

Metodologias ativas emancipatórias e autonomia estudantil no currículo do ensino médio: estado da arte

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RESUMO

Buscou-se, neste artigo, analisar de que forma as produções dos programas de pós-graduação stricto sensu em educação abordam as metodologias ativas e o currículo do ensino médio, de 2013 a 2022. Para cumprir o objetivo, realizou-se uma pesquisa do tipo Estado da Arte, tratando os dados obtidos através da técnica de Análise de Conteúdo de Laurence Bardin. Os construtos teóricos focam no estímulo à reflexão crítica dos estudantes e na formação de autonomia. Define-se, assim, a percepção de Metodologias Ativas Emancipatórias, que se apresentou como uma tendência emergente no campo investigado. Foram analisadas 43 obras. Concluiu-se que a produção em Theses e Dissertations pode apresentar posicionamentos mais críticos quanto à adoção de Metodologias Ativas no currículo do ensino médio. Este estudo sugere que, ao considerar metodologias ativas como alternativas flexíveis, podemos potencializar o protagonismo e a autonomia dos estudantes, promovendo um currículo mais dinâmico e crítico.

PALAVRAS-CHAVE: Métodos de ensino. Formação discente. Reflexão crítica. Protagonismo estudantil.

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Active emancipational methodologies and student autonomy in the high school curriculum: state of the art

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ABSTRACT

This article sought to analyze how the productions of stricto sensu graduate programs in education address active methodologies and the high school curriculum from 2013 to 2022. To achieve this objective, a State of the Art research was conducted, treating the data obtained using Laurence Bardin's Content Analysis technique. The theoretical constructs focus on stimulating students' critical reflection and fostering autonomy. Thus, the perception of Emancipatory Active Methodologies is defined, which emerged as a trend in the investigated field. Forty-three works were analyzed. It was concluded that the production in theses and dissertations can present more critical positions regarding the adoption of Active Methodologies in the high school curriculum. This study suggests that by considering active methodologies as flexible alternatives, we can enhance students' protagonism and autonomy, promoting a more dynamic and critical curriculum.

KEYWORDS: Teaching methods. Student formation. Critical reflection. Student Agency.

Metodologías emancipacionales activas y autonomía estudiantil en el currículo de la escuela secundaria: estado del arte

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RESUMEN

Este artículo buscó analizar cómo las producciones de los programas de posgrado en educación estricto sensu abordan las metodologías activas y el currículo de la educación secundaria en el período de 2013 a 2022. Para lograr este objetivo, se realizó una investigación de Estado del Arte, tratando los datos obtenidos a partir del Contenido de Laurence Bardin. Técnica de análisis. Los constructos teóricos se centran en estimular la reflexión crítica de los estudiantes y fomentar la autonomía. Se define así la percepción de las Metodologías Activas Emancipadoras, que surgieron como tendencia en el campo investigado. Se analizaron cuarenta y tres obras. Se concluyó que la producción en tesis y dissertaciones puede presentar posiciones más críticas respecto a la adopción de Metodologías Activas en el currículo de la enseñanza media. Este estudio sugiere que al considerar las metodologías activas como alternativas flexibles, podemos potenciar el protagonismo y la autonomía de los estudiantes, promoviendo un currículo más dinámico y crítico.

PALABRAS CLAVE: Métodos de enseñanza. Formación de estudiantes. Reflexión crítica. Protagonismo estudiantil.

Introduction

In the field of research, when investigating a specific topic, researchers are led to immerse themselves in journals, articles, books, theses, and dissertations that address the subject in order to better understand elements such as the appropriate language to communicate scientific production or the current point of discussion regarding the investigated theme. It was through these movements that the first contact with what is now presented as the theme of this article took place.

It is from the memory of this search for what has been produced by highly regarded authors that the intention arises to map the landscape of scientific productions discussing active methodologies and high school curricula in Brazil. After conducting exploratory research through surveys on digital platforms and concluding that there is no other mapping with this central theme, thus proving the novelty of the study, the desire to understand and analyze the landscape of these productions emerges, making it possible to reflect and infer about this knowledge (Soares, 2000).

From this, the object of study for this investigation is defined as the academic production on active methodologies and high school curriculum in theses and dissertations available in Brazilian graduate programs in education, spanning the period from 2013 to 2022, using the State of the Art (EA) methodology[1], which has the particularities of focusing on understanding the production of a specific area of knowledge, its trends, and gaps (Haddad, 2002; Romanowski; Ens, 2006; Santos et al., 2020).

Thus, the objective of this research is to investigate how active methodologies are articulated with the high school curriculum in theses and dissertations from Brazilian graduate programs in education, listed in the CAPES Catalog of Theses and Dissertations, published from 2013 to 2022.

Therefore, the research question asks: How are active methodologies articulated with the high school curriculum in theses and dissertations from Brazilian graduate programs in education, listed in the CAPES Catalog of Theses and Dissertations, during the period from 2013 to 2022?

By adopting specific theoretical lenses that are explained in the following sections, the investigative gaze is directed at the theses and dissertations produced in Brazilian graduate programs in education over the past decade. This aims to understand from which conceptions active methodologies have been approached in recent works and whether, from any perspective, they are discussed considering the reflection on student emancipation.

This analysis of the object of study is conducted based on the principles of Content Analysis by Laurence Bardin (2016) and imbued with the theoretical choices that will be outlined throughout the text. Therefore, the following section presents the theoretical fields that comprise the theme of this

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article, in which some important epistemological delineations are made for a better understanding of the topic and for the effective theoretical demarcations of the investigation.

