

# The Role Of Strict Senu In The Development Of Regional Educational Practices: A Field Survey

Alex Paubel Junger<sup>1</sup>, Valdecil de Souza<sup>2</sup>, Antonio Carlos de Alcantara Thimóteo<sup>2</sup>, Cristiane Gomes de Carvalho Fontana<sup>2</sup>, Victor Inacio de Oliveira<sup>3</sup>, Marcelo Vianello Pinto<sup>4</sup>, Thomas Peter Hulten<sup>5</sup>

<sup>1</sup>(Universidade Cruzeiro do Sul, Brasil)

<sup>2</sup>(Faculdade de Tecnologia de Sorocaba, Brasil)

<sup>3</sup>(Universidade Presbiteriana Mackenzie, Brasil)

<sup>3</sup>(Faculdade de Tecnologia Termomecânica, Brasil)

<sup>3</sup>(FAM Centro Univeritário, Brasil)

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## Abstract:

All the knowledge produced so far is the result of several problems that resulted in positive and negative pedagogical applications. Graduation as the first stage of Higher Education, inserts graduates and professionals who will work in Basic Education, in view of the challenges of the public education network, in the school reality, in the future work context, so that the initial training of these professionals contemplates the application with the world of work. In this sense, the objective of this work is to investigate the relevance of Graduate Programs at the Strictsenu level (master's and doctorate) in the development of educational practices that elucidate regional development. For that, we used field research that had 15 participants, composing the data collection. The data reveal that the participants recognize the Strictsenu as a promoter of the development of teaching and learning processes and in the investigation of problems that affect a certain region in which the program covers. In addition, participants point out the need to include more researchers in these programs, envisioning successful practices.

**Keywords:** Education; Teaching; Development; Field research.

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## I. Introduction

Basic Education is a fundamental stage in citizenship education and consists of: Early Childhood Education, Elementary Education and High School. In the most miscellaneous regions of Brazil, this stage faces the scenario of socioeconomic vulnerability, especially if the reference for public schools located in peripheral areas. In this sense, these and many other factors will interfere with the quality of education, such as: teacher training, investments in education networks, access to technology, food, school infrastructure, among other aspects. However, everything will reflect on the teaching and learning processes and on the social development of the region.

[...] contributions to the advancement of knowledge in the dynamics of the educational process and in its structure as a whole: it reconfigures the understanding of learning, of internal and external relations in institutional instances, of the historical-cultural understanding of the demands of a more dignified education for everyone and the understanding of the importance of the school institution in the process of humanization (ZANETTE, 2017, p. 159).

Regarding the insertion of Graduate Programs and their referrals, Ferração and Farias (2021, p. 432) state that:

The historical emergence of social insertion in postgraduate evaluation was driven by the understanding that it should enable programs, in a manner consistent with their objectives, goals and structure, to “say about themselves”, or, in other words, to show the scope of its space-time performance, its specificities and its regional and local differences, by detailing the actions carried out, their periodicity, continuity, scope and articulation with broader policies. That said, it is necessary to consider that there is no better or worse social insertion. As an evaluative requirement that allows inferences about the quality of courses based on their training, research and knowledge production action, it is of fundamental importance to characterize and record social insertion as an organic action to the function and peculiarities of each postgraduate program. -graduation.

The National Common Curricular Base, a document that guides the Basic Education school curriculum, “integrates the national Basic Education policy and will contribute to the alignment of other policies and actions, at the federal, state and municipal levels, regarding teacher training, to the evaluation, the elaboration of educational contents and the criteria for the provision of adequate infrastructure for the full development of education (BRASIL, 2018, p. 8). Therefore, when measuring the full development of education, it is understood that the educational process needs to be investigated as one, which is where the importance of reflecting on the performance of Graduate Programs as developers of scientific and academic research in the field comes in scope educational (CHAGAS et al., 2017).

In this sense, the surveys carried out by the aforementioned programs can collect data on the educational weaknesses of the most diverse regions and contribute with the development of interventions that minimize their impacts and develop new tendencies from the continuity of training with teachers. “In education, reflection on the assumptions of traditional science becomes more relevant by highlighting the need to conceive scientific knowledge based on the dialectic between subject and object” (SILVA et al., 2022, p. 5).

