

RESEARCH AND PUBLICATIONS ON PURPOSE

Profa. VALERIA AMORIM ARANTES
University of São Paulo

Journal Articles:

- **ARANTES, V. A.; DANZA, H.; PINHEIRO, V. PATARO, C. S. Projetos de Vida, Juventude e Educação. [Purpose, Youth and Education]. *Internacional Studies on Law and Education*, v. 23, PP. 77-94, 2016.**

Abstract: This article aims to broaden and deepen the understanding of youth purpose, comprehending how they organize and develop their thoughts, values and feelings, and how it can contribute to the field of moral education. The article present the results of a survey based on the Organizing Models of Thought and the youth participants dynamics of thought, values and feelings in purposeful situations. The results showed that there are complexes of values and feelings related closely to the construction of moral identities, and that many young people still need to establish greater relations between the meanings of the values and feelings attributed to their purpose. Finally, given these results and understanding the importance of purpose in the youth education, there are some reflections on the possibilities of an educational intervention that consider the specificities, diversity and singularities of the youth.

- **KLEIN, A. M.; ARANTES, V. A. Projetos de vida dos jovens estudantes do Ensino Médio e a escola [Purpose of High School Young Students and School]. *Educação e Realidade*, v. 41, p. 135-154, 2016.**

Abstract: Life Projects of High School Young Students and School. This paper deals with the perception of high school students about the contribution that school experiences can bring to their life projects. We take as reference the philosopher Ortega y Gasset's design concepts, and purpose formulated by William Damon. 305 high school students from the city of São Paulo participated of this

study. The qualitative approach (content analysis and formulation of categories) respected the participants' perceptions. The results show that 81% of students believe that the school contributes to their life projects mainly through activities in the classroom.

- **PINHEIRO, V. P. G.; ARANTES, V. A. Values and Feelings in Young Brazilians Purposes. *Paidéia*, v. 25, p. 201-209.**

Abstract: Purposes are projections about the future based on past and present actions, including the integration and regulation of values and feelings. In this study, we aimed to analyze these processes in the purposes of young Brazilians. A total of 200 young people between 15 and 19 years of age who were public school students from the five geographical regions of Brazil participated in the survey. We applied a written, individual, and open-ended questionnaire that was constructed by the Stanford Center on Adolescence and adapted for this study. We identified seven different ways by which the future was designed, observing different dynamics of thought and great complexity in the integration of values and feelings. For the vast majority of respondents, family and work constituted central values and appeared in an integrated manner in the feelings they expressed: happiness, welfare, and satisfaction. These results cultivate a greater understanding of psychic organization in purposes, opening up new possibilities for studies in moral psychology.

- **PÁTARO, C. S.; ARANTES, V. A. A dimensão afetiva dos projetos vitais: Um estudo com jovens paranaenses. [The affective dimension of purpose: a study of youth from Paraná, Brazil]. *Psicologia em Estudo (Impresso)*, v. 19, p. 143-154, 2014.**

Abstract: We discuss the influence of the affective dimension, especially of emotions and feelings, on youth life projects, pointing contributions to the understanding of morality that integrates cognitive and affective aspects. The research is based on the concept of vital project (purpose), understood as meaningful goals and objectives for the subject that bring at the same time, implications for the wider world, assigning an ethical meaning to life and the actions of the individual. It is also based on Theory of Organizing

Models of thinking which proposes that human being constructs models of reality based on cognitive and affective processes. Semi structured interviews with 30 young people (15-17 years), students of public secondary school in the state of Paraná were performed. Results indicated relationships between purpose and configuration of emotions and feelings in reasoning. It was also identified the relevance of interpersonal relationships and well-being of others, showing the influence exerted by emotional ties and the and the personal aspects in the engaging in vital projects. It was also identified the importance of interpersonal relationships and well-being of others, showing the influence exerted by emotional ties and the personal aspects in engaging in vital projects.

DANZA, H.; ARANTES, V. A. . Valores, Sentimentos e Projetos de vida: Um estudo com jovens estudantes da cidade de São Paulo. [Values, feelings and purpose: A study involving Young students in the city of São Paulo]. Revista NUPEM (Impresso), v. 6, p. 169-189, 2014.