High School, Curriculum, and Active Methodologies: Perspectives on Human Development and Student Autonomy.

Cury (2002) states that the enactment of the Law of Guidelines and Bases - Law No. 9,396/96 - represents a hard-won achievement as a result of the resistance and struggle of Brazilian society in search of basic education that went beyond actions focused solely on the dynamics of schooling, but also included elements related to educational, formative, and civic actions.

Therefore, after the enactment of the LDB in 1996, High School (EM) became part of the final stage of Basic Education, with the official document also clarifying its progressive compulsory nature and its provision free of charge. This fact allows for a new perspective on High School, which was previously seen as an annex to Higher Education but, from that point onward, became imbued with initial, basic, free, and compulsory schooling.

This change represents not only a shift in the position of High School within the educational trajectory but also a change in the formative nature that this level of education offers to individuals. Since the early 20th century, High School had at times focused solely on professional training and, at other times, on preparing students for access to higher education (Cury, 2002; Dalri; Meneghel, 2011).

The bad news is that this characteristic has not disappeared from the stage. On the contrary, these traits have become even more evident with the changes brought about by the curriculum reform of High School in recent years. The so-called New High School aims to standardize education by prioritizing mathematics, Portuguese, and foreign languages as subjects, focusing on management results, and redefining teachers' roles, as addressed by Beltrão (2019).

The aforementioned author also points out that all the reformulations and reforms over the last years in High School have focused on human formation subordinated to economic gain, and there has been no official project for the final stage of basic education that focused on the majority of students in public schools, thus addressing the existing inequalities resulting from students' socio-economic status.

The high school reform, which was imposed through a provisional measure in 2016, became law on February 16, 2017 (Law No. 13,415), and reflects a response to global demands for individualism and the commodification of education. These measures alter the Law of Guidelines and Bases for National Education, establishing the mandatory subjects of Portuguese, English, and

Active emancipational methodologies and student autonomy in the high school curriculum: state of the art mathematics for the three years of the stage, with other subjects organized into formative pathways that are chosen by the students themselves. Additionally, there is the option for technical and vocational training (Brasil, 2018).

Based on these observations, the aim is to reflect on the scenario in which high school students are trained with a focus on the labor market, where the main interest is to teach for national exams, revisiting the previously noted issue regarding the lack of identity of this stage, which assumes merely the role of a bridge to higher education or any other professional path that the student will pursue later.

Furthermore, in reflecting on this scenario, it is important to highlight that every education model is designed to form a certain type of individual, for a particular type of society (Silva, 1999). Thus, considering the organization of knowledge intended for high school in these curricular provisions, it is evident that the education system is concerned with training individuals for market demands. Criticizing this model, Silva (2015) argues that reflective education must go beyond mere training.

Therefore, based on the thinking of the aforementioned author, quality education[2] necessarily has as its central element the formation of autonomous and critical individuals. As Silva (2015, p. 369) points out, when analyzing the relationship between curriculum, education, and human development, “the formative experience that could lead to this self-determination [...] would need to surpass the mere exercise of concept fixation or even training aimed at practical application.”

In contrast to the aforementioned, an education designed according to market models adopts exactly the formative processes based on meeting the demands of labor and industry, seeking to train individuals to better fit these spaces.

To achieve this, it primarily uses traditional teaching methods, limited to repetition and memorization of content, which do not lead to autonomy or a critical and reflective education, where Freire (2020) emphasizes that there are no possibilities for the construction of knowledge, but only for its transmission and repetition.

A genuinely formative process attentive to these components is not restricted to the more immediate and superficial aspects of knowledge, surpassing what Adorno (1995) describes as a semi-formation. However, the formative experience experienced in high school often resembles semi-formation.

When the previously mentioned factors regarding the structure and organization of this stage are taken into account, especially concerning the interests expressed by the recent changes in the

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curricular policy for the New High School, officially presented to the public in the National Common Curricular Base (BNCC), the BNCC for High School was most recently delivered in 2018. It was developed with the encouragement of private initiatives and includes content that seems concerned with the emancipatory education of high school students, as when it refers to quality education for all. However, it does not make clear which constituents of education are being referred to when it speaks of quality (Tarlau; Moeller, 2020).

Therefore, reiterating the importance of delineating the conceptual perspectives present in the article regarding student autonomy, the main references adopted are Freire (2020), Kant (2016, 2019), and Zatti (2007) based on their discussions about student autonomy and education in the works of Freire and Kant.

Zatti (2007) states that conceptions of autonomy can have different meanings, especially when discussing student autonomy. Reflecting on this concept through the lenses of Freire and Kant, the author points out that both share a view of autonomy in education that is not selfish, but serves as a means to free students through the exercise of rationality, self-discipline, and the overcoming of heteronomies imposed by authoritarian education.

Kant (2016) argues that autonomy is the foundation of morality and that freedom is a foundational prerequisite for it. He further asserts that autonomy is undeniably linked to ethics and morality, stating that autonomy is the capacity to act according to moral laws that are self-imposed by the individual (Kant, 2019).

Thus, the Kantian conception of autonomy introduces discipline as a way to shape the irrational impulses inherent in human beings, bringing students to a level of rationality that would not be achieved without autonomy. However, Kant does not refer to discipline as an authoritarian imposition by the teacher or the school, but rather as a logical organization of processes, times, and spaces that constitute education and student formation, so that students can practice freedom not in an irrational way, but through rationality (Kant, 2016, 2019).