Latosensu postgraduate courses predominantly assume the forms of improvement and specialization and constitute a kind of extension of graduation. In fact, these courses aim at an improvement (improvement) or deepening (specialization) of the basic professional training obtained in the corresponding graduation course. On the other hand, the Strict sensu post-graduation, organized under the forms of masters and doctorates, has its own objective, [...] it turns to academic training translated specifically into the objective of training researchers (SAVIANI, 2017, p. 4-5).

Therefore, the following research question arises: Does the insertion of Strictsensu Graduate Programs corroborate for the area of education? In order to delimit the theme, the objective of this study is to investigate the relevance of Graduate Programs at the Strictsensu level (master's and doctorate) in the development of educational practices that elucidate regional development. The data resulting from the study are presented in a descriptive manner along the lines of a search field.

## **II. Methodology**

For the development of this article, we used a methodology entitled field research indelination qualitative. Although there is some quantitative data in the work, Minayo (2001) describes that the research does not lose its qualitative character. According to the author, “the research qualitative answers very particular questions. It is concerned, in the social sciences, with a level of reality that cannot be quantified. That is, it works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables (p. 21 -22).

About there being no difference between qualitative and quantitative data, read:

The difference between qualitative and quantitative is of nature. While social scientists who work with statistics apprehend only the “visible, ecological, morphological and concrete” region of phenomena, the qualitative approach deepens into the world of meanings of human actions and relationships, a side that is not perceptible and not captured in equations, averages and statistics (MINAYO, 2001, p. 22).

In terms of qualitative research, Guerra (2014, p. 15) states that:

Qualitative research presupposes that the researcher will make an empirical approach to his object. To this end, he starts from a pre-established theoretical-methodological framework, to then prepare his data collection instruments, which, if well designed and well applied, will provide a unique wealth to the researcher. In possession of these data, it remains to analyze them from their analytical categories, and thus proceed to a discussion of the results of their research.

The structure of the article is based on descriptive and exploratory foundations, as the aim is to explore a theme in question, that is, the Strictsensu and describe the data according to the perspective of professors. About the character exploratory, “these researches aim to provide greater familiarity with the problem, with a view to making it more explicit or to constitute hypotheses. It can be said that these researches have as their main objective the improvement of ideas or the discovery of intuitions. Its planning is, therefore, quite flexible, so that it allows the consideration of the most varied aspects related to the studied fact” (GIL, 2002, p. 41). In the descriptive bias, the theoretical support is in Trivinos (1987) who recognizes the description as a strategy to present or describe data of a certain reality.

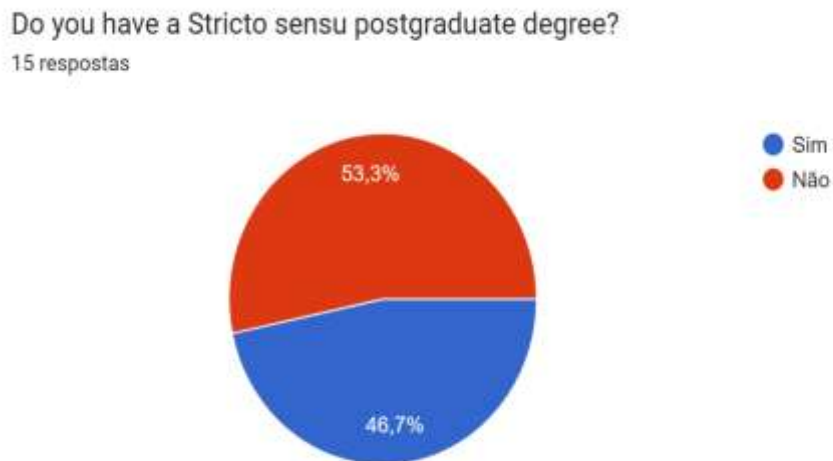
According to Gonsalves (2001, p. 67) about field research: “Field research is the type of research that intends to seek information directly from the researched population. It requires a more direct encounter from the researcher. In this case, the researcher needs to go to the space where the phenomenon occurs, or occurred and gather a set of information to be documented [...]. For that, a semi-structured questionnaire was used with nine (9) questions, 7 objective and 2 discursive, seeking to investigate aspects that permeate the role of Strictsensu in practice educational regional. The participants make up a national research group in education and have different perspectives, backgrounds and lines of research, which is reflected in this work.

