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Teacher-student relationship in light of of sexual diversity and teaching practices

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Abstract
This study investigates interpersonal relationships between university professors and LGBTTQIAPN+ students at a public university in the interior of Bahia, Brazil. The objective is to understand how professors can promote the inclusion of these students in their teaching practices. A qualitative approach was adopted to achieve this purpose. Data were collected through an *online* questionnaire and analyzed using Excel functions and content analysis. The discussion of the data was guided by theoretical frameworks on education and sexuality, based on the works of Louro (2001, 2008), Moreira e Silva Júnior (2016), Rios (2022), among others. The main findings indicate that these students' experiences are marked by challenges related to student retention, insufficient discussions about sexuality, and symbolic forms of violence. This study, therefore, contributes to rethinking inclusive teaching practices in Brazilian public universities.

Keywords
sexual diversity; teacher; student.

Relação professor-estudante à luz da diversidade sexual e das práticas docentes

Resumo
Este estudo investiga as relações interpessoais entre professores universitários e estudantes LGBTTQIAPN+ em uma universidade pública do interior da Bahia, Brasil. O objetivo é compreender como os docentes podem promover a inclusão desses estudantes em suas práticas pedagógicas. Foi adotada uma abordagem qualitativa para alcançar esse propósito. Os dados foram coletados por meio de um questionário *online* e analisados utilizando funções do Excel e análise de conteúdo. A discussão dos dados foi orientada por referenciais teóricos sobre educação e sexualidade, com base nos trabalhos de Louro (2001, 2008), Moreira e Silva Júnior (2016), Rios (2022), entre outros. Os principais achados indicam que as experiências desses estudantes são marcadas por desafios relacionados à permanência estudantil, discussões insuficientes sobre sexualidade e formas simbólicas de violências. Este estudo, portanto, contribui para repensar práticas docentes inclusivas nas universidades públicas brasileiras.

Palavras-chave
diversidade sexual; professor; estudante.

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Relación profesor-estudiante a la luz de la diversidad sexual y de las prácticas docentes

Resumen
Este estudio investiga las relaciones interpersonales entre profesores universitarios y estudiantes LGBTTQIAPN+ en una universidad pública del interior de Bahía, Brasil. El objetivo es comprender cómo los docentes pueden promover la inclusión de estos estudiantes en sus prácticas pedagógicas. Se adoptó un enfoque cualitativo para alcanzar este propósito. Los datos se recopilaron mediante un cuestionario en línea y se analizaron utilizando funciones de Excel y análisis de contenido. La discusión de los resultados se basó en marcos teóricos sobre educación y sexualidad, tomando como referencia los trabajos de Louro (2001, 2008), Moreira y Silva Júnior (2016), Ríos (2022), entre otros. Los principales hallazgos indican que las experiencias de estos estudiantes están marcadas por desafíos relacionados con la permanencia académica, discusiones insuficientes sobre sexualidad y formas simbólicas de violencia. Este estudio, por lo tanto, contribuye a replantear las prácticas docentes inclusivas en las universidades públicas brasileñas.

Palabras clave
diversidad sexual; profesor; estudiante.

1 Introduction

This article presents the final product of a scientific research project carried out between 2023 and 2024, with funding from the National Council for Scientific and Technological Development (CNPq). The overall objective of the study is to understand how teachers can promote the inclusion of LGBTTQIAPN+ students in their teaching practices at a public university in the interior of Bahia. Additionally, the study aims to map the participants' diverse gender different and sexuality identities of the participants, to describe the challenges experienced by employees in the field of teaching practices, and to highlight the perspectives expected by students in their relationships with teachers.

It is worth noting that, after World War II, several groups dedicated to defending the rights of the LGBTTQIAPN+ population emerged. In this new context, dialogue was established with various academic fields and institutional spheres, with the aim of ensuring that these rights were respected. Thus, the second half of the 20th century and the beginning of the 21st century were marked by questions and criticisms of pre-established knowledge, which generated prejudice and exclusion of the LGBTTQIAPN+

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population. As a result, individuals who were previously segregated and silenced began to demand recognition and respect for their identities (Moreira; Silva Júnior, 2016).

