recognition of the unequal subjective and material conditions that were part of their history and, especially, schooling, provoked new discourses as present in the following statement:

"In fact, it helped me to get to know myself better, before I thought I was lost here at the university. I started to see myself in another way, to look at my story in another way. I am not what I thought, that is, incapable and stupid." (S5)

"I thought it was a mistake for me to be at the University because I didn't know what they were saying, today I know I'm here to learn and I don't need to arrive knowing." (S2)

AXIS 2 – TRAJECTORIES AND EXPERIENCES RELATED TO THE VARIOUS TEXTS THAT MAKE UP THE ACADEMIC GENRES

As for the trajectories and experiences related to the various texts that make up the academic genres, initially, the participants pointed out limited knowledge, few previous experiences and negative feelings arising from the relationships established with them, as stated below:

"The first time I read a text at college, I read and understood it in a way. I read it again and understood it in another way, I felt frustrated because it seemed like I didn't know how to read it, I felt like a barrier and thought I was not able to write an article." (S3)

"In the beginning, I was too hard on myself, because I thought I had to understand everything exactly what the author was writing." (S8)

"I thought that when I had to read more than once, it was because I didn't understand. Then I realized that it is normal to need to read again, and write more than once, because this type of text, here at the university, needs to be this way". (S12)

During the meetings, the participants came to understand that texts belonging to the academic context are designed to present and share, with theoretical and methodological coherence, concepts, references and arguments and that, for this reason, cannot be apprehended, in general, from a single reading and/or writing, as the statement below shows,

“When I joined the Workshop, I realized that the difficulties faced in relation to reading and writing, such as needing to read more than once, are not only difficulties, but part of writing and understanding academic texts.” (S9)

“I understood that I used the difficulty as a crutch. I re-signified what it meant to me. What was being identified as a sign of difficulty was specific to the work of reading and writing involving the academic genre.” (S5)

The statements above point to the displacement of positions assumed by the participants during the meetings, showing the possibilities of re-signifying the experiences lived with academic genres, as well as the possibility of collective confrontation in the face of the suffering caused by academic practices involving reading and writing in the HE.

DISCUSSION

From the practices shared in the literacy workshop, it was possible to perceive advances in relation to coping with the suffering experienced by higher education students in their academic trajectory.

AXES 1 - RESIGNIFICATION OF THE PARTICIPANTS' POSITIONS TO THEIR CONDITIONS OF READER AND WRITER

It is noted that the statements and explanations attributed to the difficulties related to the appropriation and use of language, in its oral and written modalities, are conducted from two main perspectives: one taken as pathologizing or medicalizing the teaching and learning processes, since it attributes to the subject and the

organic-functional aspects the causes of their difficulties; and another that conceives the subject's historicity and social dimension, as well as its relations with written language^{20,21}.

Studies indicate that the perspective of medicalization, initially conveyed in the statements of the participants,

“[...] involves a type of deterministic rationality that disregards the complexity of human life, reducing it to issues of an individual nature, either in its organic aspect, either in its psychic aspect, or in a restricted and naturalized reading of the social aspects. In this conception, behavioral characteristics are taken only from the perspective of the isolated individual, who would become the only one responsible for his/her failure to adapt to the dominant social norms and standards. Medicalization is a fertile ground for the phenomena of pathologization, psychiatrization, psychologization and criminalization of differences and poverty”²⁰.

In contrast to this premise, it is understood that higher education students should not be held individually responsible for their restricted reading and writing conditions, since they are built from political, economic, educational and cultural determinants. The restrictions of these conditions to individual characteristics and difficulties, results in blaming students which, in turn, enhances the feeling of incapacity and suffering²².

The statements collected during the intervention point out that it was possible to move towards overcoming a dichotomous logic that conceives, separately, the subject and the collectivity, allowing the displacement from an individual incapacity position to the recognition of cultural, economic, educational and political determinants²³ involved with the restricted conditions of reading and writing.

The shift from a position of individual failure, whose understanding of the so-called reading and writing difficulties was associated with characteristics and aspects inherent to the subjects, towards a social condition collectively constituted throughout their life trajectory,

enabled the participants of this study to question the meritocratic meaning present in the values that mediate social relations, and that produce feelings related to discrimination and the devaluation of human capacities²⁴.

