

FULL-TIME EDUCATION: CHALLENGES AND POSSIBILITIES IN THE TEACHING AND LEARNING PROCESS

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Abstract

Full-time education has been consolidated as an important strategy for promoting the comprehensive development of students by extending learning time and educational opportunities within the school environment. This chapter aims to analyze the main challenges and possibilities of full-time education in the teaching and learning process, considering pedagogical, social, and institutional aspects.

Methodologically, this is a qualitative study based on a narrative literature review, supported by national and international scientific publications addressing educational policies, pedagogical practices, and outcomes related to the extension of the school day. The results indicate that full-time education can significantly contribute to improving academic performance, strengthening socioemotional skills, and reducing educational inequalities, provided it is supported by integrative pedagogical proposals, continuous teacher training, and adequate infrastructure conditions. However, challenges such as curriculum fragmentation, teacher workload, limited resources, and difficulties in articulating pedagogical and complementary activities are also identified. It is concluded that the effectiveness of full-time education depends on a pedagogical approach that goes beyond merely increasing school hours, fostering contextualized, interdisciplinary, and student-centered educational practices that enhance teaching and learning in a meaningful way.

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INTRODUCTION

Full-time education has gained prominence in contemporary educational discussions, especially in the context of public policies aimed at improving the quality of basic education. This modality proposes extending the school day in conjunction with an educational conception that seeks the student's integral development, encompassing not only cognitive aspects but also social, cultural, emotional, and ethical dimensions. In this sense, the school comes to be understood as an expanded learning space, capable of promoting more diverse and meaningful educational experiences.

Despite its formative potential, the implementation of full-time education still presents challenges that directly impact the teaching and learning process. Difficulties are observed related to curricular organization, teacher education and professional recognition, school infrastructure, and the integration between pedagogical and complementary activities. In light of this scenario, the research problem is delineated by the following question: in what ways does full-time education contribute to the teaching and learning process, and what are the main challenges that limit its effectiveness in the school context?

The general objective of this chapter is to analyze the challenges and possibilities of full-time education in the teaching and learning process. The specific objectives are: (a) to discuss the conceptual foundations of integral education and full-time education; (b) to identify the main obstacles faced by schools in implementing this modality; and (c) to reflect on the contributions of extending the school day to students' learning and development.

The relevance of this study is justified by the need to deepen the debate on full-time education beyond the mere expansion of school time, highlighting the importance of intentional and integrative pedagogical practices. In addition, the theme is pertinent in view of Brazilian educational challenges, especially in confronting social and educational inequalities.

From a theoretical standpoint, integral education is grounded in conceptions that advocate human formation in its totality, as addressed by authors such as Anísio Teixeira, Darcy Ribeiro, and contemporary scholars who discuss policies for extending the school day. Recent studies indicate that full-time education can promote better educational outcomes when articulated with a consistent pedagogical project capable of integrating knowledge, times, and educational spaces in a contextualized manner.

METHODOLOGY

This chapter was developed based on a methodological approach that enables a critical and reflective understanding of the challenges and possibilities of full-time education in the teaching and learning process. The type of research, the procedures adopted for data collection and analysis, as well as the criteria for selecting the analyzed sources are presented below.

TYPE OF RESEARCH

The research is characterized as qualitative, exploratory, and descriptive in nature. The qualitative approach was chosen because it allows an in-depth analysis of complex educational phenomena, considering the meanings, contexts, and interpretations present in scientific productions on full-time education. Regarding technical procedures, a narrative literature review was adopted, a method widely used in theoretical studies in the field of education, as it allows the integration of different theoretical perspectives and findings from empirical research.

DATA COLLECTION PROCEDURES

Data collection occurred through a bibliographic survey in scientific databases and academic repositories, including books, book chapters, scientific articles, and official documents related to integral education policies and the extension of the school day. National and international publications addressing the topic from pedagogical, social, and political perspectives were prioritized, ensuring theoretical diversity and scientific consistency in the analysis.

CRITERIA FOR SELECTING SOURCES

The inclusion criteria for the analyzed works considered: (a) thematic relevance to full-time education; (b) the authors' academic recognition; (c) a time frame encompassing both classical productions and contemporary studies; and (d) suitability to the educational context of basic education. Works that did not present a direct relationship with the teaching and learning process or that treated the extension of school time in a merely administrative manner were excluded.

ANALYSIS TECHNIQUES AND INSTRUMENTS

Data analysis was grounded in a critical and interpretive reading of the selected works, using the thematic content analysis technique. This technique enabled the identification of analytical categories related to structural, pedagogical, and formative challenges, as well as to the potentialities of full-time education for promoting meaningful learning. As an instrument for organizing the data, analytical notes (reading fiches) were used, allowing the systematization of concepts, arguments, and results presented by the authors.