In this sense, formal education began to play a central role in the debate on sexual and gender diversity in new social configurations, especially during the period of redemocratization in Brazil after the military dictatorship of the 1970s. From one perspective, educational process in heteronormative societies can reinforce the exclusion and erasure of nonconforming identities. On the other hand, from a second perspective, it can be seen that institutions that subvert heteronormative logic tend to value and offer educational spaces that embrace human plurality (Rios; Cardoso; Dias, 2018).

Thus, according to the National Association of Transvestites and Transsexuals (Antra, 2022), the exclusion of lesbians, *gays,* bisexuals, transsexuals/transvestites, *queer,* intersex, asexuals, pansexuals, non-binary individuals, and others (LGBTTQIAPN+) in Brazil can be analyzed from a structural perspective, that is, considering the presence of gender and sexual orientation prejudice in different social organizations and institutions. In this context, the following research question arises: how do interpersonal relationships between university professors and LGBTTQIAPN+ students develop?

Given the above, this research is justified by its potential to deepen understanding of the difficulties faced by LGBTTQIAPN+ students in higher education. In addition, it helps to rethink inclusive teaching practices in Brazilian public universities, thus generating reflections on the need for actions that strengthen the perception of belonging and the appreciation of the identities of these students in educational spaces.

2 Methodology

This research study is characterized as field research, with a qualitative and descriptive approach. Considering that the purpose of this study is to examine the reality of interactions between LGBTTQIAPN+ teachers and students, qualitative research is more appropriate for the objectives of the investigation, as it enables the analysis of the meanings and perceptions of the subjects involved in the process studied (Minayo, 2008). From this perspective, the choice of this approach is justified not only by its ability to

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analyze individual perceptions, but also by its ability to enable the understanding of complex social phenomena. Thus, this approach is appropriate for the objectives of this research, as the object of study is socially constructed and has multifaceted dimensions.

Regarding the participants, the sample consists of students enrolled in undergraduate or graduate courses at a university in the interior of Bahia, whether or not they belong to the LGBTTQIAPN+ population. For data collection, an instrument called a questionnaire was used, created through the Google Forms digital platform. According to Marconi and Lakatos (2003), this technique used to obtain data is organized through a series of ordered questions, in which participants can record their answers without the presence of an interviewer.

The questionnaire was developed in three stages. First, the researchers developed 16 items with open and closed questions related to the research topics; then, the instrument was subjected to a pre-test; and finally, the questionnaire was disseminated digitally on academic social networks and through posters with *QR codes* distributed on the university campus. The data analysis was performed in two ways: the closed-ended responses were examined using percentages calculated in Excel, while the open-ended responses were treated based on the content analysis proposed by Mendes and Miskulin (2017).

Thus, the content analysis generated two broad categories, which are: 1) challenges in the relationship between teachers and students in the face of gender and sexual orientation diversity; and 2) teaching practices that silence sexual diversity in the classroom and expected perspectives. These categories are composed of six transcripts described by six students. The students' reports will be identified with the names of cities in Bahia, which are Salvador, Mucugê, Andaraí, Juazeiro, Ipirá, and Remanso. In addition, it is important to note that this research was submitted to and approved by the Ethics Committee of the higher education institution where the data were collected.

3 Results and discussion

3.1 Mapping the socioeconomic profile of students and their perception of retention policies: between experiences and challenges

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Contemporary times are marked by the emergence of new identities that challenge hegemonic standards, thus, topics such as masculinities, gender identity, sexual orientation, race, and ethnicity now occupy spaces that were previously off-limits. Even in the face of these new perspectives, discourses that produce exclusion and suffering among historically segregated groups still predominate (Moreira; Silva Júnior, 2016). In this context, theoretical proposals have emerged that seek to construct new epistemologies capable of deconstructing the spheres of domination over contemporary identities.

From this perspective, this study seeks to understand how sexual diversity manifests itself at the university where the data were collected and how this diversity is addressed in teaching practices. To this end, we profiled the students participating in the research. The information was collected between November 21, 2023, and April 30, 2024, totaling 79 respondents, aged between 17 and 44 years, with an average age of 22 years. Table 1 summarizes these data.