### III. Results and Discussion

In this topic, the results obtained from the investigation are presented in descriptive terms of the 15 participants, as well as a theoretical discussion by way of some authors who corroborate the theme addressed. For that, we sought in the theoretical support of the literature, direct relationships with the results obtained, either in favorable points or counterpoints. It stands out, as the participants are from a research group in interdisciplinary education, the results dialogue with this multiplicity of perspectives.

The first question sought to assess whether the participants already have a master's or doctorate, that is, postgraduate studies at the Strictsensu level (Figure 1). Data revealed that 46.7% of participants have Strictsensu training and 53.3% do not. It is noteworthy that, as it is a research group, most of those who do not have one are in the process of joining or studying.

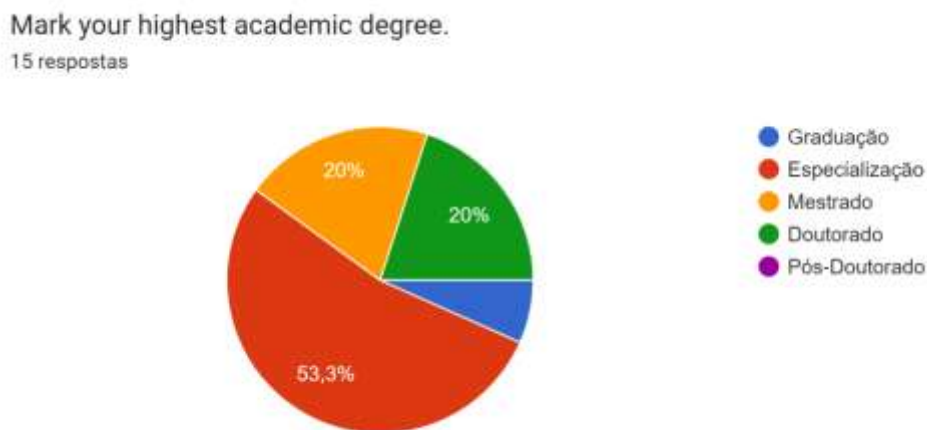
**Figure 1 - Research question no. 1.**



Source: survey data.

The second question sought to investigate the academic titles of the participants (Figure 2). The data revealed that the majority are postgraduates at the Latosensu level (53.3%), that is, specialization. However, participants who hold a master's degree totaled 20% and a doctorate 20%, resulting in a number of 40% of participants with Strictsensu training.

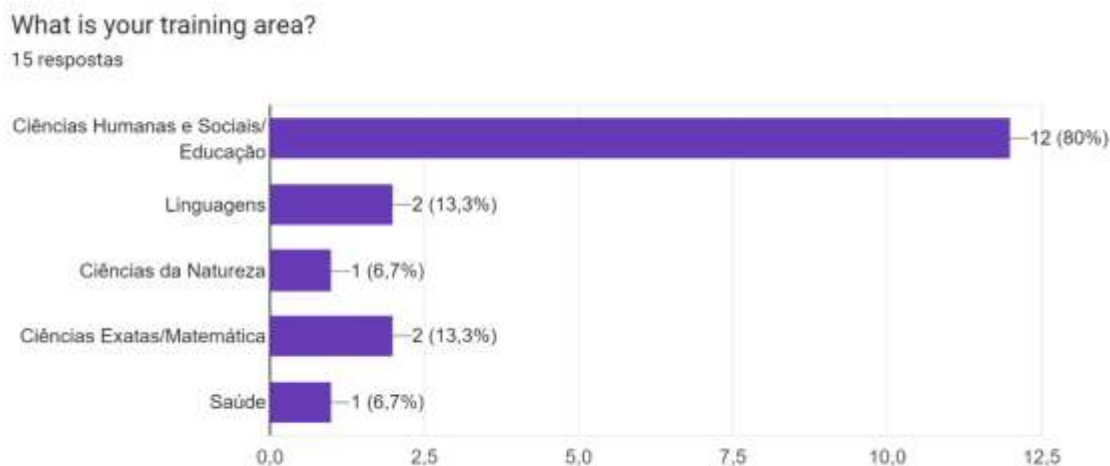
**Figure 2 - Research question no. 2.**



Source: survey data.