Abstract: The objective of this study was to identify and analyze the values and feelings underlying the life plans of young secondary school students in the city of São Paulo. A total 240 students of both genders, aging between 14 and 18 years, participated in the present study. The research instrument consisted of 13 open questions on the life plans of the participants. Six different ways to project the future were identified. Although similar values and feelings were identified, they were characterized by very different psychological processes. Besides the divergences in the thought dynamics, the present article also highlights the influence that feelings and values, as well as their relationships, have on the life plans of young people

- **ARAÚJO, U. F.; ARANTES, V. A.; KLEIN, A. M.; GRANDINO, P. J. Youth purpose and life goals of students engaged in community and social activities. Revista Internacional d'Humanitats, v. 30, p. 119-128, 2014.**

Abstract: Purpose provides a moral compass for young people to apply their strengths and virtues in their lives. Deepen the studies about youth purpose may contribute to the design of new and more efficient moral education strategies, aiming the development of

greater citizenship awareness, social justice and youth engagement in the construction of a society based on democracy, justice and social solidarity. This research paper explores the identification of life goals, the beyond the self or self-oriented purpose in life, a meaningful engagement in purposeful activities and the well-being and satisfaction with life in Brazilian youth engaged and not engaged in social and community issues.

- **ARANTES, V. A.; PINHEIRO, V. P.; ARAÚJO, U. F. Feelings and Emotions in Youth Purpose. Journal of Youth Development, v. 9, p. 101-109, 2014.**

Abstract: This article summarizes research that aimed to identify and analyze the Organizing Models of Thought - with its affective and cognitive dimensions - underlying the purpose of young Brazilians, and identifies possible relationships between values, feelings, emotions and purpose of 200 Brazilian High School students. Upon analyzing all the protocols, seven different ways of organizing thoughts were found when answering an open-ended questionnaire about purpose in life. It was observed that emotions and feelings play an important role in the construction of purpose for young people, exerting influence in organizing their thoughts and subsidizing their decisions, plans and justification for the actions.

Book Chapters:

- ARANTES, V. A.; DANZA, H.; PINHEIRO, V. PATARO, C. S. Dos Projetos de Vida à Educação Moral: Caminhos para a intervenção educativa [From purpose to moral education: paths to an educational intervention]. In: TARDELI, D. Estudos sobre Adolescência: Vários contextos, vários olhares. São Paulo: Mercado Letras, 2016.

THESIS CONCLUDED

Advisor: Valeria Arantes – University of São Paulo

Ph.D.

- 1) Viviane Potenza Guimarães Pinheiro. "Integração e regulação de valores e sentimentos nos projetos de vida dos jovens: Um estudo na perspectiva dos Modelos Organizadores do Pensamento". 2013.**

Integration and regulation of values and feelings in youth purpose: a study from the perspective of the organizing models of thought

This work, in the field of moral psychology, sought to understand the functionality of the youth organization of thought belong to their projections on the future. The central objective of this research was to understand how the processes of integration and regulation of feelings and values occur, underling the development of projects of life in youth. This way, three themes support our research: concepts of integration and moral regulation, based on psychological perspective that combines morality to self; life project in youth; Theory of Organizing Models of Thought. To the development of this research, there are two instruments: issues relating to young peoples design of life and a moral conflict involving a life project experienced by a fictional character. 200 students, from public schools belonging to each Brazilian regions, answered to these questionnaires, by open questions, and individual writing. The data analysis obtained from the two instruments was based on the referrals of Theory of Organizing Models of Thought. In the answers of each participant we could notice the abstracted elements, its meanings and the relation/implication among them, leading to the extraction of organizing models from each instrument. With these analyzes, we found that contexts and the type of request point to important content about values and feelings integration and regulation processes. One can conclude that although these processes are heavily influenced by such content, they occur intimately associated with how each one establishes relationships between itself, from the mobilized complex of values, feelings and meanings. We found that facing different

situations, there is a continuum between the processes of values and feelings integration and regulation, consisting of characteristics from moral identity and the flexibility required by context contents representation. Thus, it became clear that life projects are subject to change at the same time that are shown as important aspects of young peoples moral system. At the end, considering these findings, we weave some education implications of this research.