Table 1 – Age profile of participants

Years	Number	Percentage
17	1	1
19	10	13
20	12	15
21	12	15
22	15	19
23	6	8
24	4	5
25	5	6
26	4	5
27	2	3
28	1	1
29	4	5
31	2	3
44	1	1
Total	**79**	**100**

Source: The authors (2024).

Furthermore, the table of self-declared race and ethnicity reveals that 43% of students identified themselves as brown, 25% as black, and 32% as white. In addition, it is important to note that there were no responses in the categories referring to the indigenous and quilombola populations.

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Table 2 – Self-declared race/ethnicity profile of participants

Race/Ethnicity	Quantity	Percentage
Black	20	25
Brown	34	43
White	25	32
Yellow	0	0
Indigenous	0	0
Quilombola	0	0
Total	**79**	**100**

Source: The authors (2024).

Based on Table 2, it can be observed that the data reflect the result of the constant struggle of black movements and organizations, which have long demanded access to educational opportunities. The fruit of these demands resulted in affirmative action policies for access to higher education for Black students, implemented since the beginning of the 21st century (Lacerda; Almeida, 2021). However, it is important to highlight that guaranteeing access is not enough; it is necessary to ensure quality retention for these students, as they face experiences related to issues of race and segregation due to heteronormativity.

In this context, it is assumed that, in addition to race and ethnicity variables, other factors influence the access and retention of LGBTTQIAPN+ students in the university. To understand these factors, some data illustrating this impact are presented. According to Lacerda and Almeida (2021), aspects such as financial conditions, the need to work, and time dedicated to academic demands interfere with the continuity of education. As shown in Table 3, 38% of students receive financial support from their families, 32% support themselves through student grants, 23% support themselves with their own resources, and 8% with other types of resources.

Table 3 – Source of students' financial resources

Financial resources	Quantity	Percentage
Family	30	38
Student grants	25	32
Own	18	23
Others	6	8
Total	**79**	**100**

Source: The authors (2024).

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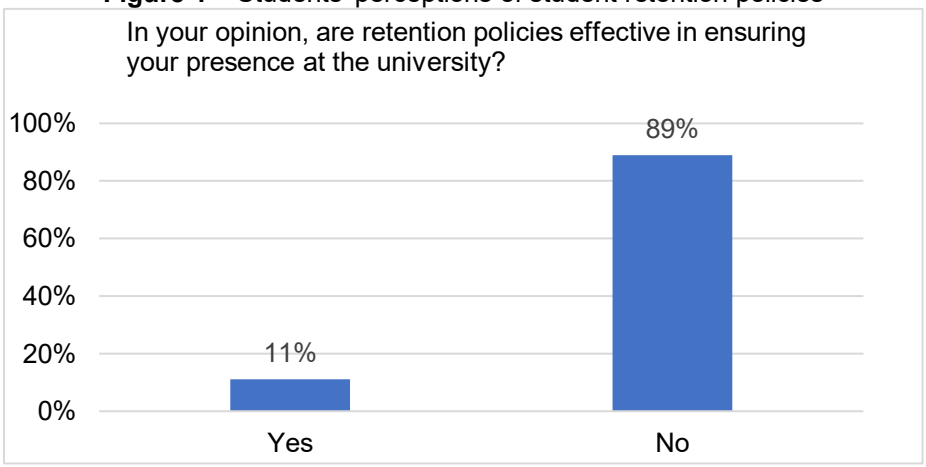
Under these circumstances, it is important to note that student scholarships and retention policies play a crucial role in maintaining the presence of LGBTTQIAPN+ students at the university. Therefore, these actions must be sensitive and attentive to the various social determinants that can increase exclusion in the education of these students. In this sense, participants were asked whether they considered retention policies to be effective in ensuring continuity in education. According to figure 1, 89% reported that the policies are not effective, while 11% considered them effective.

Figure 1 – Students' perceptions of student retention policies



Source: The authors (2024).