In Freire (2020), although there is no explicit definition of the concept of student autonomy, there is a constant denunciation of oppressive educational systems, which, according to the author, are primarily responsible for generating heteronomy and preventing students from achieving their liberation.

Zatti (2007) took care to identify the Freirian concept of autonomy, even though there are no precise descriptions of it in Freire's writings. However, through the analysis of its social, political, and pedagogical meanings, the author clarifies that "autonomy [for Freire] is the socio-historical

Active emancipational methodologies and student autonomy in the high school curriculum: state of the art condition of a people or individual who has freed themselves, emancipated themselves, from the oppressions that restrict or annul the freedom of determination" (Zatti, 2007, p. 38).

Therefore, autonomous individuals are those who question truths considered indisputable, resignify the world around them, from new perspectives and more curious viewpoints. An autonomous student problematizes the social structures in which they are embedded, including the school, and for this, they need to be equipped with knowledge capable of taking them to places where they can, at some level, reconfigure social structures.

Thus, mobilizing these perceptions about student autonomy, education, and High School, it is possible to highlight that emancipatory human formation carries student autonomy as a central element, which aligns with the educational conception presented and serves as lenses for the investigative outlooks that conducted this research, in conjunction with the aforementioned epistemological frameworks.

Having made the points about High School, it is possible to reflect on the Curriculum as a theoretical field, with multiple voices and from distinct places. Depending on the standpoint from which one speaks and the theoretical categories employed, the curriculum assumes different roles and meanings.

Lopes and Macedo (2011) provide a definition of what curriculum is, considering that, although this is a challenging task, it is possible to mobilize the proposals in official documents and what is experienced in the reality of schools, to assert that curriculum has various meanings, including the function of organizing subjects, schedules, and experiences of school subjects, always with the aim of promoting a teaching process.

Continuing, the authors state that all these definitions may present different perspectives, being, therefore, "objects of disputes in curriculum theory" (Lopes; Macedo, 2011, p. 19). In line with this statement, Silva (1999) reiterates that a definition of what the curriculum is, is nothing more than a definition of what a particular theory considers to be the curriculum.

It is relevant to highlight that curriculum theories delve into multiple issues and elements that go beyond what has already been presented, and that, depending on the authors used, each theory will be discussed in a different way. To exemplify the richness of themes that can be addressed within each curriculum theory, Table 1, adapted from Silva (1999), presents a synthesis of the multiple themes:

Box 1 – Themes Addressed in Curriculum Theories.

TRADITIONAL THEORIES	CRITICAL THEORIES	POST-CRITICAL THEORIES
Teaching; Learning; Assessment; Methodology; Didactics; Organization; Planning; Efficiency; Objectives	Ideology; Cultural and Social Reproduction; Power; Social Class; Capitalism; Social Relations of Production; Awareness; Emancipation; Hidden Curriculum; Resistance.	Identity; Otherness; Difference; Subjectivity; Meaning and Discourse; Knowledge-Power; Representation; Culture, Gender, Race, Ethnicity, Sexuality; Multiculturalism.

Source: Adapted from Silva (1999).

Although this study focuses on the discussion of teaching methodologies, it is important to emphasize that it is not framed within a traditional perspective. On the contrary, since these discussions aim to think about methodologies that bring students to the forefront, promoting autonomy and student emancipation, such reflections align more with a critical conception of the curriculum.

This conception of curriculum points out that it is impossible to dissociate it from the formation of individuals and that, to that end, it must be committed to equipping the school with content that aims at the emancipation of students and prepares them for a dignified life, valuing scientific knowledge and critical reflection, as well as the historical particularities and constraints of each context. As Saviani (2016) clarifies, the role of the school is to provide a journey from common knowledge to scientific and specialized knowledge.

Saviani (2016) further asserts that popular culture is not inferior to erudite culture, but that school action must necessarily focus on promoting new knowledge, which could not be learned outside the school and must be acquired by experiencing it. In this process, the knowledge students bring to school is also important because "spontaneous knowledge, based on life experience, popular culture [...] is the foundation that makes it possible to elaborate knowledge and, consequently, erudite culture" (Saviani, 2016, p. 58).

In this sense, it is emphasized that the choice of methods will always be imbued with a specific conception of education and curriculum; even if unintentionally, it will be present because theoretical perceptions may not align with the discourse in question, but practice will necessarily express a conception.

Regarding Active Methodologies (AM), the concept emerged in Brazil, specifically in the context of the New School movement, where the principles of subjectivity, individual and particular skills became the pillars of education and would also guide the teaching methods. Regarding the conception of teaching methods in this context, Manfredi (1993) states that these were procedures

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This conception, in which the student becomes the center of the formative process, subverts various premises that were already deeply established in the traditional teaching dynamics of that time and brings a reconFiguretion in the relationship between educator and student, transforming it from a relationship of submission to one of cooperation.

Morán (2015) asserts that any teaching process that places the student as the protagonist is active, and this is the perspective adopted for the writing of this study: any teaching process that brings the student to the active role of learning, with the focus on student protagonism, in order to stimulate their autonomy, is characterized as AM.

Thus, it is possible to describe the concept of Emancipatory Active Methodologies (EAM). This term arises from the intention to shift the focus of AM toward elements that highlight the student as the protagonist and concentrate teaching processes on student autonomy. The goal is, therefore, to discuss EAM as proposals that move learners from a passive role and encourage them to develop active attitudes in their learning processes, stimulating them to exercise critical and autonomous reflection.