METHODOLOGICAL DISCUSSION

The choice of a narrative review proved appropriate to the objective of this chapter, as it made it possible to articulate different theoretical approaches and empirical evidence, fostering a broader understanding of full-time education. Although this type of research does not aim at statistical generalization of results, its contribution lies in its capacity to deepen theoretical debate and support critical reflections on educational practices and policies. Thus, the adopted methodology supports a consistent and well-grounded analysis, aligned with the complexity of the educational phenomenon under investigation.

RESULTS AND DISCUSSION

The analysis of the selected scientific productions made it possible to identify a set of results that reveal both the potentialities and the challenges of full-time education in the teaching and learning process. The findings were organized into thematic axes that enable a discussion articulated with contemporary educational literature.

CONTRIBUTIONS OF FULL-TIME EDUCATION TO THE TEACHING AND LEARNING PROCESS

The analyzed studies indicate that extending the school day, when associated with a consistent pedagogical project, favors the diversification of educational practices and expands learning opportunities. It is observed that full-time education contributes to students' cognitive development, as well as to strengthening socioemotional competencies such as autonomy, cooperation, and critical thinking. These results corroborate theoretical conceptions that defend integral education as a promoter of human formation across multiple dimensions.

Furthermore, the literature indicates that a longer time spent at school enables integration between curricular contents and complementary activities—such as cultural, sports, and artistic workshops—supporting more meaningful and contextualized learning. When well planned, such actions strengthen students' bonds with the school and contribute to reducing dropout rates and school failure.

CHALLENGES IN IMPLEMENTING FULL-TIME EDUCATION

Despite the advances identified, the results highlight recurrent challenges in implementing full-time education. Among the main obstacles are curricular fragmentation, insufficient adequate infrastructure, and teacher workload overload. Many studies point out that extending school time is not always accompanied by qualitative changes in pedagogical practices, which compromises the objectives of integral education.

Another relevant aspect concerns teachers' continuing education, considered essential for implementing integrative pedagogical proposals. The absence of training policies aligned with full-time

education hinders the articulation among different educational times and spaces, limiting the transformative potential of this teaching modality.

LINKING THE RESULTS TO THE LITERATURE

The interpretation of the results confirms that full-time education should not be understood merely as extending school time, but as a reorganization of the curriculum and educational practices. Classical and contemporary authors emphasize that the effectiveness of this proposal depends on a critical and emancipatory pedagogical conception capable of integrating school knowledge with students' sociocultural experiences.

The findings of this study reinforce the need for investments in public policies that consider full-time education as a broad educational project, articulated with social demands and the specificities of school contexts. In this sense, the results dialogue with the literature by showing that the identified challenges do not invalidate the proposal, but rather point to pathways for its improvement.

POSSIBILITY OF PRESENTING SYNTHETIC DATA

Depending on the standards of the event or publication, the discussed results may be synthesized through tables or figures, such as comparative charts of the main challenges and possibilities of full-time education or illustrative schemes of the dimensions of integral formation. These visual resources can contribute to clarity and organization of information, without prejudice to the qualitative analysis developed.

CONCLUSION

This chapter aimed to analyze the challenges and possibilities of full-time education in the teaching and learning process, based on a narrative literature review. It sought to understand how extending the school day can contribute to students' integral development, as well as to identify the main obstacles that limit the effectiveness of this proposal in the educational context.

The results showed that full-time education has significant potential to improve the quality of teaching, especially when grounded in an integrative and contextualized pedagogical project. Among the main contributions are the expansion of learning opportunities, strengthening of cognitive and socioemotional competencies, diversification of pedagogical practices, and the promotion of greater educational equity. However, the analysis also revealed important challenges, such as curricular fragmentation, insufficient infrastructure, teacher overload, and the need for continuing education aligned with the specificities of this teaching modality.

From a scientific and educational standpoint, this study contributes to deepening the theoretical debate on full-time education by reinforcing the understanding that its effectiveness is not limited to extending school time, but lies in the quality of the educational experiences offered. In addition, the chapter provides support for administrators, teachers, and public policy makers interested in implementing or improving integral education proposals.

As a suggestion for future research, it is recommended to conduct empirical studies that investigate the implementation of full-time education in different school contexts, considering the perceptions of students, teachers, and administrators. Quantitative research approaches or case studies may also contribute to assessing the impacts of this teaching modality on learning indicators and students' integral development.

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