In summary, the experiences and some of the challenges faced by LGBTTQIAPN+ students are related to the importance of strengthening actions that guarantee the admission, continuity, and completion of these students' education. This finding is evidenced by the margin of disapproval of the effectiveness of retention policies by respondents.

3.2 Mapping gender and sexuality diversity and its interfaces with teaching practice

Formal education can be understood as the set of practices carried out in educational institutions, through program content and learning techniques. However, the daily lives of individuals are also permeated by various pedagogical practices that occur outside the classroom, in different spaces of interaction. In other words, these everyday

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pedagogies disseminate culturally accepted learning as the standard to be followed (Louro, 2008).

Based on this observation, a critical examination of pedagogical practices reveals the cultural factors that shape human behavior, previously hidden by everyday perception. In this sense, what was seen as natural comes to be understood historically, making it possible to identify the origin of the discourses that guide learning. Thus, the categories of gender and sexual orientation were, for a long time, disseminated as natural constitutions of human beings, and the prescriptions about what it means to be a woman or a man were inserted into a naturalizing perspective (Louro, 2018).

In this context, the emergence of groups with an analytical and critical view of reality caused knowledge that had previously been crystallized and understood as the only truth to undergo a process of destabilization. As a result, new ways of living were disseminated, no longer tied to the norms of socially established institutions. This gave rise to a new subject, capable of reframing their behaviors, free from the shackles imposed on gender and heteronormative standards (Louro, 2008).

The study by Rios, Cardoso, and Dias (2018), however, shows that pedagogical practices, that is, the organization and planning of learning, still reproduce the valorization of gender based on dichotomous models, privileging heterosexual sexuality. This generates teaching processes that disregard other forms of human relationships and favors the manifestation of segregation, homophobia, and physical and symbolic violence in educational spaces. Thus, it is relevant to investigate how sexual and gender diversity manifests itself on *the campus* studied and how these issues are addressed by university professors.

Thus, participants were asked about their gender identification at the time of the research, considering the concept of gender as a historical, social, and cultural construct, rather than from a naturalizing perspective (Gonçalves, M.; Gonçalves, J., 2021). Table 4 presents the results, showing that 48% identified as cis women and 43% as cis men, that is, subjects aligned with the historical constructions of their biological sex. The trans man category corresponded to 4%, while the other identities represented 1% each.

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Table 4 – Gender identity of students

Gender	Quantity	Percentage
Cis woman	38	48
Cisgender men	34	43
Trans woman	1	1
Transgender man	3	4
Transvestite	1	1
Non-binary	1	1
Agender	1	1
Total	**79**	**100**

Source: The authors (2024).

The data presented in Table 4 draw attention to the low presence of trans and transvestite students among respondents. These data are in line with the theories of Lacerda and Almeida (2021), who argue that transphobia, perpetuated by the exaltation of heterosexuality, ends up alienating trans students from the educational environment. Thus, schools and universities can act by silencing non-hegemonic identities. As a result, these individuals, when in these spaces, end up experiencing fear and shame because they cannot freely express their identities (Lemos, 2021).

In addition, another question addressed was about the sexual orientation of employees. This can be conceptualized as the direction of desires, romantic and sexual affections between people (Gonçalves, M.; Gonçalves, J., 2021). From this perspective, Table 5 shows that, among the 79 participants, 35% identified as bisexual, 25% as *gay,* 23% as heterosexual, 10% as lesbian, 5% as pansexual, and 1% as belonging to other orientations.

Table 5 – Sexual orientation of students

Sexual orientation	Number	Percentage
Bisexual	28	35
Gay	20	25
Straight	18	23
Lesbian	8	10
Pansexual	4	5
Other	1	1
Total	**79**	**100**

Source: The authors (2024).