Methodological Approach

Through a bibliographic research of the State of the Art (EA) type, a mapping was conducted of the theses and dissertations from Brazilian graduate programs in education (2013-2022), focusing on Active Methodologies (AM) and the high school curriculum. By carrying out the stages that make up an EA and with the investigative perspective refined by the theoretical frameworks already highlighted here, the methodological path was followed in search of an answer to the research problem presented in the introduction.

In this direction, the methodological path follows the nine structuring stages of an EA: delimitation of the theme and object of study; definition of research sources; temporal scope; identification of descriptors; material collection; data tabulation; reading and preliminary synthesis; categorization, analysis, and conclusions after the syntheses (Santos *et al.*, 2020).

Regarding the choice of the database, the CAPES Thesis and Dissertation Catalog was selected, as it is the official database of the Ministry of Education for the dissemination of academic productions from Brazilian graduate programs, being a digital and accessible database (Santos, *et al.*, 2020).

In the searches, the temporal scope was delimited from 2013 to 2022. The temporal delimitation of the last decade is justified by the intention to gather a significant amount of work and to represent a relevant quantitative cut, making it possible to observe the flow of this research field and how the theme has been developing in academic productions.

Following the fourth stage, using the CAPES Thesis and Dissertation Catalog as the data source, the search was conducted using several filters: the temporal delimitation from 2013 to 2022; works from the education field; truncation strategies and the boolean operator “and” to indicate a sum between the search terms (Bireme, 2009; Pereira; Galvão, 2014; Santos et al., 2020).

The boolean operators “AND,” “OR,” or “NOT” compose the search strategies in the digital database. By using the boolean “and” between the two words used in the search – curriculum; high school – it was possible to locate studies that addressed both topics, i.e., an intersection between the two themes (Bireme, 2009; Pereira; Galvão, 2014; Santos et al., 2020).

All the data found in this intersection discussed the topic “curriculum and high school” together. After collecting the data, the total number of 3999 theses and dissertations was obtained. From this quantity, works that also addressed AM as a theme were sought.

The 3999 theses and dissertations collected mark the fifth stage of this EA, followed by data tabulation. Therefore, after the material was gathered and organized into a list, selection occurred through reading the titles: those that presented AM as an element were kept, and the works on curriculum and high school that did not address AM were eliminated.

In this floating reading, where the researcher should analyze the data while being guided by immediate impressions and directions, theses and dissertations whose titles did not point to the theme of this EA's search were eliminated, thus delimiting the data universe and constructing the research corpus, according to the rules of exhaustiveness and representativeness (Bardin, 2016).

For this, it was essential to rigorously read each title of all the collected data, as AM could be mentioned by other names, even being called by the specific names of each methodology. From this first elimination process, 391 theses and dissertations remained, which underwent the second elimination process, selected through reading the abstracts.

It is important to highlight that during the reading of the abstracts, it was identified that most of the works lacked authorization for disclosure, preventing them from being included in this EA. In total, 312 theses and dissertations were eliminated due to the unavailability of disclosure, leaving 79 works.

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It was also observed, through the reading of the abstracts, that in the selection process regarding whether the work discussed AM, many did not actually address AM, despite having some implicit indication in the title that they might cover this topic. This was the reason they remained in the selection. Thus, an additional 36 works were discarded, resulting in 43 selected theses and dissertations.

Moving on to the sixth stage, data tabulation was required, where the remaining 43 works, distributed between 22 dissertations and 21 theses, were organized into spreadsheets based on their titles, abstracts, authors, publication dates, and regions. Based on this organization, it was then possible to proceed to the reading and synthesis stage of the material obtained.

In the seventh stage, more in-depth reading of the 43 works began. In addition to re-reading the abstracts, the introductions were also read, searching relentlessly for elements surrounding the research problem.

Using the Content Analysis technique by Laurence Bardin (2016) for analysis, from this stage, the set of operations that make up this technique was applied, with the intent described by the author in her work: “to represent the content of a document in a different form from the original, in order to facilitate [...] its consultation and referencing” (Bardin, 2016, p. 48).

This set of operations to be performed by the analyst is organized into three moments: pre-analysis; material exploration; processing of results, inferences, and interpretation of results (Bardin, 2016). It should be clarified that these three structural points of content analysis run through the nine stages of this EA. The pre-analysis phase, for example, is the phase in which the documents to be analyzed are selected, objectives are formulated, and indicators that support the final interpretation are developed, actions that initiated this EA.

Bardin (2016) further states that after the delimitation of the universe to be researched and the works to be analyzed, the analyst must follow the rules of representativeness and exhaustiveness, where, respectively, the analyst must be attentive to the objectives of the analysis, seeking the elements appropriate to their investigation, and all selected data must be carefully analyzed, leaving none out (Bardin, 2016).

With the research *corpus* defined, after the pre-analysis actions, Bardin (2016) explains that the actual analysis phase begins. This phase starts in this EA through stage 7, with the reading and preliminary synthesis, during which the actions described earlier were performed. Through these more in-depth readings of the 43 theses and dissertations, it was possible to process the data that

makes up this article, in order to obtain interpretations and propose inferences, as per the objectives of the analysis, as Bardin states (2016).

Starting from the maxim that "the analyst is like an archaeologist" (Bardin, 2016, p. 33), it is understood that all these movements of analysis are motivated by the search for new discoveries. Just as an archaeologist searches for historical artifacts that represent finds not yet made by another investigator, an analyst looks for new discoveries that help them better understand the movements within their specific field of research, in the case of an EA-type study.

To organize these discoveries, it is necessary to present the categorizations, which is the eighth stage of the EA. According to Bardin (2016), the categorizations must classify the elements that constitute the data set, following clearly defined criteria. The author also points out that the categories emerge as the analysis deepens.