The third question focuses on identifying the training area of these participating educators and researchers (Figure 3). Therefore, most of the participants graduated in Humanities, Social Sciences, which corresponds to 80%. In turn, few participants are from the areas of Languages, Natural Sciences, Exact Sciences and Mathematics, as well as the health area. Therefore, it was observed that some participants work in more than one area.

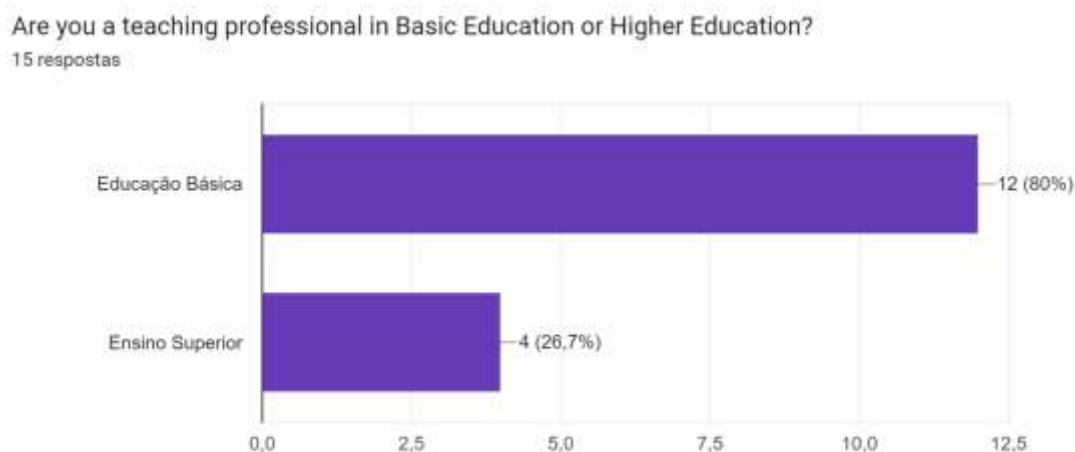
**Figure 3 - Research question no. 3.**



**Source: survey data.**

Figure 4 presents the data referring to the fourth research question, which sought to ascertain the performance of the interviewees, that is, whether they work in Basic Education or in Higher Education. Therefore, 12 responses were obtained for Basic Education and 4 responses for Higher Education. Therefore, these data apparently elucidate that one of the participants acts in both stages.

**Figure 4 - Research question no. 4.**



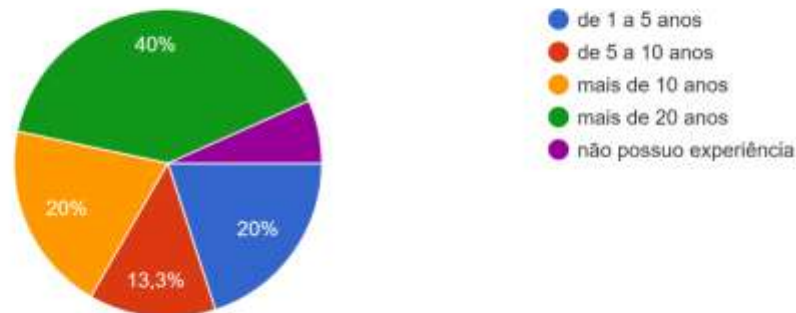
**Source: survey data.**

The fifth research question, presented in Figure 5, represents time of experience in teaching, that is, performance in the classroom. The interesting thing about the data is that most of them (40%) have been working for more than 20 years, while 20% have been working for more than 10 years, 20% have been working between 1 and 5 years, 13% have been working between 5 and 10 years and only 1 participant has no teaching experience.

**Figure 5 - Research question no. 5.**

What is your experience in the classroom?