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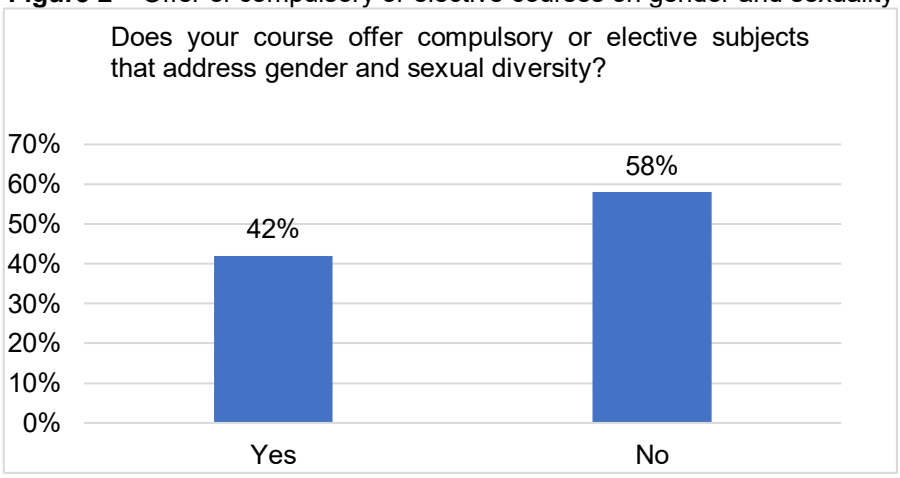
Given this, based on Moreira and Silva Júnior (2016), the curricula of educational processes are constantly called upon to address topics considered relevant by different social actors. In this context, scholars such as Rios, Cardoso, and Dias (2018) strongly advocate for the inclusion of gender and sexuality categories in curricula. Thus, students were asked about the existence of compulsory or elective courses that addressed these topics in their programs.

According to the data obtained, 58% indicated that their courses did not offer subjects on this theme, while 42% stated the opposite. Figure 2, presented below, summarizes this information.

Figure 2 – Offer of compulsory or elective courses on gender and sexuality



Source: The authors (2024).

The data presented above on the presence of curricular components focused on discussions about sexual diversity reveal the conflicting nature of educational proposals. In this context, pedagogical practices tend to reinforce the worldview of white, European, heterosexual, and cisgender men, the ideology of the ruling classes (Rios; Cardoso; Dias, 2018). However, the subjects present in educational spaces are plural and diverse, but their voices and identities are often silenced by practices disconnected from their reality.

Together with the previous data on curricula, Figure 3 leads us to conclude that many teachers are not adequately prepared to conduct discussions on gender and sexual diversity, since 63% of students stated that teachers do not have adequate training for this, in contrast to the 37% who stated the opposite.

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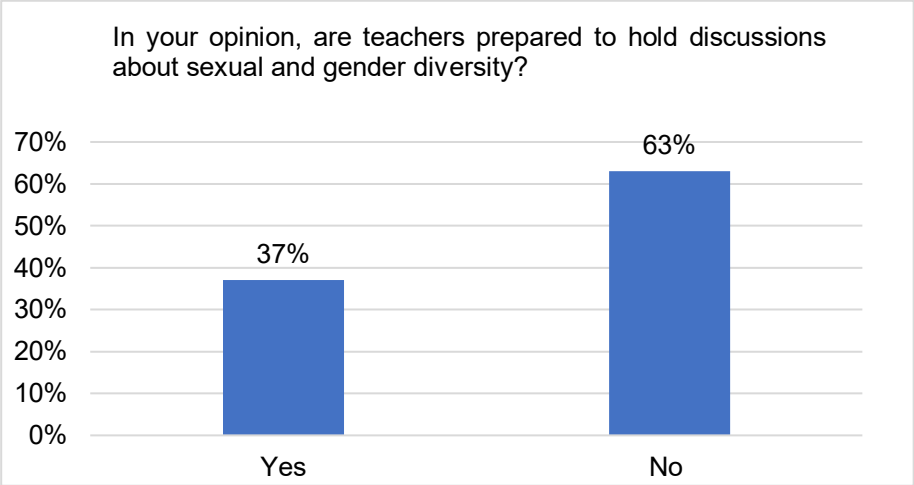
Figure 3 – Students' perception of teachers' preparation when conducting discussions on sexual diversity



Source: The authors (2024).

It is therefore important to note that the training of future university teachers should be rethought from the perspective of social responsibility, as it can contribute to the deconstruction of historically perpetuated prejudices in Brazil. The data presented in Figure 3 reinforce the need for debates on teacher training and the creation of continuing education strategies that take into account the unique characteristics of students. This will enable teachers to engage in more in-depth reflections on gender and sexuality.