In the categorization stage, what Bardin (2016) refers to in her work as relevance was taken as the basis, an element from which a category arises based on its relationship with the research intentions presented. Figure 1 presents the relationship between the stages of the EA (Santos et al., 2020) and the phases of content analysis, showing how the actions performed in the EA align with the actions executed in Bardin's content analysis technique (2016).

The black-and-white numbered path represents the 9 stages of the EA, while the gray-and-white path corresponds to the analytical route, following the stages of Laurence Bardin's content analysis. The methodological design correlates actions from stages 5 to 9 of the EA with the three phases of analysis – with operations corresponding to letters A, B, C, D, and E – representing which stages of the EA are related to each phase of the analysis through the association of the three colored circles with the letters on the gray path.

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Figure 1 – Methodological Design.



Source: Developed by the authors based on Santos *et al.* (2020) and Bardin (2016).

The analysis of the 43 theses and dissertations is guided by the theoretical frameworks and allowed for the development of three categories: Category 1 – Production of theses and dissertations by region; Category 2 – Conceptions of AM addressed in the theses and dissertations; Category 3 – Types of AM identified in the theses and dissertations. Therefore, we now present the categories below.

Results and Discussions

In Category 1, the distribution of academic production in theses and dissertations from graduate programs in education in Brazil, which address the theme, collected from the CAPES Catalog and published between 2013 and 2022, was analyzed across the different regions of the country and the quantities published over these ten years. In Table 1, the distribution of theses and dissertations across the five Brazilian regions can be observed, with their quantities represented by numerical values:

Table 1 – Production of Theses and Dissertations by Region.

THESES					
North Region	Northeast Region	Central-West Region	South Region	Southeast Region	TOTAL
1	3	4	7	6	21

DISSERTATIONS					
North Region	Northeast Region	Central-West Region	South Region	Southeast Region	TOTAL
1	4	2	10	5	22
THESES AND DISSERTATIONS					
North Region	Northeast Region	Central-West Region	South Region	Southeast Region	TOTAL
2	7	6	17	11	43

Source: Developed by the authors.

As can be observed, among the theses produced in the pre-established temporal scope, the South Region shows the highest number (7) of theses produced, followed by the Southeast Region (6) and the Central-West (4). The North and Northeast regions showed the lowest numbers of thesis production in this decade, with 1 and 3, respectively.

Regarding the dissertations, the same scenario is observed in terms of the regions with the highest production: South (10) and Southeast (5). However, unlike the thesis production, the Northeast Region follows as the next with the highest number of master's research (4) within the scope of this EA, and the North Region had only 1 production over these ten years.

Additionally, at the end of Table 1, the total number of works produced in theses and dissertations by region is noted, in order to provide a broader view of the quantity of academic productions across the country's regions, considering both theses and dissertations. It is possible to observe that academic production occurs unevenly across the regions of Brazil, with a higher number of productions in the South and Southeast regions, respectively. Within the established temporal scope, the 43 works selected in this EA show the highest production in these regions, reinforcing their hegemony in knowledge production in education in the country.

Gatti (2002) points out that in the early 1980s, graduate programs were being established in universities across all regions of the country, except in the North Region, which at that time only had specialization courses. The author notes that research production in education in Brazil dates back to the late 1930s, with the creation of the National Institute of Educational Studies and Research (INEP), which, in the year of its founding, was named the National Institute of Pedagogical Studies (Gatti, 2002).

More than thirty years after the creation of INEP, graduate programs in education were effectively implemented in the country, with the Southeast Region being the first to have these courses established and the South Region having the largest number of doctoral professors in graduate

Active emancipational methodologies and student autonomy in the high school curriculum: state of the art programs (Gatti, 2002). These observations are important for reflecting on the current production in master's and doctoral programs, as despite such programs existing in all regions of the country, the South and Southeast regions continue to show some hegemony in scientific production in education.

Bortolozzi and Gremski (2004) also point out the existence of significant asymmetries in the graduate programs of the different regions of the country, where larger investments are made in areas of high economic and political concentration. The authors state that the distribution of regional investments in research demonstrates clear asymmetries.

This is particularly evident in the Northeast and North regions, respectively, leading to inequalities in the availability of resources necessary for scientific production in these regions. According to the authors, this is the main reason for the imbalances observed between Brazilian states in terms of the amount of knowledge production in graduate programs (Bortolozzi; Gremski, 2004).

Thus, the analyses indicate that these numbers also reflect the investment in scientific production in education in Brazil, which, amid constant cuts such as those in research grant funding, ends up discouraging scientific endeavors in the country.

The process of researcher training requires time and full dedication, which is why research grants are essential for the quality of master's and doctoral training. The consequences of reductions in both the value and the number of grants demonstrate that the organization of scientific production is at risk in the country, as even a short period without investments can discontinue ongoing investigations and compromise the development of scientific knowledge production in Brazil.

Moving on, in Category 2, it is relevant to revisit the concept of AM defined in this article, as EAM, where student protagonism can function as a path to autonomy. In this context, where students move from passivity, a critical perspective is stimulated in high school students, and more dynamic formative processes are established, allowing them to exercise more autonomous behaviors in the development of their learning (Zatti, 2007).

In this sense, Category 2 revealed that there are at least five conceptions from which the 43 selected works approach AM, namely: Autonomy, Emancipation, Critique, Creativity, and Learning. When discussing AM, the selected works focus on these perspectives, and they did not appear in the works in isolation. Therefore, it was possible to observe that there is research with a greater focus on Autonomy, Emancipation, and Critique. There are also works that, when discussing AM, focus on Learning and Creativity, and these themes tend to appear together.