It is evident, therefore, the identification of similarities in the trajectories of the participants, in face of the reading and writing practices experienced, especially, in the educational context, and marked by negative and suffering experiences. Such identification resulted in a sense of belonging to a group with common characteristics, challenges and objectives, related to academic training, thus expanding the possibilities for participants to confront and situate their literacy conditions with those experienced by the group's components and, therefore, with and by a collectivity.

The discussion presented on this axis highlights the need and effectiveness of intersectoral actions to expand the conditions of reading and writing, capable of promoting literacy in higher education and, thus, the effective democratization of education that involves, not only the guarantee of admission to HEIs, but also the permanence of students and quality training²⁵.

AXIS 2 – TRAJECTORIES AND EXPERIENCES RELATED TO THE VARIOUS TEXTS THAT MAKE UP THE ACADEMIC GENRES

Regarding the trajectories and experiences related to academic texts, the findings of this intervention corroborate studies that point out a simplistic and naturalizing view, on the part of students and professors, in relation to the aspects involved with the domain of the academic genre, causing a shock and a frustration with their effective ways of using this genre, which is privileged in higher education²⁶. The mismatch between expectations and the real conditions of reading and writing, whether by professors and/or students implies mechanisms capable of generating barriers in the appropriation of knowledge and, therefore, in a quality academic education.

Texts belonging to the academic genre have specific characteristics which, once not known, can cause impass and limitations in the relationships established between such texts, their interlocutors (students and professors) and the knowledge that should be shared and

constructed. Overcoming this problem should be part of the objectives of the HEI and, in turn, of institutional policies that surround it, its faculty and the pedagogical practices carried out. Furthermore, students silenced by the restricted relationships established with the academic discourse, are unable to constitute themselves as authors, co-producers of knowledge and of their own academic and professional training trajectory^{27,28}.

By promoting and expanding the repertoire of knowledge about the genres that circulate in the academic space, the actions developed in the literacy workshop, collaborated in the emancipatory process of its participants. During the meetings, students came to understand that such genres mediate the human activities involved in the production and socialization of theoretical knowledge typical of academic daily life. To that extent, they also began to advance in the knowledge of the particularities that characterize procedures for reading and writing of the aforementioned genres and, therefore, their diversities and specificities.

In this sense, it is highlighted the understanding that rereading and rewriting are determinant for the establishment of a significant relationship with such genres^{29,30}, and that they are composed of relatively stable characteristics, referring to the compositional structure, style, and thematic content, as well as particularities specific to the conditions of production and circulation of each text.

The processes experienced in groups, based on the writing and reading of texts belonging to the academic genre, implied the establishment of a new relationship between the participants and such texts, based on an interpretive and, therefore, dialogical act. It is considered that the recognition of writing, as a language modality, is a condition for the subjects to assume a position of authorship in relation to the speeches that constitute the relationships that mediate all human experiences and activities¹⁸.

This transposition movement mediated by the intervention, which took place in the aforementioned workshop, presupposes a collective practice based on the socio-historical perspective, in which the subject is constituted in the relationship with the other. It is understood, therefore, that "Being" means to be for the

other and, through the other, for oneself. Everything that concerns me comes to my conscience through the word of the other, with its evaluative and emotional intonation³¹. In this way, the participants were able to resignify suffering in terms of action through the formation of collective spaces, in order to guarantee quality training aimed at health promotion.

CONCLUSION

The study presented here shows that the expansion of admission to HE is a necessary achievement, but not enough for access to this level of education to be effective. With the objective of promoting the resignification of reading and writing practices of academic genres, with regard to coping with situations of suffering in the context of higher education, this study achieved what was proposed, since it enabled conditions and reflections that culminated in the protagonism of these students, emphasizing the need to implement actions, within the scope of student assistance, aimed at the literacy conditions of college students.

Importantly, speech therapy is already in the intersectoriality with education, at different levels of education. However, the proposition of speech therapy interventions in higher education is still incipient and deserves greater attention, in particular, due to the growing rate of suffering experienced by students at this level of education.

It is understood, therefore, the importance of the theoretical and practical contributions of speech therapy to understand the relationships established between literacy conditions and academic training, in which we reiterate the need for a speech therapy practice committed to the complexity of this problem, in its different spaces and diverse demands of its actors, involving, for this purpose, health and education, within a perspective of health promotion and based on a way of thinking and acting with a view to human development in all its context and subjectivity.

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