The information obtained in the first part of the data analysis, derived from the mapping, indicates that further discussions are still needed on how to remove dissident identities from the field of silencing. It is observed that the LGBTTQIAPN+ population is present in the institution and has specific and unique demands, not only in relation to pedagogical practices, but also in relation to the guarantee of rights and permanence in the university space.

3.3 Challenges in the relationship between teachers and students in the face of gender and sexual orientation diversity

When discussing gender and sexuality diversity at the university, it is observed that the experiences of LGBTTQIAPN+ students can be marked by various difficulties. This reflects the violence historically faced by this group, both in formal educational spaces and outside them. In this context, in a society permeated by heterosexual and patriarchal

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conventions, relationships between teachers and students can be influenced by prejudiced mechanisms in relation to non-hegemonic identities.

Based on this observation, this research sought to capture the perceptions of LGBTTQIAPN+ students regarding the quality of their relationships with teachers. This analysis is relevant because welcoming environments that are sensitive to the suffering caused by gender and sexual orientation prejudice help students feel that they belong in the university setting. In addition, such spaces encourage reflection on the social roots of the exclusion of minority groups, stimulating participation in processes of social transformation. In this context, the student Salvador (information obtained through the questionnaire), when reporting his perception of the relationships, highlighted:

> *From the point of view of a trans man who transitioned during the course and who for three years was the only trans man at the university, I experienced both extremes: teachers who were welcoming and open to dialogue about sexual and gender reality at the university and LGBTphobic teachers. So, in general, most people are respectful, but they don't discuss it in the academic space.*

Based on the account of the student Salvador, it can be observed that the relationships between teachers and students occur in different ways. Although there are respectful teaching staff members, there are still those who reproduce exclusions through interpersonal relationships. Furthermore, the university student's discourse also points to the lack of discussions on the theme of gender and sexual diversity, going against what is proposed by Rios (2022), who emphasizes the importance of discussing these themes to contribute to breaking the historical silence imposed on bodies with diverse sexualities.

According to Louro (2001), the LGBTTQIAPN+ population was, for a long time, marked by feelings of shame and abjection, but the emergence of new affirmative discourses about these identities made it possible to transition from shame to pride in expressing who one is. In this context, inclusive education is not based solely on respectful relationships or neutrality on the subject, but also on actions that deconstruct dominant knowledge about gender and sexuality. Even so, the report by student Mucugê (information obtained through the questionnaire) shows that there is still a long way to go, stating:

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> *In my opinion, the teacher-student relationship regarding this issue could be more powerful if teachers appropriately appropriated discussions involving gender and sexual diversity. I notice that in many cases these discussions are marginalized.*

The contribution of the student Mucugê helps us to reflect on the fact that, in some circumstances, the relationships that occur between university professors and students are unable to bring about changes in the Brazilian social scenario. This observation means that the population in question remains in a position of subordination, as educational processes pretend that this diversity does not exist. In this sense, it is reasonable to say that, in many cases, interpersonal encounters in the academic environment do not promote the construction of subjectivities that rebel against the imposed system (Moreira; Silva Júnior, 2021).

When addressing the movement that limits inclusive practices in education, Louro (2001) states that the lack of knowledge or preparation of educators on gender and sexuality is neither neutral nor the result of casual ignorance. According to the author, these gaps reflect socially accepted norms regarding romantic and sexual relationships. Thus, by disregarding other forms of love and sexuality, teachers contribute to maintaining the social *status quo*. This perspective is evidenced by the report of the student Andaraí (information obtained through the questionnaire) about relationships with teachers:

> *Some teachers warm the hearts of anyone who is part of the LGBTTQIAPN+ community, always bringing this discussion to the classroom in a super respectful and didactic way; others try to do the same, but end up failing due to a lack of mastery of the subject; and others do not know, do not want to know, and are angry at those who do know. Sometimes there is acceptance in the classroom, but sometimes there is just homophobia that doesn't even bother to hide.*

Andaraí's report points out positive aspects in relations with teachers, highlighting those who promote reflection in the classroom on the topics under discussion. According to him, these practices strengthen his sense of belonging to the academic environment, especially when he states that "[...] *they warm anyone's heart [*...]," which reinforces Ribeiro, Oliveira, and Ramos' (2021) defense of the importance of affection in the quality of learning. The same report, however, highlights teachers who demonstrate a lack of literacy about sexual diversity, which, according to Louro (2008), is not naive ignorance, but the result of the macrostructures that sustain an *LGBTTQIAPN+phobic* society.