Thus, it was observed that a greater number of works address Learning and Creativity, with the former being the most prominent among the approaches. Following this, the concepts of Autonomy

and Emancipation are the most recurrent after these, with Autonomy being more frequently discussed, and there being fewer works focused on Critique, which follows the other two. The next table presents how the five conceptions are distributed across the 43 works, with the quantity of productions and the perspectives that are most predominant:

Table 2 – Distribution of the Conceptions of AM in Theses and Dissertations.

AUTONOMY, EMANCIPATION, AND CRITIQUE		LEARNING AND CREATIVITY	
Theses	7	Theses	14
Dissertations	9	Dissertations	13
TOTAL	16	TOTAL	27
Percentage	37,2%	Percentage	62,8%

Source: Developed by the authors.

It is important to reiterate that the five conceptions do not appear in isolation; rather, all 43 publications present all five perspectives to some extent. However, they tend to focus more or less on some of them, organizing themselves based on the conceptions that stand out, with 27 productions being more focused on discussions regarding Learning and Creativity, and 16 works addressing more about autonomy, emancipation, and critique.

Furthermore, the analyses indicate that these five perspectives are associated with expressions that were recurrent in the 43 selected works and that are present and linked to more than one of the perspectives, showing that these conceptions and the themes surrounding them sometimes intertwine, and are therefore related to each other.

It was observed that the works that highlight Autonomy, Emancipation, and Critique, work with concepts such as Cooperation, Culture, and Student Perceptions, for example. These approaches align with the concept of EAM, since when discussing AM, they focus on student autonomy and student formation based on choices and reflections.

Thus, the selected works have approached AM as pathways to Autonomy, Emancipation, and Student Critique, in line with the perspective outlined regarding the constituent elements of EAM. Therefore, although they are numerically the minority among the total works collected, it is possible to observe that the 16 works that discuss themes such as Reflection, Culture, Commitment, and Self-Knowledge focus on Autonomy, Emancipation, and Critique when discussing AM, corroborating this conception.

Mota and Rosa (2018) point out that the number of studies in education investigating whether passive teaching methods are still effective for meaningful learning is increasing. This growth can be

Active emancipational methodologies and student autonomy in the high school curriculum: state of the art seen in the data analysis, as even the works discussing AM from perspectives more focused on Learning and Creativity do so by presenting concepts related to autonomy as well.

The significant difference is that these works, when presenting the concept of autonomy, approach it from the perspective of learning, adopting terms such as "Autonomy to learn," for example. In these 27 works, it was possible to see the concepts of autonomy that differ from the other 16, being more focused on learning to learn, a perspective that connects students' responsibility, their engagement in studies, and academic success.

Therefore, the analyses show that 62.8% of the collected works discuss active methods from perspectives focused on student learning and creativity. In discussing these conceptions, there is a strong emphasis on students' responsibility, the development of competencies, engagement, motivation, and collaboration to learn, as well as discussions about teacher training, didactic strategies, and overcoming the traditional classroom. Furthermore, in these works that focus more on Learning and Creativity, student autonomy appears as a synonym for the ability to learn independently or to learn how to learn, with terms like "Autonomy to learn" being adopted.

On the other hand, in 37.2% of the collected works, where the conceptions of Autonomy, Emancipation, and Critique prevail when discussing AM, it was possible to observe that the most present concepts are reflection, learning for transformation, culture, student perceptions, among others. These themes, as they align with discussions on autonomy for critical and emancipatory student formation, are consistent with the definitions of the concept of EAM, indicating that AM is also being researched in High School as a path to emancipatory human formation.

After the analysis of the conceptions of AM, the third category emerges, which deals with the types of AM identified in the selected works. To this end, it is relevant to highlight what was previously stated: active methodologies should not be limited solely to rigid and predefined methods that present a predetermined step-by-step process.

Thus, in this category, some of the active methodologies used in the analyzed works will be presented, more clearly demarcating and characterizing the methods in question. Additionally, other methodologies that were also characterized as active, promoting student protagonism, will be described, as per the precepts of Morán (2015).

Thus, it is also possible to analyze whether the Theses and Dissertations, when addressing AM and the high school curriculum, are researching AM in a more rigid manner, adhering to existing methods, or in a more flexible way, considering other ways of teaching and learning actively. Based

on this, it was possible to observe the following distribution among the 43 works analyzed regarding the types of AM present in the theses and dissertations:

Box 2 – Types of Active Methodologies Identified in the Theses.

TYPES OF ACTIVE METHODOLOGIES IDENTIFIED IN THE THESES	QUANTITY	TYPES OF METHODOLOGIES IDENTIFIED IN THE DISSERTATIONS QUANTITY	QUANTITY
Use of Digital Technologies	5	Gamification/Educational Games	7
Gamification/Educational Games	3	Blended Learning	5
PBL/ Problem-Based Learning	3	Communicative Action	2
Project-Based Learning	3	Project-Based Learning	2
Interaction-Based Teaching	3	Peer Instruction	1
		Flipped Classroom	1
Inquiry-Based Teaching	2	PBL/Problem-Based Learning	1
Project-Based Learning		Use of Digital Technologies	1
Interaction-Based Teaching	2	Learning to Learn	1
		Literary Enjoyment	1
TOTAL:	21	TOTAL:	22

Total of Theses and Dissertations: 43

Source: Developed by the authors.