15 respostas



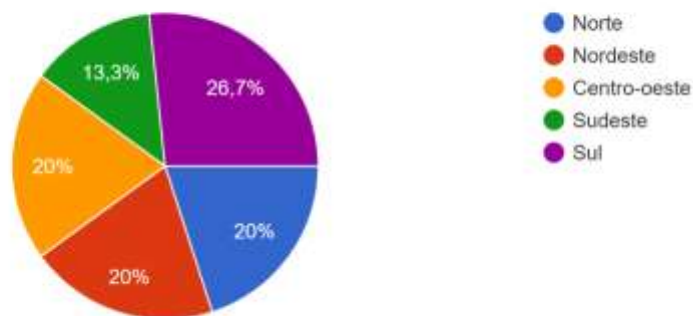
Source: survey data.

Figure 6 presents the sixth research question, which had the purpose of probing the region in which the research participants work. In view of this, the research group is national and 26.7% are from the southern region, while the north, northeast and midwest regions had 20% participation each. The Southeast region had a quantitative of 13.3% of participants.

**Figure 6 - Research question no. 6.**

Please tick the region you live in:

15 respostas



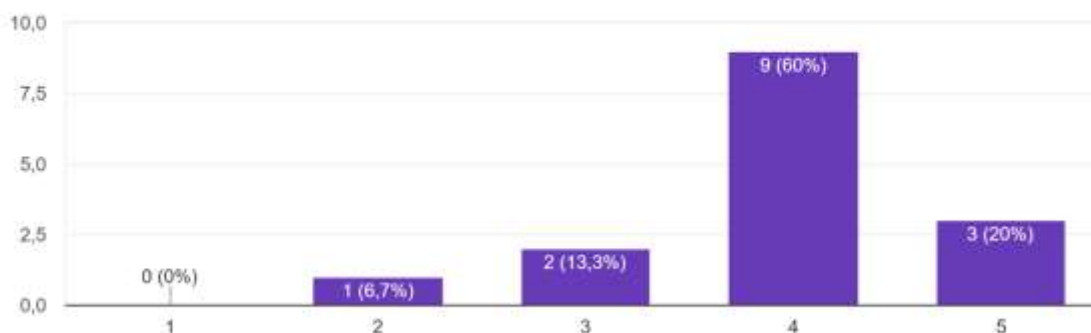
Source: survey data.

Figure 7 presents data from the seventh research question, which sought to assess participants' recognition of the scientific and academic production of programs in the development of educational practices at regional levels. On a scale of 0 to 5, 60% of the participants assigned the concept 4, as well as 20% assigned the concept 5, envisioning that most participants understand these programs as developers of education at a social and regional level. Therefore, 13.3% of the participants attributed concept 3 and only 6.7% attributed concept 2.

**Figure 7 - Research question no. 7.**

How do you evaluate the scientific and academic production of Graduate Programs in view of the development of regional educational practices?

15 respostas



**Source: survey data.**

The eighth research question stems from the following question: What is your perspective on the evolution of teaching and learning processes as a result of the research carried out by the Strict sensu Programs? The main results have been listed below in list format.

- strengthening of programs encouraging the entry of new researchers.
- Many researches lead to successful practices, even though we have teaching and learning projects adapted to the characteristics of each location and student profile, ranging from Basic Education to Higher Education, lato and Strict sensu.
- They help in the research process to strengthen national education and not just be part of mere tasks
- Good prospects.
- Great, since scientific work makes it possible to expand knowledge.
- I believe that the strength of experience disseminated through articles and other productions help other teachers to develop their work, as well as outline projects and strategies to improve learning. Everything is knowledge, exchanges of experiences.
- The importance of Feedback both from writing and also from actions carried out in conjunction with other educational institutions.
- Enables development in educational and (bio)psychosocial practices
- I think it's very good. Great.
- That they effectively contribute to the Education of all.
- Perspective of great relevance, function that allows the improved knowledge of the concepts and practices in development.
- Of paramount importance, beginner to the area of professional education.