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Consequently, the data from the first category of content analysis reveal two notions about the relationship between teachers and students regarding gender and sexual diversity. On the one hand, there are teachers committed to social transformation, promoting classes that question inequalities and violence faced by *gay*, lesbian, transvestite, and transgender students. On the other hand, there are teachers who are neutral or unprepared, which ends up generating exclusion. These findings corroborate the theory of Rios, Cardoso, and Dias (2018), which points to the coexistence of affirmative attitudes and prejudiced actions toward the LGBTTQIAPN+ population.

3.4 Teaching practices that silence sexual diversity in the classroom and expected perspectives

For a long time, curricula valued the thinking and knowledge of European colonizers, but the strengthening of identity theories has driven the inclusion of topics such as gender, sexual orientation, and race in teaching and learning practices (Rios, 2022). This change aims to demonstrate the roots of oppression experienced by various groups and strengthen the experiences of new identities. From this perspective, teachers are called upon to adopt a transgressive stance, breaking down exclusionary paradigms and valuing what challenges crystallized certainties.

In line with this point of view, we investigated students' perceptions of this attitude of promoting transformative spaces in relation to the discussion of gender and sexuality through teaching practices. Based on this, the student Juazeiro (information obtained through the questionnaire) reported his experience as follows:

> *In a way, I think the movement is invisible, because sexual diversity is discussed to some extent, but only in relation to specific groups (heterosexual and homosexual). As for the rest of sexual diversity, I don't see it being discussed much, and gender issues are rarely discussed in undergraduate courses. People who discuss these issues seek out projects outside of class on their own initiative, which is great, but they do little to spread the discussion to more general spaces. In addition, I notice that the issue is brought up/mentioned more by students than by teachers.*

Given the above, it is clear from the student's discourse that issues of diversity are silenced in the classroom. The collaborator's statement indicates that teachers' teaching

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methods are still timid, in the sense that they do not establish an ethical, philosophical, and political stance that transgresses didactic limits, considered standards to be followed. Thus, the university environment acts as a power that reproduces the social macrostructure of erasing these students' history, since their narratives and experiences do not fit in the classroom (Rios, 2022).

According to Moreira and Silva Júnior (2016), one of the prospects for change in relation to this silence is precisely the promotion of the dismantling and disorganization of discourses that have historically been essentialized and understood as separate from history. In this way, university educators would contribute to the forging of minds capable of proposing changes in the Brazilian scenario, by thinking about reality through new perspectives that may be considered forbidden precisely because of their transformative content. Student Remanso (information obtained through the questionnaire), however, points out that:

> *In general, teachers apparently do not feel comfortable discussing issues of sexual and gender diversity across the board, perhaps because it is a sensitive topic that can generate controversy in the classroom. On the other hand, I have had the unfortunate opportunity to see a teacher making fun of the thinker we were studying, who was openly gay, and it was the only time I saw him making fun of the sexuality of an author we were studying (all the others were cisgender and heterosexual). It seems that when there are transgender students, teachers nowadays tend to be more careful, perhaps because they fear being accused of transphobia, which could cause them problems.*

This student's contribution shows that, along with silencing, there is also ridicule of sexual diversity at the university. This corroborates the argument of Rios (2022), who theorizes about the symbolic violence that causes subversive identities to be belittled, contributing to these students not feeling safe in expressing their individuality and difficulties. This finding also weakens the affective relationship between teacher and student, which is so necessary for the assimilation and learning of the content presented in class (Ribeiro; Oliveira; Ramos, 2021).