Among the selected works, 7 dissertations and 3 theses adopted Gamification, making it the most frequent type of AM in the data. Gamification, which was also referred to as educational games in some works, is an AM that seeks to bring elements of playing into teaching and learning contexts, such as the skills related to strategy creation and motivation (Azevedo, 2012).

Another frequent active teaching model was the use of digital technologies, which is closely linked to gamification, as digital technologies can be incorporated into the games used in class. Of the theses analyzed, 5 applied digital technologies as an active methodology, and 1 dissertation did so. In these studies, elements from the daily life of high school students were adopted, such as social media (Martins, 2019), apps (Junior, 2020), and software that helps in creating activities (Oliveira, 2015), and even in creating activities for blind students (Placa, 2020).

One AM that also relates the use of digital technologies to education is Blended Learning, which appeared in 7 of the analyzed works. This AM blends elements of both the in-person and virtual environments. Regarding its use, Bacich (2015) asserts that it is highly efficient as it encourages students to take on the role of protagonists, allowing them to experience rich learning in spaces beyond the physical classroom.

Regarding the 7 works that focused on Blended Learning, it was observed that this AM was related to the Flipped Classroom in Richter's (2020) work, another AM that appeared in only 1 work,

Active emancipational methodologies and student autonomy in the high school curriculum: state of the art but which can also combine the in-person classroom with the online environment. In Silva's (2019) work, Blended Learning was approached through the use of educational apps within the classroom as a pedagogical tool in Portuguese language classes.

Furthermore, Blended Learning was identified in association with the Maker approach in Gauer's (2021) work, which is an AM referring to its literal translation from English to Portuguese: creator. In maker education, students are encouraged to create educational products, understand how a particular object works, or even repair it (Raabe; Gomes, 2018).

Two other AMs identified were Project-Based Learning (5) and Problem-Based Learning (4). The first was closely related to themes that cross the disciplinary organization of the high school curriculum, as seen in Cruz's (2018) work, which aimed to address topics such as friendship, courage, honesty, and justice through Shakespeare's studies with the students.

In the second Problem-Based Learning (PBL), this same dynamic was observed in overcoming the disciplinary organization of the curriculum. It was also noted that these two AMs are commonly associated, and in some works, even referred to as synonyms. However, Souza and Dourado (2015) argue that there are specificities in PBL, stating that this AM seeks to promote new knowledge through the creative resolution of proposed problems, with problems being the main stimulus for learning in this context.

In addition to these methodologies, the following were also highlighted: interaction-based teaching (3), peer instruction (1), and communicative action (2), which appeared with these exact names in the analyzed works. However, it was possible to identify through the analysis that all these 6 works address the same teaching and learning strategy within the high school curriculum: the interaction between students for the socialization of knowledge, both academic and socio-emotional.

Finally, there are two teaching methodologies that are not explicitly identified as AM: learning to learn and literary enjoyment. However, through the analysis of the two works, the focus on protagonism was identified through the use of these methods, and therefore, they were included in the dissertations in the research data, in line with the perception of AM already outlined earlier.

In Bonfada's (2019) work, the researcher focused on investigating how high school students could learn to learn—a term adopted by the author—based on the principle that they need to learn to study through processes that bring them closer to protagonism. In this perspective, she sought to understand aspects such as knowledge construction, questioning students about which teaching resources used by teachers favor their learning.

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Furthermore, the author discusses other elements that influence student learning: the feeling of guilt when not learning and the fact that students do not recognize their own competencies and see themselves as incapable, factors that also hinder the construction of learning.

Vetter's (2019) work on literary enjoyment, on the other hand, focuses on investigating how the fruitful reading of works selected in the high school curriculum for the literature subject can facilitate the encounter between readers and works. It thus addresses the immersion of students in the texts they read, experiencing new possibilities of meaning, transforming them, and transforming the story read into a lived story (Barthes, 2010).

In this process, the students play the main role, referred to by the researcher as "traveling readers" or "inventor readers," highlighting student protagonism. As observed results, the author points out that the experience of literary enjoyment led to the development of autonomy and commitment in the students.

By examining the AMs mobilized in the selected works and how each method unfolds, in relation to the theoretical framework presented, in line with their methodological paths, it is possible to understand the articulation of these AMs with the high school curriculum, which is implicit in the objective sought when investigating a particular AM, as well as in the issues the authors raise in order to contextualize what motivated them to conduct their research.

Thus, through the analyses conducted in Category 3, it was possible to conclude that the Theses and Dissertations produced between 2013 and 2022 have addressed AM and the high school curriculum from more pre-established perspectives of AM, using already known and described active methods to discuss student protagonism. In light of the findings presented in the three categories and moving towards the conclusion of this section, a summary of the key points made through the categories that emerged in this study is presented in Box 3:

Box 3 – Summary of the Results of the Categories.

Category 1 - Production of Theses and Dissertations by Region	39% of the total Theses and Dissertations (17) are from institutions in the South Region.
Category 2 - Conceptions of AM Addressed in Theses and Dissertations	37.2% of the total Theses and Dissertations (16) approach AM from perspectives more focused on autonomy, emancipation, and critique, while 62.8% of the works (27) discuss AM more focused on learning and creativity.

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Category 3 - Types of AM Identified in Theses and Dissertations

Of the total 43 works analyzed, 10 address Gamification; 7 Blended Learning; 6 the use of digital technologies; 6 interaction; 5 project-based learning; 4 problem-based learning (PBL); 2 inquiry-based teaching; 1 flipped classroom; 1 learning to learn; and 1 literary enjoyment

Source: Developed by the authors.