The data from question 8 indicate that the participants recognize the need to include new teachers and Basic Education professionals in general in these programs. To this end, they elucidate that it is necessary to expand projects and research that help teachers in their pedagogical practice. In this sense, the participants make it clear that the actions of the Strict sensu programs are important for improving the quality of the Teaching and Learning processes in Basic Education and, when these researches focus on teacher training for training purposes, consequently the result is reflected in meaningful experiences.

The ninth research question is based on the following question: In your opinion, which actions should be further explored or intensified as a Strictsensu research field? The main results have been listed below in list format.

- Incentive to the development of research practices.
- Taking innovative ideas off the shelf, often applied as a sample, in order to raise data from a survey; further strengthen the Basic School-University relationship; provide opportunities for new ways and parameters to understand an Education that is said to be current, but that practices old and ineffective

habits, becoming obsolete and uninteresting for its public and outlining an uncertain future, perhaps signing the normality of the lack of meaning of its existence.

- Development of learning and special education.
- I believe in the development and use of assistive technologies in the classroom.
- Well-defined personal development and career plan.
- I believe that there should be more incentive from the competent public bodies. The researcher does his research, but does not see incentive in the work. That is, it does not have support to develop discoveries within where it works. So, most of it is just on paper. It is not the researcher's fault, but rather the agency that works does not leave space to develop/apply the dissertations or thesis. We are boycotted by the managers.
- Encouraging interdisciplinary projects.
- Education, health and society.
- Know the demands to develop such technologies and improve them.
- Actions focused on science and technology.
- Special and interracial education.

Data from question 9 revealed the vast need of the regions of Brazil regarding research in Health Education, Education and Society, Special and Inclusive Education, Science and Technology, Ethnic-Racial Relations, among others. In the meantime, one of the participants points out that an important point of Strict sensu is to approximate the connection between university and community and the reflection of this interlocution is the evolution of educational practices. In addition, another participant points out that these studies need to “get off the ground” and meet the teaching practice with reality.

Given this context, it is valid to measure what Freitas e Souza (2018, p. 17) says:

In the field of human and social sciences, Strictsensu Post-Graduation in Brazil has been increasingly strengthened, also through systems and platforms for evaluating, updating and disseminating knowledge. However, taking as a reference the peculiarities and challenges of training based on postgraduate research, it can be said that discussions about this intricate relationship, from the perspective of postgraduate internal processes, are still timid.

Cirani's study, Belfry and Silva (2015), using data from the Coordination for the Improvement of Higher Education Personnel (CAPES), revealed the significant increase in Strict sensu Graduate Programs in Brazil. However, the data reveal that the programs are concentrated in the richest regions of the country and that many courses are being created by the private sector. From the perspective of Castro (2012, p. 284) “Graduate studies are not something that is set apart from the Brazilian educational system, it was important that we sought to understand aspects of its nature and objectives, as some of the researchers that we were able to revisit have done, especially in light of trends and socio-economic demands. -wider educational activities” [...]. Silva and Jacomini (2017) sought to evaluate the academic production of some programs and, as a product of the investigation, found that the productions in the investigated programs focus on educational policies and regionalities, seeking to relate aspects of the school reality or the reality of the student.

#### **IV. Final Considerations**

This study revealed that the Graduate Programs allow the university to dialogue with issues of the community in which it operates. In this sense, the research of programs that focus on investigating problems that permeate the school context, elucidate aspects that will possibly be targets of pedagogical interventions by the same programs. In this sense, when investing in teacher training, the result of the training stages, in addition to causing significant experiences in teachers, can contribute to the teaching and learning processes.

Many of the researchers interviewed point to the need for more interventions carried out by the programs, as research actions and projects are extremely important for educational practices, because when weaknesses are identified, it becomes possible to remedy them with critical thinking and through scientific research for teaching purposes. Given these data, it is possible to establish that it is necessary to encourage more teachers to be interested in the context of research in teaching and this can also be a Strictsensu intervention that will contribute to multiplying researchers in the different regions of Brazil, improving the praxis in general.

The final discussion of the results points out that the areas of Human Sciences are the ones that most represent the Postgraduate fields of action, in agreement with the locus of the research participants, who mostly comprised professors in the area of Human Sciences. This addendum points out that more programs should emerge in the regions of Brazil, supporting the other areas of knowledge.

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