2) Waldir Uller. "Experiências escolares dos jovens e seus projetos vitais: Um olhar a partir dos Modelos Organizadores do Pensamento". 2012.

School experiences of teenagers and their purpose in life: looking from the organizational models of the thought

The current work presents an investigation on the school experiences of young people and their life plans, following the Psychological and Educational Research Field of the Faculdade de Educação da Universidade de São Paulo, as a requisite to the doctorate degree graduation. It investigates what is happening in the school context, analyzing the affectionateness function in the interrelationship between student, knowledge and the influence by determining the teenagers life plans. It tries also to understand how the classroom relationship, or that inside the school environment, is able to affect the planning of the young peoples life project. Yet, it is intended to sustain the idea, on the school experiences, of the existence of affectionateness in the interpersonal relation, taking as an example those experiences occurred in the school environment, that interferes on the teenager life planning; the persons emotional state affects the relationship between teacher and student, and might difficult or ease the teenager involvement with a specific knowledge field in the future, and influence the young persons life planning. Setting that as our aim, we adopt the presupposition of the Organizational Models of the Thought to analyze the collected data. Our main goal is a recorded and transcribed interview. From that database, we can analyze and estipulate the study categories and the organizational models of the thought, presenting the results we obtained and those questions generated from them.

3) Ana Maria Klein. "Projetos de vida e escola: a percepção de estudantes do ensino médio sobre a contribuição das experiências escolares aos seus projetos de vida". 2011.

Purpose and school: the perception of high school students about the contribution that school experiences can bring to their life projects.

The present study investigates the perception of high school students about the contribution that school experiences can bring to their life projects. Damon's formulation of the concept of purposes was taken for reference, adopting the perspective of positive psychology (Seligman & Csikszentmihalyi). The assumption adopted was that projects that guide people's lives are central to humanity and can contribute to both personal satisfaction and for collective purposes. It is believed that youth is a time relevant to the identification of such projects, given the need for the teenager in designing their future, choosing ways to be followed into adulthood. The complexity of this phase of life was sought understood in the view of some authors related to psychology (Inhelder & Piaget, Erikson, Damon) and sociology (Mannheim, Eisenstadt). Given the formative role of the school, the diversity of experience that delivers on students and to the time they spend in it, the identification of potentially life projects becomes favorable in this institution. The concept of school experiences have the basis on Dewey's work. A positive approach to the subject was chosen, ie, the elements that contribute in developing life projects will be considered. The research plan provides data from a survey with 305 students from first and second years of high school from public and private schools in São Paulo. The research, in order to seek the subjects' perception, not only adopts a qualitative approach to the problem, but also makes use of quantitative procedures to achieve your goals. The concept of purposes involves an investigation of different elements such as goals and life goals, actions, perceptions of the meaning of life and concern with the future. For that, was used an instrument elaborated on a Likert scale with closed questions and open questions for identify the contribution of school in life projects from the perspective of those involved. Data analysis indicates that most of the youth have economic or hedonistic life projects that combine values with family life goals, pro-social, religious, among others. The data shows that almost all the youth do not consider the relevance of

political objectives in their lives. School is perceived positively, 81% of (the) participants consider that it contributes for their life projects, mainly through the curriculum subjects that have their meaning associated with the future, training for work and college. Data related with student representation and youth protagonism data reveal very low percentage in the living this kind of experience. Among the reasons attributed to the contributions of school experiences were detected meanings which are self-centered, incorporate the one by interpersonal relations and consider interests and collective causes. The data show that values, life goals and meanings attributed to school are combined in various ways, highlighting the complexity that involves adopting a life project.

4) Cristina Satiê de Oliveira Pátaro. "Sentimentos, emoções e projetos vitais da juventude: Um estudo exploratório na perspectiva da Teoria dos Modelos Organizadores do Pensamento". 2011.

Feelings, emotions and youth purpose: an exploratory study in the perspective of the Organizing Models of Thinking.