The results presented in Box 3 provide important data to be considered and highlight the relevance of the great potential that lies in the intersection of these three fields of knowledge: AM, curriculum, and high school. Thus, based on the data obtained and the analyses conducted, the final considerations will be presented in the next section.

Final considerations

As seen, Brazilian high school (EM) has gone through several reforms over the years and has not shown significant development when considering the recent changes in the curriculum policy of the New High School. With education strongly designed for the labor market, it is evident that this stage requires reflections that view it more as a formative process for the individual it serves, and less as a bridge to what comes next.

From this perspective, where the high school curriculum is thought of as a critical and emancipatory human formation, the focus shifted to Active Methodologies (AM) as possibilities for promoting greater dynamism in teaching, considering the fact that it is possible to talk about active teaching methods without being bound by already established perspectives of teaching practice.

Part of the importance of AM for the high school curriculum lies in its ability to provide students with access to knowledge in a more dynamic way, without solely valuing the memorization of concepts. Furthermore, it was observed that it is also possible to allow students to better understand how this knowledge is produced and the connections that exist between them, gaining some insight into scientific practice.

It is understood that the valorization of scientific knowledge starts in basic education, and that encouraging student protagonism is an important part of this process, stimulating critical and autonomous thinking in students who will later access higher education and, in the continuation of their studies, enter the world of research as well.

Thus, with the aim of investigating how active methodologies are articulated with the high school curriculum in theses and dissertations from Brazilian graduate programs in education, present in the CAPES thesis and dissertation Catalog, published from 2013 to 2022, the investigative focus was directed at the 43 selected works, following the methodological procedures of a State of the Art

type research.

In order to achieve the outlined objective, 43 theses and dissertations discussing the theme of AM and high school curriculum were selected for analysis using the content analysis technique by Laurence Bardin. This process resulted in the emergence of three categories, which respectively address the publication distribution of the works by region and year, the conceptions of AM present in the works, and the types of AM identified in the selected theses and dissertations .

From the path taken, it is possible to conclude that the selected productions for analysis demonstrate that the knowledge produced on AM and high school curriculum presents various conceptions regarding the active methods discussed, based on conceptions such as autonomy, emancipation, critique, learning, and creativity. Among these, an emerging trend was observed in the discussion of AM with a focus on student emancipation, which aligns with the concept of EAM defined in this article.

Despite this, it was noted that the AM discussed in the analyzed works are being approached from pre-established and already described models, without considering that any teaching method that brings students to protagonism is considered active. Furthermore, the asymmetric quantities of publications over the ten years defined and in the different regions of the country allowed for the problematization of the distribution of public investments in graduate programs and the availability of scholarships to researchers in the Brazilian educational field, negatively impacting academic production in the field.

It was also observed that the intersection of these three knowledge fields presents important points regarding movements in the broader field of Basic Education. The academic discussion of the mentioned theme highlighted to the investigative eyes these three categories related to the dynamics of publications within the temporal scope of 2013 to 2022. Thus, throughout the methodological journey of this article, the outlined movements were made, supported by the theoretical constructs discussed here regarding the fields of curriculum, AM, and high school.

Finally, the relevance of the connection between AM and the curriculum as theoretical fields unfolding within the high school context is emphasized, noting the contributions of this study to science and society, as active experiences in the classroom can promote more autonomy, which is an indispensable characteristic for the practice of critical citizenship that these individuals exercise or will exercise.

It is also possible to state that there is room for further studies in education centered on this theme. Active teaching methodologies can be researched from more critical and less rigid

Active emancipational methodologies and student autonomy in the high school curriculum: state of the art perspectives, as possibilities to promote autonomy and student emancipation not as salvationist methods for all teaching and learning problems faced in schools, but as an alternative where curricula can enable students to have paths to more dynamic learning that stimulates student protagonism.

[1] Although the State of the Art (EA) is still erroneously viewed as merely a stage of exploration or review, over the last few years, authors who are references in methodological discussions of scientific research, such as Romanowski and Ens (2006), have pointed it out as a methodology, shaped in the academic world as a type of bibliographic research with well-defined parameters and methodological rigor. It is necessary for its stages to be clearly outlined so that each decision made by the researchers is not arbitrary, but aligned with the other methodological constituents (Santos et al., 2020).

[2] It is necessary to discuss the concept of quality, which in the field of education can present different meanings and dimensions (Dourado; Oliveira, 2009). We agree with the cited authors when they state that talking about the quality of education or schools implies analyzing the multiple factors that intersect the educational field, since there is no possibility of pointing to a single element as decisive for thinking about school quality. Therefore, since it is not possible in this work to address all these elements that may influence the quality of education, based on the theoretical conceptions outlined here and the object of study defined in this article, when we speak of quality education, we will focus on the formative aspect of education. Hence, when considering quality education for high school, we agree that it must have, among other elements, the concern with fostering autonomy, based on reflection and critique.

[3] Historically, active methodologies have been associated with liberal educational contexts and are frequently adopted to instill principles of individuality and personal growth in educational processes, disconnected from other determining factors such as socio-economic conditions. However, in this study, we aim to expand what has been defined in the academic world about AM, mobilizing what student protagonism can promote as a central element of active methods: student emancipation. From this, we define EAM (Emancipatory Active Methodologies) as methods that, by bringing students to the forefront in teaching and learning processes, also aim to make them emancipated subjects, central characters and authors with decision-making power and influence in both their studies and their lives in society and in their relationships with the collective.

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