From this perspective, the formative and didactic processes end up favoring the neglect and silencing of voices that question cis-heteropatriarchal thinking. The student Ipirá (information obtained through the questionnaire) summarizes this idea by stating that “[...] *much is masked, much is said about fighting oppression, but in reality, there is more silencing and attempts at omission than proactivity in resolving cases such as*

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harassment, machismo, and LGBTQI+phobia." His account shows that teaching practices are still far from being emancipatory, transgressive, and inclusive of diversity.

Given this, it is necessary to adopt new forms of education that consider the diversity of gender and sexual orientation present in the university. Thus, we advocate the development of curricular practices that welcome singularities, recognize multiplicities, and promote openness to rethinking paths, seeking healthier relationships in the academic environment. These practices should avoid reproducing the normative subject and encourage a critical stance towards reality, enabling the construction of new ways of existing with pride and without fear.

Finally, in order to synthesize the results obtained in the four axes of this research, the following table relates the categories of results to their respective summaries.

Table 6 – Summary of results

Category of results	Synthesis
Mapping of the socioeconomic profile of students and perception of retention policies.	The results point to the fragility of student retention policies, requiring actions to strengthen the guarantee of continuity in education.
Mapping of gender and sexuality diversity and its interfaces with teaching practice.	The results demonstrate the need to broaden debates focused on the visibility and recognition of dissident identities through teaching practices.
Challenges in the relationship between teachers and students in the face of gender and sexual orientation diversity.	The information obtained indicates that there are teachers who promote student inclusion, but there are also teachers who end up reproducing processes of exclusion and prejudice.
Teaching practices that silence sexual diversity in the classroom and expected perspectives.	The data points to practices of silencing discussions related to sexual diversity. As for expected perspectives, there is a defense of curricular and teaching practices that value the multiplicity of gender identities and sexual orientation.

Source: The authors (2024).

5 Final considerations

The analysis carried out in this research involved the selection of data from the mapping of the profile of LGBTTQIAPN+ students and records of perceptions regarding the teaching practices of university professors. The objective of this activity was to understand how teachers can promote the inclusion of these students in their pedagogical practices.

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Among the main results, it is noteworthy that the students who participated in the research face challenges related to ensuring their permanence in the university environment. The results showed that remaining in university is associated with several variables, including gender identity, sexual orientation, race, and the origin of students' financial resources. These findings point to the need for university administrators to reflect on the social responsibility of the university in light of these students' needs, considering that the Brazilian educational system is permeated by numerous social inequalities.

Furthermore, it was possible to observe that the relationship between teachers and LGBTTQIAPN+ students occurs in different ways. Teaching practices were identified that fulfill the social role of mitigating prejudice and discrimination against this population through theoretical discussions proposed in some disciplines. However, it was also noted that some teachers do not have the adequate theoretical preparation to conduct these discussions in the classroom.

Thus, the main challenges faced by these students in relation to pedagogical practices are associated with the predominance of the heteronormative view present in academic curricula and teaching practices. This statement is justified because the curriculum is understood as a field of conflict, and teacher training generally does not consider the plurality that permeates university classrooms. As a consequence, many pedagogical practices can reinforce the symbolic violence experienced by the LGBTTQIAPN+ population.

From this perspective, the implications of this research for teacher training and university management lie in the need to bring together different institutional sectors to develop ideas that will make the university environment more welcoming to this population. Thus, it is essential to include more courses that address gender and sexual orientation in curricula, promote continuing education for teachers and staff, and strengthen affirmative action and retention policies. Therefore, we recommend the creation and expansion of welcoming channels, cultural spaces that value sexual identities, and material support that favors student retention.

Although this research has broadened the discussions on gender and sexual diversity in the educational environment, it has some limitations. Among the limitations, it

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is noteworthy that the small number of responses to the questionnaire indicates the need for new studies with methods that reach more participants. It is also recommended that research be conducted to investigate teachers' perceptions of the topic and the development of applied technologies, such as continuing education programs and the evaluation and improvement of affirmative action and retention policies.

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DATA AVAILABILITY

The entire dataset supporting the results of this study has been published in the article itself.

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