The research aimed at analyzing the psychological function of feelings and emotions to the construction of youth purpose. The research is grounded in indissociability of cognition and affectivity, and in recent perspectives of human morality, as well as in the theory of Organizing Models of Thinking which proposes that human being constructs models of reality based on cognitive and affective processes. It is also based on the concept of youth purpose, understood as goals and objectives that are meaningful to the self and of consequences beyond the self, giving an ethical sense to life and actions. It was applied semi-structured interviews with 30 youth aged from 15 to 17, from public high school in the state of Paraná. Data analysis was based on theoretical bases used. Organizing models showed an influence of feelings and emotions in youth purpose linked by the following aspects: configuration of feelings and emotions in reasoning; youth positioning before the conflicts, obstacles and difficulties; relations between self and others. It was also emphasized the importance of interpersonal relationships, welfare and self satisfaction, and the moral values that support purpose. Given these results, considerations are made about the implications for moral psychology and education.

MASTER

- 1) Hanna Cebel Danza. "Projetos de vida e Educação Moral: Um estudo na perspectiva dos Modelos Organizadores do Pensamento". 2014.**

Purpose and moral education: a study from the perspective of the theory of organizing models of thought

In this research, we departed from the concept of purpose, understood as a project of life that is meaningful for the kids themselves, yet with implications for the world beyond them and the moral conceptions that seek the understanding of the integration processes between morality and the self. We used the Theory of Organizing Models of Thought as a theoretical-methodological basis that allowed the consideration of the idea of inseparability between cognition and affection and the assessment of the empirical data without sacrificing the complexity that emerges from both dimensions. The survey was conducted with 240 high school students from two different schools in the southern region of the São Paulo city. In order to address our objectives, we separated the study in two phases: the first one related to the life projects of the youngsters, the second one referring to the contributions that school may offer as to the development of their pupils projects. For the development of the first phase, the 240 students answered a questionnaire in order to ascertain the dynamics of their thoughts about their plans for life and the values that support them. At this stage, we also interviewed both school principals as to their conceptions of morality and their life plans. For the development of the second phase, we conducted a semi structured interview with five former students from one of these schools, which acted through an intervention concerning life projects of students. The results of the first phase of the research indicated that these young peoples plans varies among fragile, idealized, or defined structures, founded on the values of work, family, social and financial rise, and social commitment. The results of the second phase of the study showed that the previous intervention contributed mainly to the self knowledge and the designation of an ethical sense for their life projects and, more discreetly, to the knowledge of occupations and the aspects related to the employment market.

IN DEVELOPMENT

POSDOC SUPERVISION

Denise D'Aurea - Tardeli. "As possibilidades de autorrealização nos projetos de vida dos adolescentes: Um estudo sobre Psicologia Moral e Educação". [Self-realization and adolescents purpose: a sutudy on moral psychology and education]. Beginning: 2014.

Ph.D.

- Hanna Cebel Danza. "Conservação e Mudança nos Modelos Organizadores do Pensamento de jovens sobre seus projetos de vida: Um estudo longitudinal pautado em uma intervenção em Educação Moral". [Changes and conservation in youth purpose organizing models of thinking]. Beginning: 2015.

- Brigitte Ursula Haertel. "Projetos de vida, bem-estar, felicidade e os atributos reguladores". [Purpose, Well-being, happiness and mental regulation]. Beginning: 2012.

- Maria Aparecida Gomes. "A dimensão da felicidade nos projetos de vida dos jovens e as práticas educativas". [The dimension of happiness in youth purpose and in school practice]. Beginning: 2012.

MASTER

- Iraides Tavares Dantas. "Projetos de vida de adultos e idosos paulistas. [Purpose of elderly Brazilians]. Beginning: 2015.

- Andreia Morais Magliano. "Projetos de vida de jovens engajados em trabalhos sociais junto a ONGs". [Purpose in youth engaged with NGOs. Beginning: 2015.

- Mariana Fancio Gonçalves. "Projetos de Vida, Felicidade e Educação Moral". [Purpose, happiness and moral education]. Beginning: 2013.